

THE EFFECT OF COOPERATIVE LEARNING MODEL ON STUDENTS' ABILITY IN WRITING OF PROCEDURE TEXT AT GRADE XI OF SMA NEGERI 1 AEK SONGSONGAN IN 2025/2026 ACADEMIC YEAR

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ABSTRACT

The aim of this study was to determine how the Cooperative Learning model affected the eleventh-grade students at SMA Negeri 1 Aek Songsongan's capacity to write procedure texts throughout the 2025/2026 school year. Two groups an experimental group and a control group were involved in the study's quantitative methodology. The total number of participants was 72 students, divided equally into both groups. The data were gathered through writing tests in the form of a pre-test and a post-test. The experimental group was taught using the Cooperative Learning model, while the control group was taught through conventional teaching methods. The findings showed that the students in the experimental group experienced a significant improvement, as their mean score increased from 67.7 in the pre-test to 83.3 in the post-test. On the other hand, the control group also showed improvement, but at a lower level, with their mean score rising from 55 to 67.3. Moreover, the t-test results revealed that the obtained t-value (7.01) exceeded the critical t-table value (1.667) at the 0.05 significance level. This finding shows that a statistically significant difference existed between the two groups. Consequently, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected. In summary, the Cooperative Learning model was demonstrated to have a meaningful effect on students' ability in writing procedural texts.

Keywords: Cooperative Learning, Writing Ability, Procedure Text.

INTRODUCTION

English has evolved into a widely used international language across many fields such as education, science, technology, and global communication. In Indonesia, it is taught as a compulsory subject at the secondary school level to equip students with the ability to communicate on a global scale. Learning English requires students to develop four key skills: listening, speaking, reading, and writing, as noted by (H. Douglas Brown, 2007). Among these, writing is often considered the most challenging skill because it demands not only mastery of language but also involves cognitive, metacognitive, and emotional aspects, as explained by (Jeremy Harmer, 2004).

Writing is a productive language skill that holds an important role in supporting academic achievement and the development of knowledge. Through writing, learners can convey ideas, share information, and show their understanding in an organized way. As stated by (Jack C. Richards & Willy A. Renandya, 2002), writing requires the combination of several elements such as content, organization, vocabulary, grammar, and mechanics. Moreover, writing is not a one-step activity but a recursive process involving stages like planning, drafting, revising, and editing. Because of these multiple demands, writing becomes especially difficult for learners of English as a Foreign Language (EFL).

In addition, writing is not merely a linguistic activity but also a social and communicative practice. That effective writing requires awareness of audience, purpose, and context. Similarly, Literacy practices are shaped by social interactions and cultural contexts. Therefore, students need not only language proficiency but also opportunities to engage in meaningful writing activities in authentic contexts.

However, in many EFL classrooms, students still face significant difficulties in writing.

These difficulties include limited vocabulary, weak grammatical mastery, lack of coherence and cohesion, and problems in organizing ideas logically (Richards & Renandya, 2002). Limited opportunities to practice writing and the absence of effective feedback are key factors that contribute to students' low writing performance. In addition, students often face difficulties in correcting errors and revising their work due to a limited understanding of writing conventions.

In the Indonesian curriculum, students at the secondary school level are required to master various text genres, including descriptive, narrative, recount, and procedure texts. Among these, procedure text is particularly important because it focuses on instructing readers on how to perform a task or create something through a sequence of steps (Peter Knapp & Megan Watkins, 2005). Procedure texts demand clear instructions, a logical sequence of steps, and the appropriate use of language features such as imperative sentences, action verbs, and temporal conjunctions. In addition, the effective use of functional language plays a crucial role in producing meaningful texts, particularly in instructional forms like procedure texts.

Despite its structured nature, many students still find it difficult to write procedure texts effectively. They often fail to organize steps coherently, use appropriate vocabulary, or apply correct grammatical structures. These issues are consistent with the findings of Jack C. Richards and Willy A. Renandya (2002), who state that EFL learners frequently experience challenges in text organization and language accuracy.

One key factor that affects students' writing ability is the method applied by the teacher in the classroom. Conventional approaches are usually teacher centered, where the teacher takes control of most classroom activities and students mainly act as passive listeners. As a result, students have fewer chances to practice writing, work together with classmates, and build their critical thinking skills.

