

IMPROVING WRITING ABILITY THROUGH COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC)

MENINGKATKAN KEMAMPUAN MENULIS DENGAN COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC)

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Abstract

The study is aimed at improving the students' writing ability using Group Discussion and Cooperative Integrated Reading and Composition (CIRC) models of Cooperative Learning Strategy. The study employs Collaborative Classroom Action Research design. The subjects of the study are 5 students of fourth semester of the English Department of Kutai Kartanegara University in 2021-2022. The result of this study showed that Cooperative Learning strategy with Group Discussion and Cooperative Integrated Reading and Composition (CIRC) models was effective in improving the students' writing ability. In the pretest, the average score of the students' writing achievement was 4.15 on a 1.00 to 6.00 scale. Five students obtained a 'poor' level. After Cooperative Learning strategy was implemented, the average score of the class in Cycle 1 increased slightly to 4.65. In Cycle 2, the average score of the class increased to 5.04, and all subjects achieved the criteria of success.

Keywords: CIRC, cooperative learning, writing skill

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis mahasiswa dalam menulis Bahasa Inggris dengan menggunakan model strategi pembelajaran *Cooperatif Group Discussion* dan *Cooperative Integrated Reading and Composition*. Peneliti menggunakan desain Penelitian Tindakan Kelas Kolaboratif dan subjek penelitian adalah 5 mahasiswa semester 4 Prodi pendidikan Bahasa Inggris Universitas Kutai Kartanegara tahun ajaran 2021-2022. Hasil penelitian ini menunjukkan bahwa strategi *Cooperative Learning* dengan model *Group Discussion* dan *Cooperative Integrated Reading and Composition (CIRC)* efektif dalam meningkatkan kemampuan menulis siswa. *Pretest* sebelum penerapan strategi ini, nilai rata-rata prestasi menulis siswa adalah 4,15 pada skala 1,00 sampai 6,00. Lima siswa memperoleh tingkat 'buruk'. Setelah penerapan strategi *Cooperative Learning*, nilai rata-rata kelas pada Siklus 1 meningkat tipis menjadi 4,65. Hanya 2 mahasiswa yang tidak mencapai kriteria keberhasilan. Siklus 2 nilai rata-rata kelas meningkat menjadi 5,04 dan semua subjek mencapai kriteria keberhasilan. Mahasiswa terlibat aktif dan sangat termotivasi untuk mengikuti kelas menulis dengan sistem ini.

Kata kunci: CIRC, pembelajaran kooperatif, kemampuan menulis.

PENDAHULUAN

Writing is one of the four language skills which should be developed in teaching English. Yusuf et al. (2019) Writing is a series of related text-making activities: generating, arranging, and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising (Gould, et al., 1989:x). In the data of pre-cycle, in writing class, especially in essay writing, just 60% (3 from 5 students) had the ability to write writing skills in the good category and reached learning completeness. This proves that their writing ability is very low. Thus, it is necessary to take action to improve learning outcomes related to writing expository essays.

Based on the observation result in the preliminary study, it was found that the students had problems in organizing ideas when they were asked to write an essay. Some of them did not know how to start writing and what to write. Because in writing a sentence, the students have to gain many aspects of sentence writing, Narulita (2018:64) explains that according to Bailey and Horn (2004), a sentence is a group of words that expresses complete thought.

As a result, they had poor ability in writing classification expository essays. This was caused by a number of facts.

First, in teaching writing, the teacher mostly dominated the class so that the students were bored and unmotivated to join the writing class. Second, the teacher also rarely gave the students writing practice and rarely acted as a facilitator, guide, and motivator in the teaching and learning process. Third, the classroom atmosphere was individual competition and the students did the writing assignments individually.

The above assumption motivates the researcher to conduct an action research on "Improving the Writing Ability of the Fourth Semester Students of the English

Department of Kutai Kartanegara University through Cooperative Learning."

Based on the background of the study, the researchers' problem is "How can the students' writing ability be improved using cooperative learning strategy?" The aim of the study is to improve the students' writing ability using cooperative learning strategies.

Sudaryat (2010:85), in general, Adeng Chaedar Alwasilah dan Seni Susana Alwasilah (2005:7) stated that the weakness of writing skill of the man in education or students in Indonesia is caused by cultural, social, and curricular factors.

