

The Effectiveness of TPS and STAD Models Against Skills Writing Fantasy Texts Reviewed from Motivation Study Grade VII Junior High School Students

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ABSTRACT

Study This aiming for know the effectiveness of the TPS and STAD models in learning write text fantasy If reviewed from motivation Study student class VII. This research is a quantitative research . The population in this study was S MPN 7 Magelang. The sample in this study used the cluster random sampling technique . The data in this study were the scores of the results of the fantasy text writing skills test and the scores of the learning motivation questionnaire. Data analysis used the anova test and the difference test . The results of the study This show There is a significant difference in the ability to write fantasy texts between grade VII students before and after using the STAD and TPS models in learning write text fantasy , as well as the STAD model more effective compared to with the TPS model in learning write text fantasy If reviewed from motivation Study

INTRODUCTION

Writing is like a important thing in academic success and is a skill that students need to develop. Writing assignments are challenging, time-consuming, and often require students to control various factors. Students' writing skills clearly demonstrate creativity, understanding, and situational analysis (Vacalares et al. , 2023). For students, writing still seems difficult because writing is a productive aspect where students are expected to be able to create a work through writing. This is in line with the opinion of Nurgiyantoro (2010:296) compared to the three language skills, namely listening, writing, and speaking, writing skills are more difficult to master even for expert speakers of the language concerned. There are several factors that influence students' writing skills, including learning motivation and a supportive environment. Motivation is considered the most significant factor in developing writing skills. Motivated students show a greater interest in writing. Motivated students are also more likely to participate in class activities and show interest in honing their writing skills. Students who have positive perceptions of school, accompanied by a sense of belonging, show a higher tendency to actively participate in school-related tasks, engage in deep learning experiences, and improve their academic performance (Brookes & Grundy, 2017; Voelkl, 2012).

In addition to motivation, developing writing skills requires an atmosphere that encourages students to write and supports their learning. Through writing, teachers can identify and address student errors immediately, provide constructive feedback that helps them improve their writing skills. Therefore, students need to develop their writing skills by practicing consistently in a supportive learning environment in order to excel academically and professionally (Rao, 2017). One effort that can be made by teachers to increase student learning motivation is by choosing the right learning model. One type of learning that meets these requirements and is easy to apply is the cooperative learning model. Cooperative learning is a group learning model used by teachers to actively involve students in learning activities so that their learning abilities increase (Haryanti, 2019). In cooperative learning, there are several variations of models that can be applied, one of which is the think pair share model. Think-pair-share is a type of cooperative learning developed by Frank Lyman and his colleagues from the University of Maryland in 1985 as one of the cooperative learning activity structures (Isjoni, 2009) . Think pair share gives students time to think, respond, and help each other so that this model has strong potential to empower and improve students' thinking skills, and can improve students' learning outcomes or learning achievements. In addition, think pair share also gives students the opportunity to work alone and collaborate with others. The main elements in the think pair share type cooperative learning model are three main stages carried out in the learning process, namely the think stage (thinking individually), pair (pairing with friends), and share (sharing answers with other partners or the whole class). In addition to the think pair share model, there is also a student team achievement division type cooperative learning model . This model can encourage students to work together in the learning process so that they can

help each other in mastering the expected competencies (Esminaro et al. 2016). by implementing the student team achievement division type cooperative model , students can interact in learning creatively and innovatively. The advantages of this learning model are that it can develop student achievement, both teacher-made test results and standard tests, students' self-confidence increases, students feel more controlled for their academic success and provide impressive development in interpersonal relationships between members of different ethnic groups (Winarsih, 2015).

One of the writing lessons that must be mastered by junior high school students is writing fantasy texts. Fantasy texts are texts that can be written based on the author's imagination. Fantasy stories are stories that feature characters, plots, settings, or themes whose degree of truth is questionable, either concerning (almost) the entire story or only part of it (Nurgiyantoro, 2010: 295). In writing fantasy texts, the author's imagination or fantasy is needed. This is in accordance with the character of students aged seven to eleven years, who are in the intellectual development period of the concrete operational stage. At this time, students begin to be able to develop imagination into the past and future . However, in reality, it shows that there are still many students who have difficulty writing fantasy texts.