To address these challenges, educators are encouraged to implement student-centered learning approaches that foster active participation and collaboration. One effective strategy that can be applied is Cooperative Learning, where students collaborate in small groups to accomplish shared learning objectives, as explained by (Robert E. Slavin, 2005). This approach is based on the concept of social constructivism, which highlights the role of interaction and collaboration in helping learners build and develop their understanding.

Cooperative Learning consists of several key components, including positive interdependence, individual accountability, promotive interaction, and the development of interpersonal skills. Through these elements, students are motivated to participate actively in the learning process, share ideas, and provide feedback to their peers. As a result, this approach can increase student engagement and contribute to improved academic performance.

In the context of writing instruction, Cooperative Learning provides students with opportunities to collaborate in generating ideas, organizing their writing, and revising their work. This kind of teamwork not only improves their writing ability but also helps boost their confidence. Furthermore, cooperative techniques can enhance students' motivation and reduce anxiety when learning a language. Motivation itself is a key factor in second language acquisition, and a more interactive learning environment can significantly increase students' involvement in the learning process.

A number of empirical studies have shown that Cooperative Learning is effective in improving students' writing abilities. For instance, (Marhamah et al., 2025) found improvements in students' vocabulary, grammar, and writing mechanics. Moreover, (Judith et al., 2025) revealed that Cooperative Learning helped students achieve better results in content development, organization, and overall language use.

Cooperative learning enables students to gain a deeper understanding of the material and retain it for a longer time. It also promotes the development of critical thinking and problem-

solving abilities, which are essential in writing tasks. Furthermore, this approach fosters a positive and supportive learning environment, encouraging students to take risks and express their ideas with greater confidence.

Based on the theoretical foundation and findings from previous studies, it can be inferred that Cooperative Learning has considerable potential to enhance students' writing skills, especially in producing procedure texts. Therefore, this study aims to investigate the effect of the Cooperative Learning model on the writing ability of eleventh-grade students at SMA Negeri 1 Aek Songsongan in the 2025/2026 academic year.

This research applies a quantitative method using an experimental design that consists of two groups: an experimental group and a control group. The experimental group is instructed through the Cooperative Learning model, Meanwhile, the control group was instructed using traditional teaching methods. The data were collected through pre-test and post-test writing assignments to measure students' improvement. Students' writing performance was evaluated based on five aspects, namely content, organization, vocabulary, grammar, and mechanics, as proposed (Brown, 2003).

The significance of this study can be seen from both theoretical and practical perspectives. Theoretically, it adds to the existing literature in English language teaching, especially in the fields of writing instruction and cooperative learning. From a practical standpoint, it offers teachers an effective strategy to enhance students' writing skills and increase classroom participation. Moreover, this study is expected to assist students in developing their ability to generate ideas, organize them logically, and produce well-structured procedure texts through collaborative activities. In the broader context, it also supports ongoing efforts to improve the quality of English education in Indonesia by promoting more innovative and student-centered teaching practices.

METHOD

This study used a quantitative research approach with an experimental design to examine the effect of the Cooperative Learning model on students' ability in writing procedure texts. More specifically, it applied a pre-test and post-test control group design involving two groups: an experimental group and a control group. The experimental group was taught using the Cooperative Learning model, while the control group was instructed through conventional teaching methods. This research design was selected to examine whether a significant difference existed in students' writing performance prior to and following the implementation of the treatment.

The population of this study included all eleventh-grade students of SMA Negeri 1 Aek Songsongan in the 2025/2026 academic year, totaling 72 students. Due to the relatively small population size, a total sampling technique was applied, meaning that all students were involved as the research sample. The participants were divided into two groups, with 36 students in the experimental group and 36 students in the control group. The study was conducted at SMA Negeri 1 Aek Songsongan, and the data were collected during the 2025/2026 academic year.

The data collection instrument used in this study was a writing test in the form of a procedure text. The test was given twice, consisting of a pre-test and a post-test. The pre-test was conducted before the treatment to identify students' initial writing ability, whereas the post-test was carried out after the treatment to assess their improvement. During the test, students were required to compose a procedure text based on a provided topic. Their writing was evaluated using five aspects: content, organization, vocabulary, grammar, and mechanics, based on the writing assessment criteria proposed (H. Douglas Brown, 2003).