The study is restricted to the implementation of Cooperative Learning approaches in the teaching of essay writing. The study is also limited to the two models of cooperative learning: Group Discussion and Cooperative Integrated Reading and Composition (CIRC). The type of writing in the study is limited to writing process expository essays.

Gumperz et al. (1999), the advantages of student-guided learning are described in the recent literature on mathematics instruction, where cooperative programs have come to take an important place among the innovative methods designed to improve performance. They do this by creating a learning environment where students are able to make sense of new information by relating it to what they already know.

LITERATURE REVIEW

To produce a piece of good writing demands standard forms of grammar, syntax, and word choice. Besides, writing needs good mechanics, organization of paragraphs, content, the writer's process and purpose. It should be clear, fluent, and effective communication of ideas (Raimes, 1983:6 in Yusuf et al., 2019).

Consequently, the teaching of writing involves many components, such as word

choice, grammar, organization, and mechanics. However, in the process of teaching writing in the researcher's university, some colleagues of EFL teachers still face a number of problems in their writing class.

Some or many EFL students', especially our department students, writing skills might be very complex. Scrivener (2011) as in Taufik (2019:172), stated that writing requires learners to go through different kinds of mental processes. They need more time to think, to reflect, to prepare, to rehearse, to make mistakes, and to find alternatives and better solutions pertaining to what they write.

It is advisable that future researchers follow up the study by conducting action research on improving students' ability in writing other types of essays such as narrative, descriptive, or argumentative essays through Cooperative Learning strategy. It is important because there are still a number of problems in writing classes, especially in essay writing.

As the discussion in Hoorani (2014: 146-147), that Cooperative learning promotes learning and fosters respect and friendships among diverse groups of students (Attle & Baker, 2007; Slavin, 2004), students work in small groups to help each other learn and understand academic material (Slavin, 2013).

Researchers applied the Cooperative Learning strategy to develop students' writing skill in their study as one of the strategies in teaching writing. Cooperative learning was learning that worked together on a team in which there was a positive dependence, individual responsibility, face-to-face interaction, collaborative, and group processing (Felde & Brent, 1994) as cited in Abidin (2019:42).

In writing activities, it is recommended that the teachers manage the organization of the cooperative classroom well, grouping

students, assigning the students into group discussion, and arranging the seats of each group. This is one strategy in writing class of EFL. According to Jurianto (2016:45), teaching writing in English is important for students, especially in non-English speaking countries. In general teaching writing in English has two major approaches: process and genre/products. Hall (2014) argues that writing course assessment—of all writing courses, not just those sections that are designated as “ESL” or “ELL” or “for multilingual learners”—must be cognizant of these shifts.

METHOD

The design of the study was Collaborative Classroom Action Research (CCAR). The researchers and his collaborative classroom teacher directly conducted it. To cope with the classroom's problem in teaching writing, the researchers applied cooperative learning strategies during the learning process. There were two models of cooperative learning applied in the study: Group Discussion and Cooperative Integrated Reading and Composition (CIRC).

To implement Group Discussion, the students were grouped into five groups on the basis of the list of the groups that had been determined. Each member of the group had to sit face to face among the group members so that they could see, talk, and share ideas with one another. Then, each group was asked to choose a captain of the group.

The researchers also applied the Cooperative Integrated Reading and Composition (CIRC) model of cooperative learning. To implement CIRC (Cooperative Integrated Reading and Composition) model of Cooperative Learning strategy in the writing class, there were several steps to be conducted.

First, the teacher gave a sample of an essay. Then, he asked each group to analyze the text given. Each group had to find the thesis statement, the supporting ideas, the concluding paragraph, the type of text, the type of its development, and the transition signals used in the text. In this stage, each student discussed and shared ideas within the group members. Second, the teacher asked the students to write an essay. The students were assigned to select and develop the topic and make an outline before starting to write. Each member of the group gave comments and suggestions to his or her member's topic. Third, after discussion, the students were guided to make an outline and write the first draft based on comments and suggestions of their group members. Fourth, he assigned each student to revise his or her friend's draft. Then, he assigned each student to write the final draft based on the member's comments, and suggestions.

The research was conducted at the English Department of the University of Kutai Kartanegara. The subjects of the study were five students in the fourth semester of class IV A of the students of the English Department of academic year 2021/2022.

Since the study belonged to a classroom action research, it was done in cycles. In this case, the researchers applied the model of Classroom Action Research developed by Kemmis and Mc Taggart (1988), which consisted of four steps: (1) planning of action, (2) implementing action, (3) observing of action, and (4) analysis, and (5) reflection.

