



Utilizing Cooperative Learning as an Effective Method to Improve Students' Writing Skills

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Abstract

The primary goal of this study is to discover whether the cooperative learning technique may help students enhance their writing skills. This study used a classroom action research approach with two cycles. The relevant data were acquired using research instruments such as monologue performance tests and structured questionnaires. Following the study cycle process, it was determined that cooperative learning was an effective teaching strategy for improving the student's writing skills, particularly in drafting and performing short descriptive monologues. The pre-test, post-test 1, and post-test 2 showed that the students writing skills have improved significantly. In addition, a structured questionnaire revealed a positive reaction to using cooperative learning. It can be stated that cooperative learning can help students enhance their writing skills. This study suggests teachers should employ cooperative learning as much as possible when teaching English.

Keywords: Cooperative Learning, effective method, writing

Introduction

Writing is one of the skills required for English language learning. Writing is a method of expressing thoughts, feelings, and ideas. Writing as a productive talent is vital in communication because not all language users can articulate their ideas in a spoken fashion. Writing needs specialized abilities such as punctuation, sentence structure, vocabulary, and text organization. Writing is a method of expanding and developing students' knowledge; it is a tool for studying subject matter. Messages, recollections, and other parts of daily life are written by envisioning thoughts and expressing them in writing (Fatimah, 2024). Free writing allows students to write anything about the topic without interruption.

Writing is the most challenging skill to learn and master. Writing proficiency requires a wide range of skills, including sentence structure, vocabulary, punctuation, and text

organization (Fitria, 2024). Furthermore, writing is an essential aspect of communication in everyday life. Moreover, writing is a process that actively communicates ideas through the arrangement and manipulation of symbols. Writing might be challenging due to psychological and cognitive problems (Yuliana & Sahayu, 2024).

The psychological dilemma arises when we are required to write anything on our own, with no option of interaction or feedback. Another issue is a cognitive problem; we must master written forms of language, such as syntax, punctuation, structuring ideas, and so on, to produce good writing that the reader will understand (Sarmiento et al., 2024). Writing is never a one-time action; it is a continuous creative process. Writing generally involves four steps. The first phase generates ideas, the second arranges those thoughts, and the third produces a rough draft. Finally, editing and revising the rough draft. Furthermore, each step is critical in helping students enhance their ability to write strong texts (Kim, & Zagata, 2024).

These stages are essential for students to practice and enhance their writing abilities. Furthermore, students can learn how to write a good text and develop their ideas based on text criteria through the writing process (Tetri et al., 2025). A text is a collection of sentences on a single topic. The text's sentences work together to clarify the writer's principal point about the issue. When the author wishes to write about a new key idea, they start a new text. A text can provide information, express opinions, and explain or describe something. The sentence is logically structured, allowing the reader to quickly understand what the writer is saying (Mustaqhfirin, 2025).

Every student should understand how to write a decent text. If students can focus on that, students will be able to write successfully (Weber et al., 2025). Text writing is intended to assist low- to intermediate-level students in analyzing model texts, finding ideas for their writing, putting their ideas into sentences, organizing their sentences into texts, reviewing their texts, and revising their texts to make them even more potent. This technique helped students improve their text-writing skills and encouraged them to become independent and creative writers. Based on primary observation, some students struggle to write a substantial text, particularly creating and organizing their ideas in descriptive text construction (Mulkih & Inayah, 2025).

Furthermore, students do not understand how to properly structure and elaborate texts, including the correct syntax, grammar, and mechanics. Because of these obstacles, students' writing test scores are low, and students are less interested in writing. To assist them, the teacher needed to implement the proper teaching technique (Astiantih & Akfan, 2023). If the teacher employed an appropriate method, the ss were successful in writing, particularly in composing a good text. The teacher wanted a unique method to motivate the students. As a result, the students loved the teaching and learning process in class, and they felt that writing a text was not as difficult as students had anticipated (Indriyani & Ningsih, 2023).