Think pair share and student team achievement division models have been applied in writing learning, but the effectiveness of both models in learning to write fantasy texts is not yet known with certainty when viewed from student motivation. Therefore, researchers are interested in testing the think pair share learning model and the student team achievement division model in learning to write fantasy texts by reviewing students' learning motivation. After the think pair share learning model and the student team achievement division model are applied, researchers will see the success of both strategies in the process of learning to write fantasy texts.

THEORETICAL REVIEW

TPS is an effective cooperative learning model in improving students' writing skills. Gillies found that TPS provides students with the opportunity to discuss and exchange ideas, which can significantly improve students' writing skills. their writing. This is in line with the results of this study which show that the use of the TPS model has a significant influence on students' fantasy text writing skills. In addition, Kagan (2018) argues that cooperative models such as TPS are very important in creating a supportive and inclusive learning environment. TPS not only improves academic skills but also students' social skills, which contributes to improved writing skills.

Think pair share model is a learning model that involves students in three main stages, namely thinking individually first (think), discussing with a partner (pair) , and sharing the results of the discussion with the whole class (share) . This approach aims to increase student engagement, promote collaboration between students, and support a deeper understanding of the subject matter. The TPS model is effective in increasing student engagement and improving the quality of discussions in class. TPS not only helps students

to understand the subject matter better, but also improves their social and cognitive skills. By providing opportunities for structured discussions with partners, students can better articulate their thoughts, discuss alternative solutions, and stimulate critical thinking. TPS can encourage more active and meaningful learning, and create an inclusive and collaborative classroom environment (Newman & Goldrick: 2019).

Student team achievement division (STAD) model is a cooperative learning approach designed to improve student academic achievement through teamwork. In this approach, students are grouped into small, heterogeneous teams to work together to achieve common learning goals. Each team member has individual responsibility for their understanding and contribution to the team's goals. This model aims to promote positive interactions between students, mutual support, and increased motivation in achieving better academic success. STAD is effective in improving student achievement in a variety of subjects, including mathematics and language arts. (Slavin: 2021).

Motivation Study is a process that begins with a need or goal that drives a person to behave toward achieving that goal. This motivation influences how students think, feel, and act in learning situations (Schunk, Pintrich, & Meece : 2008). The relationship between learning motivation and learning achievement has been widely studied, including research by Meng & Hu (2023) which shows that extrinsic learning motivation directly and indirectly through learning behavior affects students' academic achievement. This study found that students with high extrinsic motivation tend to perform better . In addition, research by Lee & Kwon (2023) showed that students' motivational beliefs, including intrinsic and extrinsic motivation, affect their academic achievement. This study found that intrinsic motivation has a greater impact on academic achievement than extrinsic motivation.

Based on review literature above , below is framework study This.

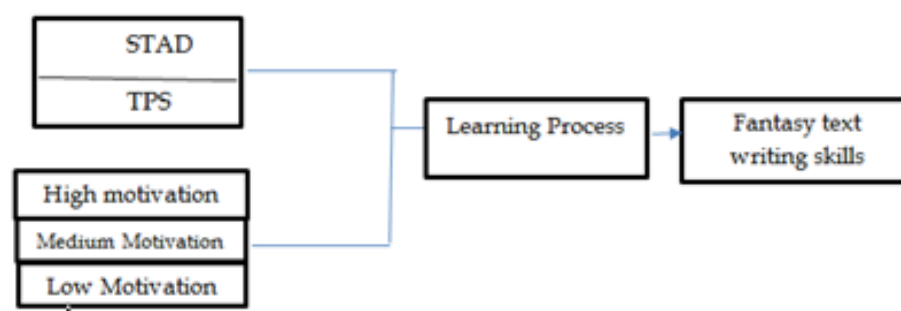


Figure 1. Framework Think

METHODOLOGY

Type Study

Study This is study quantitative use design study Experiment . Method experiment is procedure study Which done For disclose connection because consequence between the group that gets treatment . Type experiments used is experiment pseudo .

