

Transforming Writing Abilities Through Cooperative Learning Interventions at Senior High School

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To cite this article:

Muhammad, I. N., Triastuti, A., & Wulandari, E. (2026). Transforming Writing Abilities Through Cooperative Learning Interventions at Senior High School. *ENGLISH FRANCA : Academic Journal of English Language and Education*, 10(1 May), 73–88. <https://doi.org/10.29240/ef.v10i1.May.16140>

Abstract. This study aims to investigate the effectiveness of cooperative learning in improving the narrative text writing skills of EFL high school students. A Classroom Action Research (CAR) design following the Kemmis and McTaggart model was employed, consisting of two cycles with two meetings each. The participants were 35 students (8 males and 27 females) from class XI IPA 2 at SMA Ali Maksum Krapyak, Yogyakarta. Data were collected using a writing assessment rubric developed by Jacobs et al. (1981), evaluating content, organization, vocabulary, language use, and mechanics alongside classroom observation sheets. Scores were analysed using descriptive statistics, including mean calculation, KKM attainment percentage, and improvement percentage formulas, supplemented by qualitative observation data. The results showed a consistent and significant improvement across both cycles: the mean score rose from 61.57 (Cycle 1 pre-test) to 73.29 (Cycle 1 post-test), and further from 75.14 (Cycle 2 pre-test) to 81.71 (Cycle 2 post-test), yielding a total gain of 20.14 points. Qualitative findings also revealed improved student engagement, collaboration, and peer feedback skills. These results confirm that cooperative learning, implemented with structured roles and progressive scaffolding, is an effective strategy for developing writing competence in EFL senior high school classrooms.

Keywords: Cooperative Learning, Narrative Text, Writing Skills, Classroom Action Research, EFL, Senior High School

Introduction

Writing is a fundamental skill that serves as a foundation for academic success and lifelong learning. Myhill & Newman (2020) explain that writing skills are the ability to construct meaning through written language that involves metalinguistic understanding and awareness of the linguistic choices that writers make to achieve certain communicative goals. In the context of high school education, students are expected to demonstrate advanced writing skills that include critical thinking, coherent organization, and effective communication. The cultivation of writing skills, like language acquisition, is a perpetually evolving process in the formal education space. It involves not only the capacity to put words down, it also covers command of a variety of genres; smoothness in linguistic utilization, as well as the enactment of productive ones (Apriani et al., 2025; Utami & Hamzah, 2025). However, many educators and researchers have observed that traditional methods of teaching writing often fail to develop these essential competencies among high school students.

The challenges in teaching writing are multifaceted and have been well documented in the educational literature. Bhowmik & Kim (2021) say that the main challenge for teachers boils down to a lack of formal preparation, which is then exacerbated by systemic constraints such as limited time, rigid exam policies, and lack of ongoing support in schools. Traditional

Article info:

<http://journal.iaincurup.ac.id/index.php/english>

Received 15 January 2026; Received in revised form 30 March 2026; Accepted 28 April 2026, Available Online 18 May 2026

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approaches, which typically involve individualized writing tasks with minimal peer interaction, often leave students feeling isolated and lacking the collaborative support necessary for meaningful skill development. According to French (2020), writing is one of the main ways that researchers actualize their academic identity as specialists in their disciplinary field, which shows the social dimension of writing practice. This means that it emphasizes that writing on this basis is a social activity to communicate ideas and collaborate to realize these ideas.

Cooperative learning has emerged as a promising pedagogical approach that overcomes these limitations by fostering a collaborative environment where students work together to achieve shared learning goals. Cooperative learning (CL) is a well-structured and carefully planned learning strategy, used to facilitate a sustained learning group with interdependent members working towards a specific academic goal under guidance (Apriani et al., 2025; Jeppu et al., 2023, Olatoye et al., 2011). This educational strategy emphasizes peer interaction, mutual support, and collective problem-solving, creating opportunities for students to learn from one another while developing their individual capabilities.

Research in educational psychology and language pedagogy has consistently demonstrated the effectiveness of cooperative learning in a variety of academic domains. Effectiveness of Cooperative Learning in Procedure Text Reading, by Vadila & Dari (2025) affirms that collaboration between students is key to strengthening literacy, and Cooperative learning allows students to share ideas, clarify misunderstandings, and strengthen their understanding through structured discussions. Bagus et al., (2025) discuss the effectiveness of cooperative learning methods in overcoming psychological and cognitive obstacles that students often experience when learning English writing skills. The results showed a significant improvement in the ability to write descriptive texts, where students became more proficient in composing ideas, using proper grammar, and building coherent text structures. Zhang et al., (2025) Exploring the effect of cooperative learning on senior high school students' critical thinking in EFL writing.