According to an interview with one of the lecturers, the teacher utilized a dull approach to teaching writing. The teacher delivered the content and demonstrated examples, and students were then instructed to create their texts based on the examples provided. Students were sometimes asked to create a text without being given any guidance on how to construct one.

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Furthermore, the writing process lacked clarity and was carried out without regard for text organization or other criteria. Furthermore, while writing texts, particularly descriptive ones, students struggled to generate and organize ideas into a cohesive text.

The relationship between teachers and students had been unilateral, with little feedback from students, making learning activities uninteresting. This teaching technique caused students to become passive learners, especially in writing sessions where teachers simply explained textbook information and students listened. As a result, students struggled to develop ideas for texts, leading to a drop in student achievement (Widiastuti et al., 2020). The instructor continues to use instructor-centered learning to emphasize the Learning and teaching process. However, it is an outmoded technique that needs to be altered because the Merdeka curriculum requires a focus on Student-Centered Learning. Students must be more active than the teacher and always involved in the teaching and learning process (Maba, 2023).

Following the explanation, the teacher typically asks students to write a text. In addition, students are encouraged to carefully listen to the reason and then write a text based on the teacher's description. Because students were not participating in the teaching and learning process, the students were bored at times. The teacher's technique for teaching writing skills might make it difficult for students to express themselves and their ideas in writing. When students are not provided opportunities to think creatively or participate in interactive learning, students may lack critical and inventive thinking abilities. As a result, the teacher's style significantly impacts student progress during the learning process (Widiastuti et al., 2022).

To answer the students' dilemma, the researcher devises an exciting and effective teaching plan that assists them in creating and structuring ideas into a strong text using the cooperative learning technique. Cooperative Learning can help students become more active and team-oriented (Mantra & Widiastuti, 2024). Many studies have shown that cooperative learning can significantly improve students' writing achievement. Cooperative Learning is a technique that guides students through writing. Cooperative Learning can also motivate and assist students in writing effective texts. Cooperative Learning is a group-based technique. Students work cooperatively in groups to complete their responsibilities (Mantra & Laton, 2024).

Yang (2023) emphasized cooperative learning is an instructional strategy where students collaborate in groups to complete a common task. Cooperative Learning encourages students to work in groups. It enables them to work together. This method also makes writing more manageable for students, allowing them to express their thoughts and collaborate with their peers. Cooperative Learning is a successful strategy for enhancing students' writing skills, allowing them to express their thoughts and creativity in written form, such as descriptive texts.

According to Syamsi (2024), cooperative learning's success stems from its capacity to promote open discussion, collaboration, and consensus-building among participants. Cooperative learning conversations foster communication by allowing everyone to engage in a circular seating configuration that promotes equality. This encourages collaborative problem-solving by combining viewpoints and expertise to produce novel solutions. Participants strive for consensus through discussion and debate, ensuring that all points of view are considered,

regardless of hierarchy or background. This inclusivity encourages involvement and active participation, which increases motivation and dedication to the discussion's objectives. Furthermore, cooperative learning talks are versatile and adaptable to varied objectives and venues, giving participants significant networking chances to interact and contribute.

Previous research found that cooperative learning effectively improves students' writing skills even though students need to be motivated to learn to write (Abdullayevna, 2025). Another study found that students' writing skills increased after the cooperative learning strategy was applied. Based on the tests administered to the students, the outcomes increased their ability to write a text. In addition, the strategy may push children to learn English, mainly writing skills. The research has already presented the theoretical foundations that were used to explain the processes of cooperative learning. However, the procedures in the lesson plan were not clearly stated (Dilfuza, 2025).