Location and Time of Research

Study conducted at SMP Negeri 7 Magelang . The research time was conducted during the learning process regulated in the school academic calendar in April-May 2024.

Population and Sample

Population in research This is student Class VII of SMP Negeri 7 Magelang , consisting of from classes VII A, VII B, VII C, VII D, VII E, and VII F, with amount overall student class VII , namely 192 students . Sample study is student class VII D and VII E of SMP Negeri 7 Magelang . Class VII D as group experiment I with using the think pair share model and class VII E as class experiment II with using the student team achievement division model.

Variables

This study consists of four variables, namely two independent variables, one dependent variable, and one moderator variable. The independent variable is a variable that affects the dependent variable. The independent variables in this study are the think pair share and student team achievement division models in learning to write fantasy texts (X). These two models will be used in two experimental classes.

Techniques and Instruments Data collection

Data collection in study This done with method pretest conducted before experiment . Pretest was conducted to group experiment 1 and group experiment 2. Pretest done For know ability beginning student before done learning write text fantasy . Both group the given same pretest that is write text fantasy with theme in accordance Instructions on LKPD. Pretest in groups experiment 1 is Class VII D consists of 32 students , group experiment 2 class VII E totaling 32 students . After the second group carry out pretest and found results ability write text fantasy , second group the do learning For know There is whether or not improvement ability write text fantasy as well as There is whether or not influence motivation Study to results skills write text fantasy . Group experiment 1 do learning with the think pair share model , groups experiment 2 with the student team achievement division model . In both group study The treatment was carried out five times learning . At the stage end , second group experiment given a posttest with same material as at the time pretest . Purpose giving posts This that is For know difference improvement skills write text fantasy , prove the effectiveness of the model used , and to know influence motivation Study to results skills write text fantasy using the TPS and STAD models. The posttest is in the form of test performance write text fantasy with using the TPS model for group experiment 1, and the STAD model for group experiment 2.

Validity and Reliability

Validity content and construct in research This done with method request opinion expert judgment . Validity in research This get good results and

instruments stated worthy For tested . Reliability in research This use cronbach alpha formula with results pretest of 0.616 , the posttest result was 0.655 , and the results questionnaire motivation Study 0.620. Because All alpha values are more than 0.600, then the instrument is declared reliable .

Data Analysis Techniques

Data analysis techniques in study This use technique descriptive , prerequisite test , and hypothesis test .

RESULTS

Descriptive Data Test Results

pretest data for writing fantasy texts were taken from the initial test given to class 7D as experimental group 1 and class 7E as experimental group 2. The purpose of the pretest was to determine the level of students' initial ability in writing fantasy texts before the two models were applied to each class. Posttest implemented after students receive treatment. Experimental class 1, namely 7D, received treatment using the think pair share model and experimental class 2, namely 7E, received treatment using the student model. team achievement division . The following is a table of descriptive statistics results for the pretest and posttest class . experiment 1 and experiment 2.

Table 1. Pretest and Posttest Data Group Experiment 1 and Experiment 2

No.	Types of Descriptive Statistics	Pretest Results		Posttest Results	
		Group Experiment 1	Experimental Group 2	Group Experiment 1	Experimental Group 2
1	Mean	46.88	40.78	82.50	80.94
2	Median	47.50	37.50	80	80
3	Mode	50	30	80	80
4	Std. Deviation	10,682	11,296	3,592	4,990
5	Variance	114,113	127,596	12,903	24,899
6	Minimum Value	25	25	80	70
7	Maximum Value	70	65	90	90