The study conducted a pseudo-experiment to explore the influence of cooperative learning (CL) on the development of CT (Critical Thinking) of Chinese high school students in EFL argumentative writing in terms of student-student interaction, peer feedback, and teacher intervention. A total of 74 Chinese high school students from two different classes were selected as subjects. Before and after the experiment, they were asked to write an argumentative paper and fill out a questionnaire about the disposition of CT. The results showed that CL could effectively improve students' CT and writing scores, and there was a significant positive relationship between CT scores and writing scores. Further, student-student interaction and peer feedback can improve students' CT levels, especially in terms of analysis, clarification, reasoning, organizing, and evaluation, and help them become more confident about their CT. CT interventions and instruction from teachers cannot be ignored, as they can strengthen students' understanding of CT and avoid misunderstandings. The findings of this study not only validate the facilitative effects of CL on argumentative writing but also offer some pedagogical implications for the development of critical thinking.

Although the existing literature has established the general effectiveness of cooperative learning in a variety of educational contexts, some critical gaps remain unaddressed in the current body of research. In terms of the focus of the skills studied, the research of Vadila & Dari (2025) emphasizes learning to read procedural texts through collaboration between students, while the writing aspect has not been the main focus. Meanwhile, Bagus et al. (2025) and Zhang et al. (2025) did explore writing skills, but their scope is still limited to certain genres. Bagus et al. only examined descriptive texts, while Zhang et al. focused on argumentative writing in the context of EFL.

In terms of understanding the mechanisms and processes of change, previous studies have not provided an in-depth picture of how the transformation of writing skills occurs through cooperative learning. Zhang et al. (2025) do explore aspects of interaction and peer feedback, but are limited to the context of argumentative writing and critical thinking. Bagus et al. reported an increase in the ability to write descriptive texts, but did not

explain the stages of the transformation process experienced by students, the supporting factors, and the obstacles that arose during the learning process. This gap demonstrates the need for research that not only measures the result but also explores the transformation process longitudinally, including how the dynamics of collaboration, scaffolding, peer review, and teacher intervention contribute to changes in students' writing abilities over time. Furthermore, existing studies rarely explore the intersection between the implementation of cooperative learning and the post-pandemic educational context, where students have experienced long periods of limited peer interaction and collaborative learning opportunities.

This study offers some distinctive contributions to the field of teaching writing and cooperative learning research. First, this study provides empirical evidence from the context of Islamic high schools (SMA Ali Maksum Krapyak Yogyakarta), representing a poorly explored educational setting that combines religious values with academic excellence. Second, this study addresses the unique challenges faced by students transitioning from pandemic-era online learning to conventional classroom settings, examining how cooperative learning can rebuild collaborative skills and disrupted patterns of peer interaction during long periods of distance education.

Third, this investigation uses a contextualized cooperative learning framework specifically designed to address the linguistic and cultural characteristics of Indonesian EFL learners at the high school level, rather than simply adapting Western models without modifications. Fourth, the study integrates process-oriented and product-oriented assessment approaches to provide a comprehensive understanding of how cooperative learning transforms not only writing outcomes but also students' collaborative behaviors, peer feedback practices, and metacognitive awareness in the writing process. Finally, this study contributes practical insights on the implementation of cooperative learning in resource-constrained settings where teachers may lack extensive training in collaborative pedagogy, offering a replicable model for similar educational contexts across Indonesia and other developing countries.

The high school level represents a critical point in a student's academic development, where writing skills must be honed to meet the demands of higher education and the professional context. This study was conducted through observations in four meetings in class XI Science 2 of Ali Maksum Krapyak High School, Yogyakarta. It can be seen that students' ability to write is still lacking. This English teacher also explained the problems that are still faced in the aspect of writing English. This is caused by several factors, both teachers and students. The first factor is fewer varied learning methods and less interesting learning media. Teachers play an important role in the learning process in the classroom. Starting from determining the learning model, learning strategy, learning media, and learning methods. However, researchers have observed that teachers still use conventional learning methods in the English learning process.

The second factors are some students have not mastered vocabulary and used grammatical structures correctly. However, some of the students respond to the teacher's commands and questions, but most of them seem to pay less attention to the material presented by the teacher. The use of traditional learning methods limits students' interaction with their classmates. The limitations of learning activities during online learning were examined in the English learning process. That caused the students to never work in groups, so they rarely discuss together with their classmates.