The data collection process was carried out through several stages. First, both groups

were given the pre-test to determine their initial writing ability. Then, the treatment was implemented, in which the experimental group was taught using the Cooperative Learning model, allowing students to work collaboratively in small groups to discuss, plan, and compose procedure texts. In contrast, the control group was taught using conventional methods, where the teacher explained the material and students worked individually. Following the treatment, a post-test was administered to both groups to evaluate their writing performance after the learning process.

The data obtained from the pre-test and post-test were analyzed using quantitative methods. Students' writing scores were calculated based on the five assessment aspects, and the mean scores of both groups were then computed to determine their average performance before and after the treatment. To test the hypothesis, a t-test was used to identify whether there was a significant difference between the experimental and control groups. The hypothesis testing criteria were as follows: if the calculated t-value was higher than the t-table value, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Otherwise, if the calculated t-value was equal to or lower than the t-table value, the null hypothesis was accepted.

To ensure the validity of the instrument, the writing test was constructed based on the curriculum and learning objectives related to procedure text, ensuring that it appropriately measured students' writing ability. In addition, reliability was maintained by applying consistent scoring criteria and using a clear rubric to minimize subjectivity in the assessment process. Through these procedures, the study ensured that the data collected were both valid and reliable for answering the research problem.

RESULTS AND DISCUSSION

The findings of this study were obtained through an in-depth analysis of students' writing performance in both the experimental and control groups, based on their pre-test and post-test results. The pre-test data indicated that the initial writing ability of students in the experimental group was at a moderate level, with an average score of 67.7. This indicates that although students had been introduced to procedure texts, they still faced difficulties in expressing their ideas clearly, organizing steps in a logical sequence, and using appropriate grammatical structures. The challenges are consistent with the arguments of (Jack C. Richards and Willy A. Renandya, 2002), who state that EFL learners often struggle with linguistic accuracy and text organization due to limited language proficiency. In contrast, the control group demonstrated a lower initial level of writing ability, with a mean score of 55, indicating that many students had not yet developed sufficient competence in constructing well-structured procedure texts.

After applying the Cooperative Learning model, a clear improvement was seen in the experimental group. The average score rose from 67.7 in the pre-test to 83.3 in the post-test, showing a meaningful increase in students' writing ability. This progress could be observed in several aspects of writing, such as how students developed their ideas, organized their texts, chose vocabulary, used grammar, and applied writing mechanics. Students were able to write more clearly, arrange their ideas in a more logical order, and use language more appropriately. Meanwhile, the control group also showed some improvement, with their mean score increasing from 55 to 67.3. However, the increase was not as strong as that of the experimental group. This indicates that although conventional teaching can still support learning, it is not as effective as Cooperative Learning in improving students' writing skills.

The statistical results also supported these findings. The t-test analysis showed that the calculated t-value (7.01) was higher than the t-table value (1.667) at the 0.05 significance level. This means that there was a significant difference between the two groups after the treatment.

Therefore, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. This result indicates that the Cooperative Learning model has a significant influence on students' ability in writing procedure texts.

The improvement observed in the experimental group can be attributed to the characteristics of the Cooperative Learning approach, which emphasizes active student participation, collaboration, and interaction among learners. During the learning process, students worked together in groups to discuss ideas, organize their thoughts, and give feedback to each other. This kind of activity helped them understand the structure and language features of procedure texts more deeply. Learning together also allowed students to build knowledge through shared experiences rather than relying only on the teacher.

Through group interaction, students were able to learn from each other and complete tasks that might be difficult to do individually. Working with peers who have different levels of ability helped students improve their understanding and develop their writing skills step by step. This process also supported their cognitive development and made learning more meaningful.

Besides improving cognitive skills, Cooperative Learning also influenced students' feelings and attitudes toward writing. At the beginning, many students lacked confidence because they were afraid of making mistakes and had limited vocabulary. However, learning in groups created a more relaxed and supportive environment. Students felt more comfortable expressing their ideas, which reduced their anxiety and encouraged them to participate more actively in class.