Based on the table on known class average value experiment 1 at the time pretest got an average of 46.88 and increasing moment posttest to 82.50. The average class value experiment 1 experienced increase as much as 35.62. Then , the average value of the class experiment 2 at the time of the pretest was 40.78 and increased when the posttest becomes i80.94. With Thus , the average class value experiment 2 experienced improvement as much as 40.16. In general sequentially can concluded that class experiments that have occurred largest average increase that is class experiment 2 and followed with class experiment

1. The following served picture chart average skill increase write text fantasy.

Prerequisite Test

Normality Test

The normality test aims to determine the normality of the distribution of pretest, posttest, and learning motivation questionnaire data. The normality test is carried out by looking at and comparing the Shapiro-Wilk significance values. If the significance value obtained is greater than 0.05 (5%) it means that the data is normally distributed, but if the significance value is less than 0.05 (5%) it means that the data is not normally distributed. The following is a presentation of the normality test data.

Table 2. Normality Test Results

No.	Normality Test	Class	Shapiro Wilk		
			Statistics	Df	Sig.
1.	Pretest	Experiment 1	,967	32	,420
		Experiment 2	,948	32	,123
2.	Posttest	Experiment 1	,965	32	,368
		Experiment 2	,955	32	,206
3.	Learning Motivation Questionnaire	Experiment 1	,957	32	,223
		Experiment 2	,937	32	,062

Based on the table above, it can be seen that the sig. value of experimental class 1 and class 2 is experiment 2, namely 0.420 and 0.123, which means that the sig. value is more than 0.05, meaning that the distribution of pretest data for experimental class 1 and experiment 2 is normally distributed. Then, for the posttest data class experiment 1 and experiment 2 are 0.368 and 0.206, which means the sig. value is more than 0.05, meaning the distribution of posttest data for experimental class 1 and experiment 2 is normally distributed. Finally, for the questionnaire data motivation Study it is known that the sig. value of the class experiment 1 and experiment 2 are 0.223 and 0.062, which means the sig. value is more than 0.05, meaning the distribution of learning motivation questionnaire data is normally distributed.

Homogeneity Test

Table 3. Homogeneity Test Results

Homogeneity Test	Levene Statistics	df1	df2	Sig.
Pretest	,010	1	62	,922
Posttest	,083	1	62	,774
Learning Motivation Questionnaire	3,077	1	62	,084

Based on the table above, it is known that the sig. pretest value is 0.922. Because the Sig. value is $0.922 > 0.05$, then as a basis for decision making in the

homogeneity test above, it can be concluded that the variance of the pretest data is the same or homogeneous. Then , the results of the homogeneity test of the post t test were obtained from the posttest data of experimental group 1 and experimental group 2. Based on the table above, the sig. posttest value is 0.774. Because the Sig. value is $0.774 > 0.05$ then as a basis for decision making in the homogeneity test, it can be concluded that the variance of the post-test data in students in grades 7D and 7E is the same or homogeneous. Homogeneity test data questionnaire motivation Study obtained from score questionnaire motivation Study group experiment 1 and experiment 2. Based on the table above, the sig. value of learning motivation is 0.084. Because the sig. value is $0.084 > 0.05$, then as a basis for decision making in the homogeneity test can It is concluded that the variance of learning motivation data in students in classes 7D and 7E is the same or homogeneous.

Hypothesis Testing

Testing hypothesis in study This using anova test and t test.

Hypothesis First

Hypothesis First in study This is " there is " difference ability write text significant fantasy between student Grade VII SMP before and after using the think pair share model ". The difference ability write text fantasy before and after using the think pair share model can seen from sample t test results related to pretest and posttest data write text fantasy class experiment 1.