Based on the problems described above, several learning models can help students to improve their English writing skills. Activities that support interactive English learning are pair work and group work. Pairs and group work activities are intended to provide students with the opportunity to develop fluency and communication skills in language learning, while creating a supportive environment where learners feel more comfortable making mistakes and learning from them (Kos, 2025). Learning models that can be used include problem-based learning, project-based learning, contextual learning, inquiry, concept learning, and cooperative learning. To solve the problem based on the explanation above, the researcher

used a cooperative learning model to help students improve their writing skills in learning English

Despite the theoretical promise of cooperative learning in writing teaching, there is still a need for empirical investigations of its specific effects on the writing ability of high school students. Interaction between students in compiling one text together can improve grammatical accuracy, critical thinking skills, and learning motivation. Although it is very effective in a second language (ESL) environment, the success of this method in the context of EFL is highly dependent on the teacher's understanding of the students' sociocultural background, given the differences in communication norms and psychological barriers that may arise (Pardede, 2024) While Coffin (2020) stated that significant challenges remain on the issue of contribution fairness and assessment objectivity, systematic preparation is still needed for teachers and students before starting this practice to ensure fair assessment standards and the effectiveness of the social learning process in writing, considering the risk of group members not contributing in a balanced manner. Understanding how cooperative learning interventions can be effectively applied to transform writing skills requires careful examination of the processes involved and the results achieved.

This investigation aims to explore how cooperative learning interventions can serve as transformative tools for developing writing skills at the high school level. Effective writing development requires both social interaction and explicit skill building in educational settings that promote positive interdependence, individual accountability, and promotive interaction among learners (Ryzin et al., 2021). This study seeks to provide empirical evidence on the effectiveness of structured cooperative learning approaches in improving students' writing competence.

Theoretical Framework

The Definition of Writing

One method of communicating ideas, feelings, and thoughts to another through written signs is through writing. According to (Brown et al., 2003) the purpose of any piece of writing varies depending on its content. Since writing serves a variety of purposes, the objectives must address the goals of writing. Writing also seeks to build a literary work, present information, persuade people, and provide important information. To put it another way, the author has a message for the readers. Another definition of writing exists as well. According to (Brown et al., 2003) writing is a process. Prewriting, writing, revising, proofreading, and publishing are the steps in the process of creating written content. In the end, it can be said that writing is a process that involves using rhetorical devices and grammatical rules to convey thoughts and information.

Cooperative Learning (CL)

Students learn from one another in groups as part of cooperative learning (Freeman, D., 2000). Some studies look at the resources and educational activities and investigate ways to encourage students to participate more in class. One technique that can facilitate collaboration between professors and students is CL. Additionally, it fosters more lively classroom interactions that support learning. Students' achievement benefits from cooperative learning (E. Slavin, 2014). It assists students in establishing goals for their writing and tracking whether or not those goals are achieved. Other terminology for CL includes peer involvement, peer-led activity, or peer-mediated activities. In essence, CL is the utilization of small groups in which members collaborate and take responsibility for each other's education.

According to Kagan & Kagan (2009), five essential components must be maintained in cooperative learning in the classroom, which begins with the principle of positive interdependence. As stated by Gillies (2016), students in cooperative learning must trust each other as the foundation for achieving success, because the success of each individual is tied to the other members. In this context, all members of the group are obliged to work together to achieve a common goal with a predetermined role for each individual. Johnson &

Johnson (1994) also emphasized that there are several ways to construct positive interdependence in a learning group namely, *Positive Goal Interdependence* how students perceive that they can achieve their learning goals if and only if all members of their group also achieve their goals, *Positive Reward (Celebrate Interdependence)* how each member of the group receives the same reward when the group achieves its goal, then *Positive Resource Interdependence* how each member of the group only has a portion of the resources, information, or materials necessary for the task to be completed, the resources of the members must be combined in order for the group to achieve its goal. Lastly, he called *Positive Role Interdependence*, namely each member is given a complementary and interconnected role that determines responsibility.

Furthermore, the success of the group is highly dependent on the accountability of the group and the individual. Based on the theory of D. Johnson & Johnson (2009), each member has the responsibility to contribute their ideas to achieve the group's goals, where this process of learning together is expected to improve individual performance in the future. This is supported by face-to-face interactions that facilitate students to express ideas and provide constructive criticism between fellow members. This interaction is not only limited to students, but must also involve teachers who play the role of providing neutral comments and guidance, especially at a higher level of student maturity.

In addition, interpersonal and small group skills are the main keys to the effectiveness of teamwork. Students are required to be able to share roles during discussions, such as the ability to start a conversation, negotiate opinions, justify, and interrupt politely. After the discussion ends, the group needs a leader who is in charge of organizing and coordinating the process and evaluating the progress that has been made. Finally, there is a group processing stage where students sit together to evaluate the extent to which their cooperative relationship is established. Through this reflection, each member can identify the strengths and weaknesses of the group, which ultimately encourages students to become more independent, critical, and able to maintain harmonious cooperative relationships.