Based on the findings, both studies concluded that cooperative learning was an effective teaching strategy that could be used to help students improve their writing skills. The researcher adapted the theoretical underpinning of cooperative learning procedural stages in the current study based on cooperative learning steps. Therefore, the researcher attempted to include cooperative learning in writing instruction in this study. The researcher believes cooperative learning is the best instructional strategy and media for improving students' writing skills. Using the circular table cooperative approach, students must actively connect with their group mates. The circular table-type cooperation model is also a fun learning approach because it combines disparate ideas or concepts to reduce challenges in learning to produce expository texts.

Literature Review

A theoretical review is an examination of the theories that underpin the research. In this chapter, the researcher should be able to construct research concepts while avoiding misunderstandings effectively. A theory review assists researchers in determining which theories students will use in their research.

Writing Skill

Writing is one of the most crucial abilities for students to achieve during the learning process. Furthermore, students can use writing skills to explore and communicate their thoughts in written material, such as texts or texts. After finishing writing, review what students have written and make any necessary edits or revisions. Writing is not a one-step action but a multi-step process (Kumar et al., 2025). According to Abbaset al. (2025), writing is primarily used to record speech and reinforce grammatical and lexical aspects of the language. Writing is a progressive activity, which means that when someone first writes something down, students have already considered what they will say and how they will say it.

According to Khamidova & Tuxmurodova (2025), writing is a complex process that involves more than just translating ideas into writing, especially in a foreign language. Writing involves linguistic expertise, word selection, syntactic patterns, and coherent devices, all of

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which are part of the text's building blocks. In other words, to write correctly, one must have high linguistic abilities as well as a thorough understanding of the topic matter. Writing is more than simply stringing words together in made-up sentences. However, generating a decent piece of writing takes more complicated steps. Each expert may argue differently on the writing processes during the learning process regarding the statement above.

Moreover, & Sekewael (2025) describes that writing requires a lengthy process to meet the standards of effective writing, such as format, punctuation and mechanics, content, organization, precise syntax, and sentence structure. Writing is considered the culmination of complicated processes such as planning, drafting, reviewing, and editing, and various approaches to teaching foreign language writing teach students how to use these processes. Furthermore, the writing process taught students to be critical in developing and elaborating the writing output at each stage to improve their writing skills. Writing as a process includes the pre-writing, writing, rewriting, and editing steps writers use to complete a piece. Therefore, teaching writing needs to develop good writing skills to produce a good writing product.

To summarize, writing ability is a skill that students in the education element should master to develop their ideas in writing form critically. As a result, after students have finished writing, they must review what they have written and make modifications and revisions to generate good writing. After that, students must write and modify their writing until they are confident it reflects what they want to say. As a result, writers must ensure that readers may readily and clearly understand their writing by using proper punctuation, selecting acceptable words, structuring thoughts, and utilizing correct grammar (Ironsi & Solomon Ironsi, 2025).

Cooperative Learning

Cooperative Learning is one of the most extensively explored aspects of education. Cooperative Learning is a learning style in which students collaborate in groups or teams. In other words, cooperative learning is distinguished by how students and teachers collaborate rather than the group configuration (Pebriana et al., 2025). Moreover, Schulze et al., (2025) describe cooperative learning as an instructional technique that draws on the human instinct to cooperate. Sometimes, collaborative learning was aimed at human growth's social and cognitive aspects. There is a third, more comprehensive perspective that does not necessarily contradict the social and cognitive goals of cooperative learning. Cooperative Learning is one of several teaching and learning strategies, including students working in groups to complete a given assignment.

According to Anca (2025), cooperative learning is a teaching style or method that emphasizes cooperative tasks, goals, and procedures while requiring students to actively participate in discussion, debate, tutoring, and teamwork. Furthermore, collaborative learning is a practical approach for encouraging students to express and generate ideas with one another. Cooperative Learning is a learning style in which students collaborate in groups or teams. In other words, how students and teachers collaborate distinguishes cooperative learning rather than group configuration. Before applying the cooperative learning technique, the teacher should form a group.