Table 4. Sample T-Test Results Relating Pretest and Posttest Data Ability Writing Fantasy Texts Experimental Class 1

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest_Pair 1 - Posttest_7D	-35,625	11,053	1,954	39,610	-31,640	-18,232	31	,000

Based on class t test results experiment 1, it is known that the t-value is -18.232 and the Sig. value (2-tailed) is 0.000 or it can be said that $P < 0.05$. This shows that there is a significant difference in the pretest and posttest data on the ability to write fantasy texts of experimental class 1, thus the think pair share model is effective in learning to write fantasy texts or H_a is accepted and H_o is rejected.

Ha = There is a significant difference in the ability to write procedural texts between grade VII junior high school students before and after using texts between the think pair share model. (Accepted)

Ho = There is no significant difference in the ability to write procedural grade VII junior high school students before and after using the think pair share model. (Rejected)

Hypothesis Second

Second hypothesis in this study is "there is a significant difference in writing fantasy texts between grade VII junior high school students before and after using the student team achievement division model ". The difference in writing ability can be seen from the results of the sample t-test relating to pretest and posttest data on writing fantasy texts for students in experimental class 2.

Table 5. Sample T-Test Results Relating Pretest and Posttest Data Ability Writing Fantasy Texts Experimental Class 2

Mean	Paired Differences					Std. Error Mean	df	Sig. (2-tailed)
	Std. Deviation			95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest_7E Pair 1 - Posttest_7E	-40,156	11,323	2,002	44,238	-36,074	20,062	31	,000

Based on the results of the t-test of experimental class 2, the calculated t value obtained was -20.062 and the Sig. (2-tailed) value was 0.000 or it can be said that $P < 0.05$. This shows that there is a significant difference in the pretest and posttest data on the ability to write fantasy texts of experimental class 2, thus the student team achievement division model is effective for use in learning to write fantasy texts or it can be said that Ha is accepted and Ho is rejected.

Ha = There is a significant difference in the ability to write fantasy texts between grade VII junior high school students before and after using the student team achievement division model. (Accepted)

Ho = There is no significant difference in the ability to write fantasy texts between grade VII junior high school students before and after using the student team achievement division model. (Rejected)

Hypothesis Third

third hypothesis of this study is "students with high learning motivation, the think pair share model is more effective than the student team achievement division model in learning to write fantasy texts". The difference in the ability to write fantasy texts of students with high learning motivation can be seen from

the results of the anova posttest of the ability to write fantasy texts of students in experimental class 1 and experimental class 2.

Table 1 Anova Data Posttest Results Ability Writing Fantasy Texts Experimental Class 1 and 2

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4908,776 ^a	36	136,355	1,371	,199
Intercept	90204,589	1	90204,589	907,226	,000
Class	201,996	1	201,996	2,032	,166
Motivation to learn Class *	2977,623	26	114,524	1,152	,358
Motivation_to_Learning	1642,292	9	182,477	1,835	,107
Error	2684,583	27	99,429		
Total	133175,000	64			
Corrected Total	7593,359	63			

Based on the results of the ANOVA test, the F value of learning motivation is 1.152 and the Sig value is 0.358 (35.8%) because the sig value is more than 0.05, it shows that there is no significant difference in the post -test value of the ability to write fantasy texts in classes 7D and 7E when viewed from the aspect of learning motivation. Then , after done average value comparison student with motivation Study tall obtained increase mark posttest in class experiment 1 is of 40, while in class experiment 2 is as big as 48.34 . With this data , we can taken conclusion that the student team achievement division model is more effective used on students with motivation Study tall or can it is said Ha is rejected and Ho is accepted.

Ha = For students with high learning motivation, the think pair share model is more effective than the student team achievement division model in learning to write fantasy texts. (Rejected)

Ho = For students with high learning motivation, the think pair share model is not more effective than the student team achievement division model in learning to write fantasy texts. (Accepted)

Hypothesis Fourth

Fourth hypothesis This study is "students with moderate learning motivation, the think pair share model is more effective than the student team achievement division model in learning to write fantasy texts". The hypothesis can be answered through the results of the anova test of the posttest data on the ability to write fantasy texts in experimental class 1 and experiment 2. Based on the results of the anova test, it is known that the F value of learning motivation is 1.152 and the Sig value. 0.358 (35.8%) because the sig value is more than 0.05, it shows that there is no significant difference in the post -test value of the ability to write fantasy texts in class 7D and 7E when viewed from the aspect of

learning motivation. Then , the comparison of the average values student with motivation Study high in class experiment 1 is as big as 35.71 and class experiment 2 is 39.28 . Based on these data can withdrawn conclusion that in students with motivation Study medium , student team achievement division model more effective compared to the think pair share model or can it is said that Ho is rejected and Ha is accepted .