Cooperative Learning for Writing

Cooperative learning is used effectively in the context of writing to help students embrace democratic values, beliefs, and principles. Students can conduct cooperative investigations to address problems that, in the future, will advance the learning of social justice, convenience, challenges, sociocultural change, critical insights, and knowledge production (Boylan et al., 2023). Starkey (2004) informs that writing in English in an academic context requires several acceptance criteria relative to different aspects of writing, which include organization, vocabulary, language usage, punctuation, accurate capitalization, and paragraphs. He added that effective writing is organized, clear, and coherent writing with accurate language and effective word choices.

Vygotsky (1978) argues that learning occurs through social interaction and cultural mediation. A relevant key concept is the Zone of Proximal Development (ZPD), which is the distance between what students can do independently and what they can achieve with the help of more competent people. In the context of cooperative learning for writing, peers can act as more knowledgeable others who help students achieve a higher level of competence through scaffolding and dialogical interactions. Vygotsky also emphasized that higher mental functions, including the ability to write, first appear at the social (interpsychological) level before being internalized at the individual (intrapsychological) level.

Moonma & Kaweera (2021) argue that working in a group format produces the highest scores for all levels of language proficiency compared to working in pairs or individually, due to the process of negotiating meaning and solving problems together. Group activities have been shown to be able to push learners to higher cognitive levels, such as analyzing, evaluating, and creating ideas. Moonma & Kaweera also added that social interaction in language learning, especially writing, is essential to increase confidence and logical acuity in crafting complex academic arguments.

This is in line with what was conveyed by A. Bruffee (1984) who argued that knowledge, including the ability to write, is the result of social construction formed through negotiations in the community. Writing is not only an individual cognitive process, but also a social process in which the writer participates in conversations with readers and communities of particular discourses. Through collaborative learning, students learn to participate in academic discourse communities, adopt writing conventions, and develop their voices through interaction with peers.

Material and Method

The method of choice of the researcher is Classroom Action Research. According to Kemmis & McTaggart in Jakni (2017), the action research study is carried out to improve oneself, the work experience itself, which is completed in a systematic, planned way, and the introspective attitude. Jakni (2017) also argues that classroom action research is carried out by teachers through self-reflection, which aims to improve teacher performance and improve student learning outcomes in class. So, it can be concluded that classroom action research is one of the types of research used by researchers in solving problems in the classroom.

The researcher conducted each phase based on Kemmis and McTaggart (1998) in Burns (2010) Classroom Action Research Cycle drawing. This research method also aims to find responses to answers and solve certain problems in the classroom. This research method also aims to improve the quality of learning by using creativity and new approaches, as well as looking for problems related to learning itself through the application of direct practice by researchers. This means that before applying the classroom action research method, the researcher must identify the problems found. Classroom action research can be conducted through a minimum of two cycles, with each cycle consisting of two meetings, so there are a total of four meetings. Each cycle is designed to improve students' narrative text writing skills through the cooperative learning method by following the stages of planning, action, observation, and reflection. Here is a diagram of the action research cycle based on the model of Kemmis and McTaggart (1998) in Burns (2010).

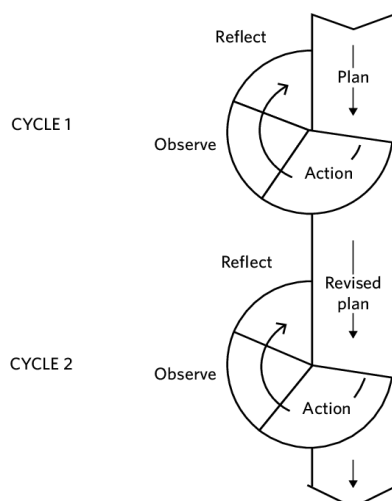


Figure 1.
Classroom Action Research Model by Kemmis & McTaggart (1998)

In Cycle 1, learning is focused on the introduction of narrative texts through cooperative learning. Teachers and researchers prepare lesson plans, narrative text materials, sample texts, worksheets, Jacobs et al.'s assessment rubrics, and learning media. Actions are carried out through the explanation of narrative text concepts, analysis of text examples, group discussions, and collaborative writing of narrative texts

with the division of roles in groups. During the process, observations were made on student participation, understanding, group interaction, and obstacles that arose. The results of the group's writing were then analyzed as a basis for reflection to determine improvements in the next cycle.

Based on the reflection of Cycle 1, Cycle 2 is designed with more intensive reinforcement of material and practice, especially in the aspects of organization, vocabulary, the use of past tense, and writing mechanics. Learning is equipped with story maps, grammar exercises, vocabulary lists, peer-editing checklists, and written feedback. Students revise the group writing and then write narrative texts individually to measure their independent abilities after the implementation of cooperative learning. Observations were focused on improving the quality of writing, independence, and the ability to provide feedback. At the end of Cycle 2, the results of individual writing were evaluated using the same rubric and compared with the previous results to see the overall development of students' narrative text writing skills.