In the planning step, the researchers prepared an appropriate strategy, designed a lesson plan, provided media, made observation sheets, made field notes, and prepared the criteria of success. The study was considered to be successful if it met three criteria of success: (1) the students were

able to make good improvement in teaching-learning process and achieve the minimum score of 4.00; (2) the students were active in pairs and group work discussion; and (3) the students enjoyed learning writing using cooperative learning strategy.

Then, to implement the plan, the researchers carried out the plan in the classroom. The researchers implemented the plan in two cycles. Cycle 1 was carried out by the researchers with the help from their collaborator who acted as an observer in the learning and teaching activities in Class IV-A. The plan was accomplished in two meetings: December 8th, 2021 and December 9th, 2021. In this cycle, the sub topic was "Directional Process Essay." Cycle 2 was done in two meetings. It was done at 12.10-13.50 on Thursday, December 15th, 2021 in room 101 and at 08.40- 10.20 on Friday, December 16th, 2021 in room 102. In this cycle, the sub topic was "Informational Process Analysis."

In the observing step, the researchers recorded and collected data about any aspect or event that was happening in the teaching and learning process. In this case, the researchers observed what to become the strengths of Cooperative Learning strategy in teaching essay writing. This part consists of some important points, such as data and data sources, research instruments, and techniques of data collection.

In this sense, the researchers used qualitative and quantitative data in presenting the data. To observe the data about the students' improvement in writing ability, the researchers obtained the data from the result of the students' score both in pretest and posttest. In this case, the data were in the form of quantitative data. Furthermore, to observe the data about the implementation of Cooperative Learning strategy in teaching essay writing, the students' activity in-group work discussion during the class,

the researchers observed the data from the observation sheets and field notes. This data was in the form of qualitative data.

As Kagan's idea (in ascd.org), the philosophy of education leads to variations in learning and cooperation, students' roles and communication patterns, teacher roles, and evaluations (Kagan, 1985:12).

Moreover, to observe the data about the students' response toward the process of learning using the cooperative learning strategy, the researchers obtained the data from the questionnaire. Dealing with the data collection, the data were taken from some sources such as (1) the result of observation and field notes about the activities of the teaching and learning activities; (2) the result of the student's learning in writing expository essay; and (3) the students' final product of writing in each cycle.

After collecting the data, the next step was reflection. It was the most important part of classroom action research. In this step, the researchers focused on making a judgment whether the study was successful or not. The researchers compared the result of data analysis with the criteria of success. If all the criteria had been fulfilled, the action was stopped but if not, the researchers continued to the next cycle by improving and revising the plan.

RESULTS AND DISCUSSION

In Classroom Action Research (CAR), it consists of several cycles or repetitions of cycles. Each cycle consists of four steps, namely (1) planning; (2) implementation; (3) observation; and (4) reflection. The four stages are elements that form a cycle, which is a round of consecutive activities.

Kagan (1992) in Syafrizal and John P. (2006) defines cooperative learning as a set of instructional strategies which incorporate cooperative student-student interaction

over a subject matter as an integral part of the learning process.

Application of Cooperative Learning Strategy in Teaching Essay Writing

According to Jacobs and Ivone (2020:05), one of the arguments for homogeneous groups arises from the view that students who are similar to one another will be able to collaborate more easily and effectively. Helping students create such well-functioning groups regardless of who their group mates might be is one reason that advocates of heterogeneous groups highlight the need to provide students time to develop their collaborative skills.

To implement Group Discussion and Cooperative Integrated Reading and Composition (CIRC) models of Cooperative Learning strategy, there were several procedures to be done, such as grouping students, establishing seat arrangements, designing lesson plans, setting the learning objectives, and designing appropriate media.

Elbow (1998), when you begin to realize how writing calls on the two opposite skills of creativity and critical thinking you get a better understanding of its difficulties.

The exchange of alternative ideas and viewpoints enhances that growth and stimulates broader thinking. It is the teacher's job to encourage such exchanges and structure the students' work so their communication is on-task and productive. Group members can learn to work together in classrooms that reflect the complexity and diversity of the world (in *classroom-compass*:1-2).

To implement Group Discussion, the students were grouped into five groups on the basis of the list of the groups that had been determined. Each member of the group had to sit face to face among the group members so that they could see, talk, and

share ideas with one another. Then, each group was asked to choose the captain of the group.