Research Method

The research design for this study is classroom action research. The research methodologies for this classroom action research must be clearly defined for the teaching and learning process to function smoothly and efficiently (Cohen et al., 2002). This study was conducted on students who used cooperative learning to improve their writing skills, particularly descriptive texts. Two cycles were chosen, each consisting of two sessions. The four interconnected activities are planning, action, observation, and reflection. However, some initial reflection is required before moving further with the steps. The initial reflection attempts to collect essential data about existing writing skills, which is critical for this research.

This study uses research tools to collect precise data demonstrating individuals' progression toward cooperative learning as a teaching strategy. The researcher used two instruments to collect data: tests (pre-test and post-test) and questionnaires. The current study collected two data types: test results and questionnaire replies. Data was gathered from students. The primary data from pre- and post-tests provided information about students' writing ability achievement when employing cooperative learning. These exams are designed to assess the effectiveness of this educational strategy in improving students' writing proficiency. The pre-test provided a baseline measure of the student's initial writing ability. Furthermore, the post-test results are compared to the pre-test mean score to measure the students' learning improvement.

Result and Discussion

The results were collected during the data collection phase, which was conducted utilizing research equipment. The present study acquired data by administering pre-tests, post-tests, and a questionnaire. The students were given a pre-test before cooperative learning began to determine their prior writing ability.

Results

The pre-test was given to the students to figure out the real problems and quantify the students' initial scores in writing. The pre-test was a text construction task that 40 students followed. The students were instructed to write a descriptive text by choosing one of the prepared topics. The time allotment that was given to do the pre-test was 30 minutes, and it should be done individually. Their writing results were scored using a text scoring rubric, emphasizing the format, punctuation and mechanics, content, organization, grammar, and sentence structure.

According to the data, 40 respondents completed the pre-test, and the mean score was 51.93. It indicated that the pre-test mean score was consistent with the interview results, revealing the individuals' poor writing skills, mainly when crafting a descriptive text. Additionally, the pre-test results indicated that none of the respondents could obtain the minimum passing score of 60.50. This result also revealed that most students struggled with the text's substance, particularly writing a cohesive and coherent descriptive text. Furthermore, students were unable to compose a well-structured descriptive text. The subject continues to

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struggle with text organization and translation, which has an impact on grammar. Since the pre-test results demonstrated that the student's writing skills were still lacking, it was clear that more work was necessary. Thus, by beginning cycle 1, the researcher attempted to enhance the respondents' writing abilities by including cooperative learning in the cyclical process.

Cycle I was then conducted based on the pre-test results, which indicated that the students' capacity was low. There are two sessions in this cycle. In addition to the two sessions, cycle I have four interrelated activities: preparation, action, observation, and reflection. These stages were completed in chronological order to achieve the best outcomes.

At the end of the teaching and learning process, the researcher requested that the students show their work to the class and revise the text collectively. At the end of session 2, the students were given a post-test. Students were requested and told to write a descriptive text on one of the provided students. Students wrote six to twelve sentences independently in 35 minutes.

The third phase involved observation. It lasted throughout the teaching and learning process. The observation was primarily focused on defining the class scenario and determining whether the student's teaching and learning processes could improve their writing skills through cooperative learning. The students were engaged during the teaching and learning process; most were motivated to voice their opinions. However, a few students did not pay close attention to the explanation of the content during the teaching and learning process.

Furthermore, some of the students were boisterous while writing their texts. Students struggled with organization and determining where to begin their text. However, the teaching and learning process ran as planned in the lesson plan.

at the end of the cycle I, a reflection was conducted. In this step, the three steps (planning, action, and observation) that had been done were considered to prepare for the next cycle: cycle II. It was done for the betterment of cycle II. The planning of cycle I was modified in terms of the lesson plan. The previous lesson plan only gave an example of descriptive text. The researcher thought that it did not fully get the student's attention. Then, for the action, the researcher had done it well. Unfortunately, there was a problem while the researcher tried to teach the generic structure of descriptive text. The students did not understand, while the researcher taught the generic structure and the definition of it in English. In this action step, the researcher taught the generic structure and its meaning in bilingual language to run the better cycle in cycle II.