The instruments used in this study are specifically designed to measure and evaluate students' ability to write narrative texts. The main objective of this instrument is to obtain accurate and objective value data regarding students' narrative writing skills, so as to provide a comprehensive picture of their ability to construct coherent and meaningful stories.

In its implementation, the researcher uses a systematic approach by applying assessment instruments that have been carefully prepared before the evaluation process begins. The assessment process is carried out using a structured rubric, where each aspect of the assessment has been clearly determined with criteria and standards. This ensures that the assessment is consistent and academically accountable, as well as minimizing subjectivity in the evaluation process.

The target audience of this instrument is students who are the subject of the research, where their narrative writing ability will be measured and analyzed. The research was conducted at SMA Ali Maksum Krapyak, Yogyakarta. This school is one of the high schools in Yogyakarta. Meanwhile, the participants of this study are students in grade XI IPA 2 of SMA Ali Maksum Krapyak, Yogyakarta. This class contains 35 students, of whom 8 are males and 27 are females. Through the application of this instrument, researchers can identify students' ability levels in various aspects of narrative writing, ranging from idea development, story organization, language use, to mechanical aspects of writing.

This assessment instrument refers to the assessment model developed by Jacobs et al. (1981) as cited in Weigle (2002). The use of this framework shows that the research instrument follows academic standards that have been tested and recognized in the field of writing ability assessment. The Jacobs model generally includes five main components, namely content, organization, vocabulary, language use, and writing mechanisms, which can comprehensively measure students' writing skills from various interrelated dimensions.

The process indicators were measured through observation sheets filled out by the researcher at each meeting, recording the frequency and quality of student participation, as well as changes in students' attitudes and behaviors from meeting to meeting and from cycle to cycle. The research is considered successful in terms of results if at least 75% of students achieve a Minimum Completeness Criterion score of 75. This score is obtained from the assessment of students' writing ability using an assessment instrument.

Table 1.

Analytical scoring rubric (Jacobs et al., 1981, cited in Weigle, 2002, p. 115-116).

ASPECT	SCORE	LEVEL/ CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substantive, thorough development of a thesis, relevant to the assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks detail

ORGANIZATION	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate
	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized, but the main ideas stand out, with limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas, confused or disconnected, lack logical flow sequencing and development
	9-7	VERY POOR: does not communicate, no organization, OR not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word form mastery, and appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/ idiom form, choice, usage, <i>but meaning not obscured</i>
	13-10	FAIR TO POOR: limited range, frequent errors of word/ idiom form, choice, usage, <i>meaning confused or obscured</i>
	9-7	VERY POOR: essential translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, <i>but meaning seldom obscured</i>
	17-11	FAIR TO POOR: major problems in simple/ complex constructions, , frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, run-ons, deletions, <i>meaning confused or obscured</i>
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing
MECHANICS	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, and paragraphing, <i>but meaning not obscured</i>
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

To analyze the results of the pre-test and post-test, the researcher used the following formula:

1. To calculate the value of students' narrative text writing skills, it was taken from the data from the criteria through the assessment rubric by Jacobs et al. (1981) in Weigle (2002). The formula used to calculate the acquisition score is as follows:

$$\text{Final Score} = \frac{\text{acquisition score}}{\text{maximum score}} \times 100$$

Meanwhile, to find out the average score of students, use the following formula:

$$\text{Average Score} = \frac{\text{Total of Student Grades}}{\text{Number of Students}}$$

2. To calculate the percentage of students who have achieved the indicators of writing skills assessment in narrative texts, the following formula is required:

$$P = \frac{\sum x}{\sum N} \times 100\%$$

Information:

Q: Percentage of classes

X: Number of students who meet the KKM

N: Number of students

3. To identify the improvement in students' scores on writing skills in narrative texts from the pre-test and post-test in each cycle, the following formula is needed:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Information:

P: Percentage of Student Improvement

y₁: Post-test results

y: Pre-test results

Results and Discussion

Results

This section explains the results and discussion of the research. The purpose of this study is to determine the problem and provide specific data about the English teaching and learning process in class XI Science 2, SMA Ali Maksum Krpyak, Yogyakarta. Researchers give questionnaires to students, observe classes, talk to English teachers, and conduct pre-tests and post-tests. Using this method of data collection, the researchers found that teachers continued to use traditional teaching methods, did not use interesting media, and students paid little attention to the teacher's explanations. They also make mistakes in their writing, including using compound verbs and present and past tenses incorrectly.