Ha = For students with moderate learning motivation, the think pair share model is more effective than the student team achievement division model in learning to write fantasy texts. (Rejected)

Ho = For students with moderate learning motivation, the think pair share model is not more effective than the student team achievement division model in learning to write fantasy texts. (Accepted)

Hypothesis Fifth

Fifth hypothesis in this study is " students with low learning motivation, the think pair share model is more effective than the student team achievement division model in learning to write fantasy texts". This hypothesis can be answered through the calculation of anova data posttest writing skills of experimental class 1 and experiment 2. Based on the results of the anova test, the results of the F value of learning motivation were 1.152 and the Sig value. 0.358 (35.8%) because the sig value is more than 0.05, it shows that there is no significant difference in the post -test value of the ability to write fantasy texts in classes 7D and 7E when viewed from the aspect of learning motivation. Then, in average value comparison student with motivation low in class experiment 1 obtained results as big as 33.33 , while in class experiment 2 is 40. Based on matter the can taken conclusion that the student team achievement division model more effective applied to students with motivation Study low or can it is said that Ha is rejected and Ho is accepted .

Ha = For students with low learning motivation, the think pair share model is more effective than the student team achievement division model in learning to write fantasy texts. (Rejected)

Ho = For students with low learning motivation, the think pair share model is not more effective than the student team achievement division model in learning to write fantasy texts. (Accepted)

DISCUSSION

Differences in Students' Fantasy Text Writing Abilities Before and After Using the Think Pair Share Model

The difference in the ability to write fantasy texts before and after using the think pair share model can be seen from the results of the sample t-test relating to the pretest and posttest data on writing fantasy texts of experimental class 1 students. Based on the results of the t-test, it is known that the calculated t value is -18.232 and the Sig. (2-tailed) value is 0.000 or it can be said that P

<0.05. This shows that there is a significant difference in the pretest and posttest data on the ability to write fantasy texts of class 7D, thus the think pair share model is effective for use in learning to write fantasy texts.

During learning by implementing the think pair share model, students become active, creative, and able to be creative by writing fantasy texts. This makes a significant difference between the pretest and posttest results of writing fantasy texts. The results of this study are in line with research conducted by Ebrahemi & Elhasemi (2023) which shows that the think pair share model has been proven to increase student participation and the quality of their writing through constructive interaction and feedback.

Differences in Students' Fantasy Text Writing Ability Before and After Using the Student Team Achievement Division Model

The difference in students' fantasy text writing ability before and after using the student team achievement division model can be seen from the results of the t-test of experimental group 2. Based on the results of the t-test, the calculated t value is -20.062 and the Sig. value. (2-tailed) is 0.000 or it can be said that $P < 0.05$. This shows that there is a significant difference in the pretest and posttest data on the ability to write fantasy texts in class 7E, thus the student team achievement division model is effective in learning to write fantasy texts. This is supported by Doe's research (2021), which states that STAD significantly improves academic performance and student engagement. STAD not only improves academic achievement but also promotes positive attitudes towards learning and collaboration between students.