After that, based on the observation findings, the students appeared to appreciate the teaching and learning process. The researcher noted that the individuals' participation was active. On the other hand, only a few students seemed to be having difficulty. Some students were boisterous and did not pay close attention to the researcher's explanations. Reflecting on that, the researcher made those few students the focus of the following cycle. It was done to ensure that all students received equal attention and care. The post-test assessed the student's ability to write descriptive texts. The post-test results in cycle I were utilized to determine the students' writing ability growth from the pre-test to the post-test in cycle one.

According to the statistics, the total score for the post-test test, which 40 individuals completed, was 2.820. The mean post-test score for cycle I, which included 40 individuals, was 71.50. It demonstrated that the student's writing ability remained low despite improvements from the pre-cycle. The students were still unsure how to develop their ideas into a text. Still, some could compose a descriptive text with appropriate description, perfect punctuation and mechanics, and proper generic organization. The results also revealed that 30 students could obtain the minimum passing grade. It signifies that the success indicator has not yet been met in this cycle, as at least 32 students out of 40 must receive the minimal passing mark. The topic score was lower than the passing grade. As a result, the researcher decided to go to the next cycle, cycle II, to achieve more significant improvement.

Based on the previous cycle, planning in cycle II was required to strengthen the students' writing abilities. The planning for cycle II was changed from the prior version of cycle I. In cycle II, the students became more active, and students were able to enjoy the classroom learning process since the researcher updated the planning to acquire a better outcome from the students' writing talents. In cycle I, the researcher provided a brief list of adjectives linked to the topic under discussion; however, in this cycle, the researcher provided a longer list of adjectives related to the topic under discussion. It was also very beneficial to brainstorm with the students so that they could better organize their ideas and write descriptive texts. In cycle II, lesson plans, adjective lists, worksheets, post-tests, and questionnaires were created. Cycle II was similar to Cycle I, and the lesson plan was designed for two sessions. Each session had a time limit of two hours and forty minutes. In addition, the students were given a list of adjectives connected to the issue that described the individual and a worksheet. Furthermore, the post-test was scheduled to be administered to the students after the conclusion of cycle II.

Cycle II was similarly separated into two sessions: session three and session four. Each session was scheduled for two 40-minute periods. In the action of cycle II, particularly in session 3, the researcher provided a list of adjectives and examples of descriptive texts. The worksheet was given after the researcher had explained the information. Next, The researcher requested the students practice their descriptive text-writing skills through cooperative learning. After the teaching and learning, the researcher instructed the participants to modify their texts at home. In session 4, the researcher discussed the amended texts by requesting some individuals to write them on the whiteboard.

At the end of session 4, the researcher gave the students post-test #2. During the teaching and learning process, the researcher watched the classroom. It was discovered that the participants who responded well during teaching were related to the topic. Additionally, participants who were disruptive during cycle I were more focused on studying, resulting in a more organized environment.

In addition, the final phase involves introspection. Students improved their writing skills after adding extra adjectives to the study material. The increase happened because students could employ adjectives as ideas to construct texts. Aside from that, confident students who are perplexed by the usage of adjectives can quickly write descriptive descriptions.

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Furthermore, adopting a bilingual language allows the student to understand the generic framework quickly. As a result, cycle II can provide opportunities for writing improvement. The students' test results were utilized to determine whether or not the strategy improved the students' writing abilities. According to the data, the total post-test score, which 40 participants completed, was 3.155. According to the analysis, the average score was 78.87.