The cycle report consists of planning, actions, observations, reflections, and findings for Cycle 1 and Cycle 2. Each cycle is carried out in two meetings by following the stages of the PTK model of Kemmis and McTaggart. In the planning stage of Cycle 1, researchers and English teachers discussed an action plan to improve students' writing skills through learning narrative texts using the cooperative learning method. Preparation includes the preparation of lesson plans, narrative text materials (definitions, objectives, structure, and linguistic characteristics), sample texts from various genres, group worksheets, Jacobs et al. (1981) assessment rubrics, observation sheets, and

learning media such as pictures and videos. All of these tools are designed to support a collaborative and structured learning process. Cycle 2 is designed with more intensive reinforcement of material and exercise, especially in the aspects of organization, vocabulary, the use of past tense, and writing mechanics. Learning is equipped with story maps, grammar exercises, vocabulary lists, peer-editing checklists, and written feedback.

The Report of Cycles 1

The implementation of Cycle 1 consists of 2 meetings. In the first meeting, the researcher explained the concept of narrative texts and guided students to analyze text examples in groups. The results of the observation showed the enthusiasm of the students, even though there were still difficulties with the past tense and uneven participation. In the second meeting, the researcher reviewed the material, explained the principles and roles in cooperative learning, and then asked students to write narrative texts in groups with specific topics and present them. Observations showed an increase in student activity and interaction, although there were still obstacles such as the dominance of some students and a lack of focus for others. The results of the paper were then evaluated with the teacher using the rubric Jacobs et al. (1981) as material for reflection in Cycle 1. This table shows the results of the pre-test and post-test in cycle 1.

Table 2.

Pre-test and Post-test results of cycle 1

Students	Pre-test	Post-Test
Student 1	55	70
Student 2	60	85
Student 3	65	75
Student 4	60	85
Student 5	50	75
Student 6	55	85
Student 7	30	75
Student 8	45	85
Student 9	70	80
Student 10	75	80
Student 11	75	90
Student 12	85	85
Student 13	75	80
Student 14	55	70
Student 15	50	60
Student 16	70	75
Student 17	60	60
Student 18	50	60
Student 19	70	75
Student 20	60	75
Student 21	50	70
Student 22	70	70
Student 23	55	65
Student 24	50	50
Student 25	70	70
Student 26	55	60
Student 27	60	65
Student 28	75	85
Student 29	80	85
Student 30	55	75
Student 31	60	65

Student 32	60	65
Student 33	65	70
Student 34	80	85
Student 35	55	60
MEAN	61,57	73,29

In the table, the number increases in cycle 1. The average pre-test score is 61.57, while the post-test score is 73.29. However, there were 14 students who scored below 60 on the pre-test and then improved on the post-test in cycle 1. Overall, it can be seen that the pre-test and post-test values in cycle 1 increased slightly.

The Report of Cycles 2

In cycle 2, students revise group writing and then write narrative texts individually to measure their ability to be independent after the application of cooperative learning. Observations were focused on improving the quality of writing, independence, and the ability to provide feedback. At the end of Cycle 2, the results of individual writing were evaluated using the same rubric and compared with the previous results to see the overall development of students' narrative text writing skills. The researchers' findings show that the number of active students is increasing, and the students can follow the learning process well. During the group discussion, all members play their part in carrying out the task. They respect the opinions of others and help each other. The students have begun to understand the implementation of cooperative learning, and every activity is going well. Most students have the enthusiasm to participate in these activities.

Table 3.

Pre-test and Post-test results of cycle 2

Students	Pre-test	Post-Test
Student 1	65	75
Student 2	75	90
Student 3	80	85
Student 4	75	85
Student 5	75	80
Student 6	85	90
Student 7	80	80
Student 8	70	85
Student 9	70	80
Student 10	75	95
Student 11	75	90
Student 12	85	90
Student 13	75	80
Student 14	75	70
Student 15	75	80
Student 16	70	75
Student 17	60	80
Student 18	80	75
Student 19	70	75
Student 20	80	85
Student 21	80	85
Student 22	70	85
Student 23	65	75
Student 24	70	80
Student 25	70	70
Student 26	75	80
Student 27	80	80

Student 28	75	85
Student 29	90	85
Student 30	70	75
Student 31	60	85
Student 32	80	80
Student 33	75	75
Student 34	95	90
Student 35	80	85
MEAN	75,14	81,71

The table shows the average score of students in class X Science 2 at SMA Ali Maksum Krpyak Yogyakarta who learn English. This shows that students are consistently better at writing in class. Students show great progress in writing classes, as shown by the examples given. In the post-test, the average score reached 81.71, which means that students were much better than in the pre-test, with an average score of 75.14.