Another reason for the improvement is that Cooperative Learning supports the writing process itself. Students were involved in several stages such as brainstorming ideas, drafting, revising, and editing their work. With the help of peer feedback, they could recognize their weaknesses and improve their writing step by step. This continuous process made their writing better and more organized over time.

In addition, this method also helped students develop higher-level thinking skills. During group work, they were asked to analyze texts, evaluate their friends' writing, and give suggestions for improvement. These activities trained students to think critically and solve problems, which are important skills in writing.

The results of this study are in line with previous research showing that Cooperative Learning can improve students' writing ability in terms of content, organization, vocabulary, and grammar. This proves that Cooperative Learning is an effective approach that can be applied in different learning situations. Learning becomes more meaningful when students are actively involved and directly engaged in the process.

However, this study also has some limitations. It was conducted in only one school with a relatively small number of participants, so the results cannot be generalized to all contexts. The duration of the treatment was also limited, which means the long-term effects of Cooperative Learning were not fully observed. In addition, the study only focused on procedure texts, so the findings may not apply to other types of writing.

In conclusion, this study shows strong evidence that the Cooperative Learning model has a positive and significant effect on students' ability in writing procedure texts. The noticeable improvement in the experimental group proves that this method is effective in increasing students' participation, motivation, and writing performance. By encouraging collaboration and interaction, Cooperative Learning helps students learn more actively and effectively compared to traditional teaching methods. Thus, it is suggested that teachers apply the Cooperative Learning approach as an alternative strategy to enhance students' writing skills as well as their overall English proficiency.

CONCLUSION

Based on the results and discussion of this study, it can be concluded that the use of the Cooperative Learning model has a significant positive impact on students' ability in writing procedure texts. The data analysis showed that students who learned through Cooperative Learning experienced greater improvement compared to those who were taught using conventional methods. This can be seen from the increase in the experimental group's mean score, which rose from 67.7 in the pre-test to 83.3 in the post-test. Meanwhile, the control group showed a smaller improvement, from 55 to 67.3. In addition, the t-test results indicated that the calculated t-value (7.01) exceeded the t-table value (1.667) at the 0.05 level of significance, which means the difference between the two groups was statistically significant. Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected.

The improvement in students' writing ability is closely related to the characteristics of Cooperative Learning, which emphasizes active participation, collaboration, and interaction among students. Through group activities, students were able to exchange ideas, organize their thoughts more effectively, and receive constructive feedback from their peers. This collaborative environment not only helped students understand the structure of procedure texts better but also improved their use of vocabulary, grammar, and writing mechanics.

Moreover, the Cooperative Learning model also contributed to increasing students' motivation and confidence in writing. Students became more involved in the learning process and felt more comfortable expressing their ideas without fear of making mistakes. This supportive atmosphere played an important role in encouraging students to participate actively and improve their performance.

Overall, the findings of this study indicate that Cooperative Learning is an effective teaching strategy for improving students' writing ability, especially in writing procedure texts. It not only enhances students' cognitive skills but also develops their ability to interact and collaborate with others. Therefore, it is recommended that English teachers apply Cooperative Learning as an alternative approach in the classroom. Future studies are recommended to be conducted in various educational settings, involving larger sample sizes and extended research periods, in order to obtain a more comprehensive understanding of its effectiveness in improving students' language skills.

Suggestions

For students, it is recommended that they take an active role in collaborative learning activities and make full use of group work opportunities. Students should build their confidence in expressing ideas, asking questions, and giving feedback to their classmates. By being actively involved, they can improve not only their writing skills but also their communication and teamwork abilities. In addition, students are encouraged to practice writing regularly and apply the strategies they have learned in order to develop their overall English proficiency.

For schools and educational institutions, it is essential to support the use of innovative and student-centered teaching methods such as Cooperative Learning. Schools need to provide sufficient facilities, learning materials, and training programs to help teachers improve their teaching skills. A supportive and collaborative learning environment can increase students' motivation and participation, which ultimately leads to better academic achievement.

For future researchers, it is suggested to conduct further studies on the implementation of Cooperative Learning in various contexts with larger samples and longer research periods to obtain more comprehensive results. Future studies can also explore the effectiveness of this approach in teaching other language skills or different types of texts.

Moreover, combining Cooperative Learning with other teaching strategies may offer new insights into improving students' learning outcomes.

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