Furthermore, studies showed that including cooperative learning considerably improved respondents' writing skills. The researcher modified the plan to get the most significant outcomes from the students' writing talents. In cycle II, the researcher delivers a longer list of adjectives related to the discussed topic. Developing and simplifying the issues for descriptive texts was also quite helpful. Some students created their ideas successfully, and students were able to compose a more cohesive and logical descriptive text. Students also grew more willing to ask questions if students were puzzled or didn't grasp what was being explained.

Furthermore, the students concentrated on studying, mainly when composing their texts. Out of 40 topics, 36 might achieve a minimal passing grade. The results of post-test 2 demonstrated the current study's success indicator.

Furthermore, extra data were collected to complement the main results by administering a questionnaire to the students at the end of cycle II. The questionnaire was used to determine the students' responses to adopting cooperative learning in teaching writing.

The questionnaire results also clearly demonstrated the benefit of cooperative learning in enhancing writing skills, specifically descriptive texts. It might be verified by the number of students who responded positively to the application of collaborative learning. 31.97% of the students strongly agreed with the application of cooperative learning, whereas 61.74% agreed, 6.27% were undecided, and 0% objected or strongly disagreed.

Discussion

The current study used classroom action research, which included four interwoven activities: preparation, activity, observation, and reflection. The current classroom action research was divided into two cycles, each consisting of two sessions, and began with an initial reflection in the pre-cycle. The data were collected using two instruments: test (pre- and post-test) and a questionnaire. Based on the pre-cycle, cycle i, and cycle ii findings, it was essential to expand the discussion to gain a better understanding.

During the pre-cycle, the researcher performed observations in an English classroom and discovered that there was already data on the issue. According to the interview, the English teacher stated that the students did not understand the descriptive text clearly, and their understanding of structuring and developing it remained low. Furthermore, the observation findings revealed that some students were boisterous and disrupted the others. The researcher used those early data to administer the pre-test.

During the pre-cycle, the researcher interviewed the English teacher who instructed the students to gather pre-existing data on the students' writing abilities. Furthermore, the researcher was permitted to observe during the teaching and learning process. To ensure data accuracy, the researcher gave the students a pre-test. The findings helped determine the next steps in the current investigation. Based on the interview, the English teacher stated that the students encountered some challenges. The students did not understand descriptive texts and how to describe people, places, and things. Students did not have ideas for writing, and students were still puzzled about how to begin writing because their comprehension of text construction and development was still insufficient.

The mean score of the pre-tests taken by 40 people under research in the pre-cycle was 60.50. None of the students achieved the minimum passing grade, indicating that their writing abilities remained low. Most of them struggled with the text's substance, which focused on constructing a united and clear descriptive text. Students also found it challenging to organize. As a result, it requires improvement through the cyclical process.

In cycle, I, the student's writing skills improved after cooperative learning was implemented. The post-test results, which 40 individuals followed in cycle I, indicated a mean score of 70.50. Some of the students could compose a descriptive text that was relevant and superior to the pre-cycle. Furthermore, students could write using generic structure, correctness, and mechanics; nonetheless, the students could not write in unity and coherence. The findings of post-test 1 revealed that only 19 participants achieved the minimum passing mark.

The students became more active in cycle I, and students were able to enjoy the learning process in the classroom because the researcher updated the planning to improve the students' writing skills. The researcher changed the topic to make it more interesting. The theme made creating ideas easy for the students and increased their curiosity. Furthermore, the issue to be discussed was familiar to the students' ideas; it was about people. Moreover, a variety of sentences can be employed to characterize a person. As a result, the students could write well-organized and content-rich descriptive texts.

Students were also able to produce texts that were united and coherent. The average score of 40 individuals revealed an increasing mean value of 78.87. It also showed that 36 out of 40 students might attain the minimum passing grade. Furthermore, it can be stated that the success indicator in the current study was met. As a result, the research was completed in this cycle.

Furthermore, the observation findings revealed that some individuals were boisterous, disrupting the other students focused on the learning process. In addition, the individuals were asked to write a text without any guidance. As a result, the students were less consistent and coherent. The English teacher who taught the topics stated that he did not utilize specific scoring rubrics when assessing writing skills. The teacher assumed that the length of the text might reflect the students' ability without considering the structure and other criteria.