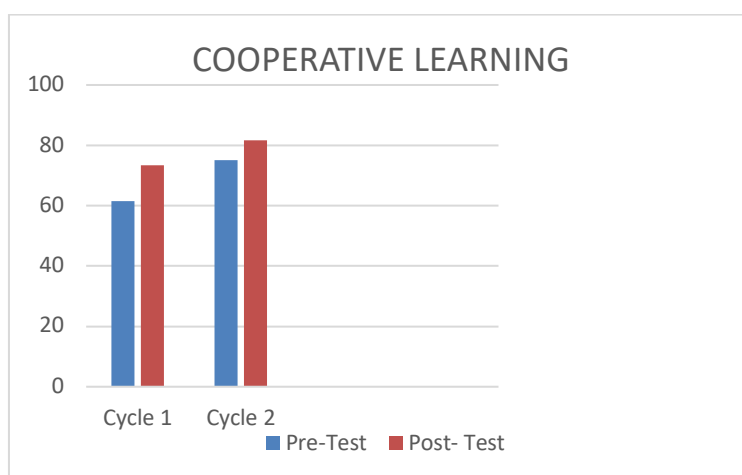


Figure 2.
Bar Chart of Cooperative Learning

The chart above illustrates the comparison of pre-test and post-test scores across both cycles of the study. As can be seen from the chart, there is a notable and consistent upward trend in students' writing scores from the pre-test to the post-test in both Cycle 1 and Cycle 2, indicating that the implementation of cooperative learning in teaching narrative text had a positive effect on students' writing ability.

In Cycle 1, the chart shows that the mean pre-test score was 61.57, which then increased to 73.29 on the post-test, reflecting an improvement of 11.72 points. Although the overall trend was positive, some students showed minimal improvement or stagnation, particularly those who scored below 60 on the pre-test. This suggests that while the cooperative learning method began to take effect, some students still required more scaffolding and targeted support to fully benefit from the approach. The results of Cycle 1 indicated that students were beginning to engage more actively with the writing process, yet challenges remained in areas such as the correct use of the past tense and text organization.

Moving to Cycle 2, the chart demonstrates a further and more substantial improvement. The mean pre-test score in Cycle 2 rose to 75.14, which is considerably higher than the Cycle 1 post-test mean of 73.29, indicating that students carried over their learning gains from the first cycle. By the end of Cycle 2, the mean post-test score reached 81.71, representing an increase of 6.57 points within the cycle. This progressive growth across both cycles clearly reflects the effectiveness of the reinforced instruction in Cycle 2,

which included the use of story maps, grammar exercises, vocabulary lists, peer-editing checklists, and written feedback from the teacher.

When comparing the two cycles as displayed in the chart, it is evident that the overall trajectory of students' writing scores followed an upward pattern from the initial pre-test in Cycle 1 (mean: 61.57) to the final post-test in Cycle 2 (mean: 81.71), a total improvement of 20.14 points. This substantial gain confirms that the cooperative learning method, when implemented consistently and with progressive refinement between cycles, is highly effective in improving students' narrative writing ability. The chart further reveals that the majority of students who struggled in Cycle 1 showed marked improvement by the end of Cycle 2, demonstrating the long-term positive impact of repeated exposure to cooperative tasks and structured writing support.

These findings are consistent with the observations made during classroom activities, where students demonstrated increased engagement, greater willingness to collaborate, and improved ability to provide and receive peer feedback. The visual representation of score progression in the chart supports the conclusion that cooperative learning, as implemented in this Classroom Action Research (CAR), successfully enhanced the writing achievement of students in class XI IPA 2, SMA Ali Maksum Krpyak, Yogyakarta. The results suggest that this method can be recommended as an effective pedagogical strategy for teaching narrative text writing at the senior high school level.

Discussion

The purpose of this talk was to elaborate on the researcher's investigative findings on improving writing ability using a cooperative learning approach. According to the findings of the study, the writing ability of students in grade XI Science 2, SMA Ali Maksum Krpyak, Yogyakarta, in narrative texts can be improved by using a cooperative learning approach. This is due to the fact that students' scores in pre-test and post-test results in both cycles showed some improvement. The ability of students to be more active, interactive, cooperative, responsible, caring, proactive, and honest during the classroom teaching and learning process is the first improvement they make.

In the context of this study, cooperative learning groups provide students with a structured social environment in which they can jointly construct meaning, share linguistic resources, and support each other in producing narrative texts that go beyond the qualities they might achieve individually. Lantolf et al., (2020) emphasize that targeted peer interaction in cooperative group work serves as a safe proximal development zone for language development. The sharp increase in the post-test average score in Cycle 1 (from 61.57 to 73.29) reflects this dynamic precisely: students operating within their Proximal Development Zone (ZPD), supported by peers and mentored by teachers, are able to transcend the limitations of their individual writing.