The implementation of CIRC model of cooperative learning strategy in teaching essay writing was divided into three stages: prewriting, whilst writing, and post writing. In the prewriting activities, the teacher assigned students to list the interesting topics. In this sense, they were assigned to share ideas with their group members. In the writing stage, the teacher assigned the students to write the first draft and revise their compositions in close collaboration with group members. In the post writing stage, the teacher assigned each student to edit his or her members' draft. Then, they assigned each student to write the final draft based on member's comments, suggestions, and revisions.

Findings of Cycle 1

It was found that the result of the five subjects' improvement in the teaching and learning process and in learning results in Cycle 1 gained little improvement. In the targeted criteria of success, the students were considered to be successful if they were able to achieve the minimum score of 4.00. In Cycle 1, two of five subjects of the study did not achieve the targeted criteria of success. They were DS and DP. Both of them obtained 3.75. In this sense, the implementation of Cooperative Learning strategy in essay writing had not achieved the goal as stated in the criteria of success.

There were some facts in Cycle 1, which showed the failure of Cycle 1. First, the result of the subjects' final product of writing did not achieve the goal. In the criteria of success, it was stated that the students had to obtain 4.00 as a minimum score.

However, those students (DS, ROD, EAP, DP, and IA) just obtained 3.75, 4.00, 4.25, 3.75, and 4.00 respectively. In this case, two

of the five subjects' improvement in essay writing did not achieve the criteria of success. They were DS and DP. The content of their essay was still classified as "uneven." It presented some clear information but was list-like and undeveloped.

Second, the increasing number of the average score was also a slight increase. In the pretest, the mean of the students' score was 4.15 on a 1.00 to 6.00 scales. Five students obtained a "poor" level. They were DS, ROD, EAP, DP, and IA. They obtained 3.00, 3.00, 3.00, 3.50, and 3.50 respectively. It increased slightly to 4.65 in the posttest in Cycle 1.

The above failure was possibly caused by a number of factors. First, the teachers had limited time when he explained the material, so that the students did not catch the teacher's explanation. Second, the teacher did not manage the time well. The teachers spent much more time on pre-writing activities than for whilst writing activity. Third, the subjects had insufficient background knowledge for the topic discussed. Fourth, the subjects had problems in grammar. They had problems in utilizing grammar knowledge that they learnt when they were writing.

Considering all the above problems, the researcher and his collaborative teacher determined that the implementation of Cycle 1 still needed to be improved and revised.

Revision of the Plan

The result of Cycle 1 did not achieve the criteria of success yet. Therefore, there were some revisions that should be made on the lesson plan.

First, in terms of giving further explanation about the material, the teacher explained it in more detail with more examples. Second, in terms of the time management, the allotted time to complete

the assignment was set up proportionally by allocating the time. In the second meeting, the time used for opening the class and checking the attendance lists was about 10 minutes, distributing the students' first draft about 5 minutes, editing the first draft about 20 minutes, writing the final draft about 40 minutes, reporting the final composition about 15 minutes and closing the class about 10 minutes. Third, intensive guidance was given to the students in every stage of essay writing. Fourth, in terms of emphasizing on students' grammatical errors in revising the students' composition, the teacher assigned the students to look closer on grammatical errors when they were revising the members' draft. It should make the changes in our strategy. To differentiate and improve the student's writing skill in the next cycle, the writers made commodification techniques in their writing essays. They should select the topic and order ideas, introduce the topic of the essay and give background information, state the thesis statement, list subdivisions and indicate methods, appropriate pattern for the topic, write a concluding paragraph by summarizing of the main points or paraphrasing of the thesis, check the draft whether it contained a thesis statement, body and a concluding paragraph, and proofread the draft for accuracy and correctness in terms of spelling, capitalization, punctuation and grammar. The application of this strategy is based on observation and teaching experience in the classroom.

Findings of Cycle 2

Referring to the findings of Cycle 2, the implementation of Cooperative Learning strategy had achieved the criteria of success. There were some facts showing that the criteria of success had been achieved.