After applying the approach, the questionnaire was administered to determine the student's replies. This statistic showed that 31.97% of students strongly agreed with the

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application of cooperative learning, 61.74% agreed, 6.27% were undecided, and 0% disagreed or strongly disagreed. It means that the majority of the students responded well to the use of cooperative learning. Furthermore, it showed that the individuals under research could accept the adoption of collaborative learning, which improved writing skills. Based on the findings above, it could be stated that the student's writing skills can be enhanced through cooperative learning. In addition, it was supported by the results of the questionnaire, which showed the students' positive responses towards the application of collaborative learning.

The pre-and post-test outcomes, which indicated considerable increases in the student's writing skills, were consistent with the questionnaire results. It revealed that most students responded positively to using cooperative learning to improve writing skills. Using this method could help generate a positive atmosphere during the learning process and boost the students' enthusiasm in writing, particularly descriptive texts. This allows the students to build concepts in their imaginations using paper. It may help individuals gain confidence in their writing abilities because students can produce descriptive texts while teaching and learning.

This study supports the finding of Riyana et al. (2025) that when cooperative learning is used in the classroom, it generates favorable outcomes. Some of the benefits include teaching students to believe in the teacher, the ability to think, find information from other sources, and learn from other students; encouraging students to verbally express their ideas and compare them to those of their friends, and teaching students to respect both bright and weak students. Accepting differences is also essential. Cooperative Learning is one of several teaching/learning approaches in which students interact with one another to acquire and practice subject matter elements while also meeting common learning goals (Rosyadi et al., 2025).

This study aligns with Judijanto's (2025) finding that cooperative learning is one of the most basic types of collaborative learning, making it appropriate for lecturers who are just beginning to use it. Cooperative Learning places students in study groups of four or five persons, mixed by performance level, gender, and ethnicity. The lecturer presents the lesson, and the students work in groups to ensure all group members understand the material. Finally, students are given an exam in which students are unable to help one another. Cooperative learning tools are intended for group learning (Fahrudin, (2025).

The fundamental principle behind cooperative learning is to urge students to encourage and assist one another in accomplishing the tasks taught by the instructor. Students must help their teammates study the educational materials if they want their team to earn team awards. The Cooperative Learning method in the classroom requires students to activate their critical thinking before composing a letter. By inspiring students' creativity by displaying photos, pictures, or brochures connected to the topic on which students will write, inviting students to participate in a dialogue or opening students' eyes to the issue on which students will write. This practice is intended to engage students and not make writing a fearful responsibility for them.

Conclusion

This chapter concludes the current study, which uses cooperative learning to help students improve their writing skills. Some practical suggestions are made regarding the significance of the established research findings so that the current study's findings may assist the English teacher, seventh-grade students, and other researchers. In this study, the researcher employed classroom action research. It assisted the students in improving their abilities. The current classroom action research was undertaken to help students improve their descriptive text writing skills. In addition, the researcher used cooperative learning to help students improve their writing abilities.

As described in the preceding chapter, the respondents' mean scores improved from pre-test to post-test 1. The number of students who achieved the minimum passing grade also increased as compared to the results of post-test 1. From pre-cycle to cycle II, all students achieved a minimum passing grade. The questionnaire results also showed that the students responded positively to applying cooperative learning. This indicates that the students overwhelmingly approved of this strategy. Cooperative Learning has been shown to increase students' writing skills. This strategy can potentially increase student participation in the teaching and learning process.

Based on the findings of this study, the researcher recognizes the need to focus on various parts of the teaching and learning process to achieve more successful results. It is proposed that English teachers use cooperative learning to teach descriptive text-writing skills. The collaborative learning technique allowed students to exchange ideas and develop new ideas in writing.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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