Another benefit of this research is the motivation of students to follow the learning process in the classroom and practice writing. When students practice writing using cooperative learning methods, they show a high level of responsibility, activity, proactiveness, interaction, caring, and honesty. This is because, according to Slavin (2005, p. 10), all cooperative learning approaches support the idea that students can collaborate during the learning process and are also responsible for the equitable learning of their peers. They also always carry a dictionary to help students find English vocabulary during the learning process. Additionally, the use of a cooperative learning approach makes learning and teaching English in the classroom more engaging, especially when it comes to teaching students how to write. Students complete activities in pairs, groups, and individually during the teaching and learning process, in addition to concentrating on the content delivered by the instructor. As a result, students are excited and actively involved in the process of teaching and learning English in the classroom.

Despite the positive overall results, the study acknowledges some limitations to consider when interpreting the results. First, the study was conducted in a single classroom at one school, which limited the generalization of the findings to other contexts. Second, as

noted in previous cycles, some students showed minimal improvement, especially those who remained unengaged during group activities or who struggled with basic grammar skills. A 2022 study examining EFL teachers' cooperative learning Implementation showed that the absence of important elements of cooperative learning, such as individual accountability and encouraging interactions, can undermine its effectiveness (Ghahraman & Tamimy, 2017). In terms of pedagogical implications, these findings suggest that EFL teachers at the high school level should consider integrating cooperative learning as a systematic method of teaching writing, rather than treating it as an occasional activity. The evidence from this study, supported by the latest theoretical and empirical literature, shows that when implemented with a clear structure, defined roles, and appropriate supplemental materials, cooperative learning creates conditions that are highly conducive to the development of writing skills. The use of rubrics such as Jacobs et al. (1981) for formative assessments has also proven valuable in maintaining a focus on key writing dimensions including content, organization, vocabulary, language use, and mechanics, providing students with directional and actionable feedback that guides their revisions. Overall, this discussion confirms that the improvement in students' narrative writing skills documented in Cycle 1 and Cycle 2 of this study is not a coincidence, but rather the result of a theory-based and pedagogically structured intervention. The increase in the average score from 61.57 in the pre-test of Cycle 1 to 81.71 in the post-test of Cycle 2, with a total increase of 20.14 points, indicates a meaningful and significant achievement in education. Based on Vygotsky's sociocultural theory and supported by contemporary EFL writing research, this study confirms that cooperative learning, when implemented appropriately and with mature support, is an effective and evidence-based strategy for developing students' writing competence in EFL classrooms.

Conclusion

The researcher came to the conclusion that the usage of cooperative learning might enhance the writing abilities of XI IPA 2 students at SMA Ali Maksum Krapyak, Yogyakarta, based on the findings of the study carried out at grade XI IPA 2 and the discussion that had been described. Additionally, the positive attitudes of the pupils could be enhanced by implementing the cooperative learning approach. The research's conclusions are explained in the sections that follow. The first conclusion is that the cooperative learning method could increase students' motivation in learning to write in English class. In addition, the results of the study provide clear and consistent evidence that cooperative learning is an effective method for improving students' narrative writing ability. In Cycle 1, the mean score increased from 61.57 on the pre-test to 73.29 on the post-test, representing a gain of 11.72 points. This improvement was further consolidated in Cycle 2, where the mean pre-test score of 75.14 rose to 81.71 on the post-test, an additional gain of 6.57 points within the cycle. Taken together, the overall improvement across both cycles amounts to 20.14 points, from a mean of 61.57 in the Cycle 1 pre-test to 81.71 in the Cycle 2 post-test. These figures demonstrate that the cooperative learning approach, when applied systematically with structured group tasks, clear role assignments, and progressive scaffolding, produced meaningful and measurable gains in students' writing performance. The second conclusion is that, beyond the quantitative gains in test scores, qualitative improvements were also observed in students' learning behavior and classroom dynamics. Students became noticeably more active, engaged, and collaborative across the two cycles. In Cycle 2, students demonstrated greater confidence in contributing ideas, providing peer feedback through the peer-editing checklist, and revising their individual writing based on constructive input from both peers and the teacher. These behavioral shifts reflect the development of not only writing competence, but also cooperative skills, communicative confidence, and learner autonomy, all of which are highly valued outcomes in contemporary EFL education. Finally, this Classroom Action Research confirms that cooperative learning is a highly effective and theoretically grounded approach to teaching narrative writing in the EFL classroom. The consistent improvement in students' writing scores across both cycles, combined

with the observable growth in student engagement and collaborative skills, provides compelling evidence that this method successfully addresses the learning challenges identified at the outset of the study. The findings contribute to the growing body of literature affirming the value of cooperative and collaborative approaches in language education and offer practical insights for teachers seeking to improve writing instruction at the senior high school level in Indonesia.

Acknowledgement

The researchers would like to thank all parties who have contributed to this research.

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