First, in the teaching and learning process, all the subjects were able to (1)

select the topic and order ideas; (2) introduce the topic of the essay and give background information on the topic; (3) state the thesis statement, list subdivisions and indicate methods of organization; (4) use logical and appropriate pattern of organization for the topic and use between-paragraph transition; (5) write a concluding paragraph by summarizing of the main points or paraphrasing of the thesis (6) check the draft whether it contained a thesis statement, body paragraphs, and a concluding paragraph; (7) proofread the draft for accuracy and correctness in terms of spelling, capitalization, punctuation, and grammar; and (8) write and report the final composition, and give comment on other's written work. In the other words, they were able to achieve the criteria prescribed for successful prewriting, whilst writing, and post writing.

Dealing with the subjects' final composition, all subjects were able to achieve the minimum level (sufficient level) at four criteria (content, organization, sentence structure, and grammar, usage and mechanic) as prescribed for successful writing of an expository essay. Three of the five subjects (EAP, ROD, and AI) achieved a score of 4.50 and two of them (DS and DP) achieved a score of 4.00, which was categorized as "sufficient." In other words, all subjects were able to achieve the minimum criteria (sufficient level) prescribed for successful essay writing.

Other evidence of the students' improvement was the mean of the students' score, which also improved. In the pretest, the average score of the students' writing achievement was 4.15. In Cycle 1, it slightly increased to 4.65. Then, in Cycle 2, it increased dramatically to 5.04.

Second, in terms of the implementation of Cooperative Learning strategy, the students as a team developed social interaction among the group members.

They learnt to listen to other students, appreciate others' opinions, communicate intensively, and work together to achieve the goal. They shared their ideas, knowledge, and strategies. They also improved their academic achievement. In addition, each student interacts socially with each other within the group. The high and low achievers learnt together. They worked together to complete the assignment given.

Third, it was also found that students enjoyed learning writing using Cooperative Learning strategy. Based on the questionnaire checklists, about 18 of 20 or about 90% students agreed that they enjoyed learning English in the classroom through cooperative learning strategy. About 85% or 17 students agreed that after attending the cooperative classroom, they took benefits such as increasing motivation, self-esteem, and achievement.

For the above reasons, the researchers and their collaborative teacher thought that it was not necessary to continue the study in the next cycle because the study was considered successful.

Important Activities in Teaching Essay Writing

Before the implementation of Cooperative Learning strategy, there were several procedures to be done, such as grouping students, establishing seat arrangements, designing lesson plans, setting the learning objectives, designing appropriate media, and dividing the time allotment. In the present study, the planning was focused on five components: (1) designing instructional objectives, (2) selecting appropriate material, (3) preparing media, (4) designing instructional procedures, and (5) designing the procedures of assessment.

Teaching Essay Writing Using Cooperative Learning Strategy

Based on the findings, it was identified that the appropriate model of teaching essay writing through Cooperative Learning strategy required the teacher to do a particular technique in each stage of writing including prewriting, whilst writing, and post writing.

Prewriting Stage

Prewriting activities involved selecting and developing the topic, making an outline, and writing the first draft. Before coming to the topic discussed, the teacher asked students questions related to the topic. This was done in order to direct the students to the topic, and to build on students' previous experience. To implement the CIRC model in the prewriting activities, the teacher assigned students to list the interesting topics. Here, each student made an outline. Then, they were assigned to discuss and share the topic selected with their group members. Each member of a group gave comments and suggestions to his or her member's topic.

Whilst Writing Stage

There were two writing activities whilst writing: drafting and revising. To implement the CIRC model in the writing stage, the teacher assigned the students to write the first draft and revise their compositions in close collaboration with group members. In this case, students drafted composition after consulting group members about their ideas and organizational plan, and worked with group members to revise the content of their compositions.

In this case, before coming to the topic discussed, the teacher explained the steps of doing the assignment. First, each student had to write the draft by using the collected information from the groups. Then, each

student had to revise and edit his or her friend's work within a group.

Post Writing Stage

Post writing stage included editing, writing and reporting the final draft. Editing an essay was the last stage in the process of writing. Editing referred to correcting grammatical errors, rewriting misspelled words, and changing punctuation. To implement the CIRC model in the post writing stage, the teacher assigned each student to edit his or her members' draft. Then, he assigned each student to write the final draft based on member's comments, suggestions, and revisions.

Improvement of the Students' Achievement in Writing an Essay

Arianda et al. (2021:64) that the instances of authentic assessment are writing essay, writing report, proposal design, and portfolio (MacNamara, 1996).