Think Pair Share and Student Team Achievement Division Models on Learning to Write Fantasy Texts Reviewed from Learning Motivation

the think pair share and student team achievement division models on learning to write fantasy texts varies when viewed from the aspect of learning motivation. For high learning motivation, the pretest significance value is 0.130 (13%) and in the posttest data (posttest) viewed from high learning motivation is 0.742 (74.2%). This shows that there is no significant difference in the ability to write fantasy texts in experimental class 1 and experiment 2 after the implementation of the think pair share and student team achievement models because the significance value is more than 0.05. However, if reviewed from results analysis descriptive, average value of ability write text fantasy TPS model students with motivation Study tall experience increase as many as 40, while the STAD model with motivation Study tall experience increase as much as 48.34. With the existence of this data can it is said that the STAD model is more effective used For student with motivation Study tall.

Then, in students with moderate learning motivation, the pretest significance value is 0.137 (13.7%) and the value significance posttest is 0.348 (34.8%). This shows that there is no significant difference in the ability to write fantasy texts in experimental class 1 and experimental class 2 before the think pair share and student team achievement models are applied. division because the significance value is more than 0.05. However, if seen from results analysis

descriptive show that average class results using the TPS model with motivation Study currently experience increase of 35.71, while the STAD model experienced increase of 39.28. Based on these data , the STAD model is more effective used For student with category motivation Study currently .

Finally , the significance value obtained for the ability to write fantasy texts (pretest) in terms of moderate learning motivation is 0.073 (7.3%) and the posttest value is 0.478 (47.8%). This shows that there is no significant difference in the ability to write fantasy texts in classes 7D and 7E before the think pair share and student team achievement models are applied because the significance value is more than 0.05 . However , if reviewed from results description average value of TPS model class with motivation Study low experience improvement of 33.33, while class with the STAD model experienced an average increase of 40. With Thus , the STAD model is more effective applied to students with motivation Study low .

Based on results from three levels of motivation Study that is high , medium , and low STAD models are more effective applied to learning write text fantasy . That thing because the STAD model can increase student engagement and academic achievement through a collaborative learning environment . This model emphasizes cooperative learning which aims to improve students' understanding and academic achievement (Haritsah, 2022), so the STAD model is suitable when applied to students with high, medium, and low learning motivation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis and discussion, it can be concluded that there is a significant difference in the ability to write procedural texts between grade VII junior high school students before and after using the think pair share model. This was obtained from the sample t-test relating to pretest and posttest data on writing fantasy texts for students in experimental class 1 which showed a significance value smaller than the significance level of 0.05 (sig (0.000) < 0.05). Furthermore , there is a significant difference in the ability to write fantasy texts between grade VII junior high school students before and after using the student team achievement division model. This is based on the sample t-test related to the pretest and posttest data on writing fantasy texts of grade 2 experimental students which shows a significance value of less than 0.05 (sig (0.000) < 0.05).

For students with high learning motivation, the student team achievement division model is more effective than the think pair share model in learning to write fantasy texts. This is obtained from the results of the average ability to write fantasy texts of students with high learning motivation in experimental class 1 experiencing an increase of 40, while in experimental class 2 it was 48.34. For students with moderate learning motivation, the student team achievement division model is more effective than the think pair share model in learning to write fantasy texts. This can be seen from the results of the average ability to write fantasy texts of students with moderate learning motivation in experimental class 1 experiencing an increase of 35.71 and

experimental class 2 experiencing an increase of 39.28. For students with low learning motivation, The student team achievement division model is more effective than the think pair share model in learning to write fantasy texts. This can be seen from the results of the average ability to write fantasy texts of students with moderate learning motivation in experimental class 1 experienced an increase of 33.33 and experimental class 2 experienced an increase of 40.

Based on conclusion study obtained Suggestion: Indonesian language teachers are advised to apply the think pair share and student team achievement division models because both models are effective for use in learning to write fantasy texts . and other researchers can carry out further research with broader variables and learning models.

FURTHER STUDY

Researchers have tried to obtain maximum results, but in reality there are still shortcomings caused by several things. limitations that is level motivation Study student can vary greatly . Some student may be very motivated Because interest personal to material , purpose academic , or encouragement from family , while others may not enough motivated Because lack of interest or problems outside school .

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