Brown in Ratnaningsih (2016:02) provides the characteristics that differentiate written language from spoken language in terms of the permanency, production time, distance, orthography, complexity, formality and vocabulary. The results of the students' achievement in writing essays throughout the study were classified into two types, i.e. process and product. Based on the results of the observation conducted throughout the cycles of action, it was found that cooperative skills of the students were gradually improved. The cooperative skills such as taking turns, sharing ideas with each other, developing social interaction among the group members, and accepting roles were achieved during the class activity by the students.

Moreover, the high achievers improved their knowledge of writing from explaining their knowledge to the poor achievers. Consequently, the poor achievers could

improve their writing ability. This was evidenced from the improvement of the final scores of the class.

In the pretest, the average score of the students' writing achievement was 4.15 on a 1.00 to 6.00 scale. Five students obtained an 'uneven' level. They were DS, ROD, EAP, DP, and AI. They obtained 3.00, 3.00, 3.00, 3.50, and 3.50 respectively.

In Cycle 1, the average score of the class increased slightly to 4.65 in a 1.00 to 6.00 scale. This was a slight increase of improvement. Only two students did not achieve the criteria of success. They were DS and DP. Both of them obtained 3.75. Meanwhile, ROD, EAP, and AI obtained 4.00, 4.25, and 4.00 respectively.

Then, in Cycle 2, the average score of the class increased dramatically to 5.04 on a 1.00 to 6.00 scale. This was a sharp increase of improvement. All subjects were able to achieve the minimum criteria (sufficient level) prescribed for successful essay writing. Three of five subjects obtained 4.50, while the rest of them obtained 4.00 on a 1.00 to 6.00 scale. In other words, all subjects were able to achieve the minimum criteria (sufficient level) as prescribed for successful essay writing.

Based on the improvement of the average score of the writing class, it could be stated that the students' writing ability gradually improved when Cooperative Learning strategy was implemented in the classroom.

CONCLUSION

The study is aimed at improving the students' writing ability using Cooperative Learning strategy. Based on the research findings and discussions of the study, it can be concluded that Cooperative Learning strategy has been successfully used in improving students' writing ability by implementing the following procedures.

First, the teacher has to design the teaching strategy. Here, the teacher should apply two models of Cooperative Learning strategy: Group Discussion and CIRC (Cooperative Integrated Reading and Composition). Second, the teacher should design the lesson plan. Third, the teacher has to manage the organization of the cooperative classroom.

Fourth, the teacher should direct the students to the topic discussed by asking questions related to the topic, giving students wait time to answer the questions given, then, distributing the model of an expository essay and, then, assigning students to find out the thesis statement, the introductory paragraph, main idea of each paragraph, the concluding paragraph, and the transition words used in the text. Then, the teacher should direct the class into prewriting activities, which involve selecting the topic, making an outline, and writing the first draft.

Fifth, in whilst writing stage, which involved drafting, and revising, the teacher should explain the steps of doing the assignment, such as assigning students to discuss the first draft with their group members, assigning each student to give comments, suggestions, and revisions to the member's draft, and assigning each student to revise the first draft based on comments, suggestions, and revisions from the group members.

Sixth, in the post writing stage, which included writing and reporting the final draft, the teacher should ask students to write the final draft based on comments, suggestions, and revisions from the group members. Then, he should assign each student to read the final composition in front of the class. Seventh, the teacher should correct the students' written work by underlining the grammatical errors, giving comments on the side of paper, giving back

the students' written work, and scoring the students' written work.

The implementation of Cooperative Learning strategy in teaching essay writing gives benefits to students in many ways.

First, Cooperative Learning strategy can improve the students' writing ability. The students are able to make good improvements in the teaching-learning process. The minimum criteria of success prescribed for successful essay writing are able to be achieved. They are able to obtain a score of 4.00, prescribed for successful essay writing. This is evidenced from the improvement of the result scores of the class in the pretest, Cycle 1 and Cycle 2.

Second, Cooperative Learning strategy makes the students active in pairs and group work discussion. In the cooperative classroom, students are able to share ideas with each other. They are able to work together to accomplish shared goals and do the assignment cooperatively rather than competitively and individualistically.

Third, Cooperative Learning strategy makes the students enjoy learning writing. This is evidenced from the result of the questionnaire checklists. Based on the questionnaire checklists, about 18 from 20 or about 90% students strongly agree and agree that they enjoy learning English in the classroom through cooperative learning strategy. About 85% or 17 students strongly agree and agree that after attending the cooperative classroom they can take benefits such as increasing motivation, self-esteem, and achievement.

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