



Students' Perception of the Use of Cooperative Learning Approach in Writing Class for Narrative Text Learning

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ARTICEL INFO

Keywords:

Writing
Nature Based-Learning
Cooperative Learning
Narrative Text
Students' Perception

History:

Received (26 August 2024)
Revised (4 February 2025)
Accepted (15 February 2025)

ABSTRACT

Cooperative learning is a teaching approach that places students in groups to work together to complete learning targets. Many studies have focused on the implementation of cooperative learning in the classroom. However, only few studies discuss using cooperative learning in the writing classroom on narrative text learning from the student's perspective. This research aims to find out students' perceptions of the use of cooperative learning in narrative text learning and the implementation of cooperative learning in teaching writing in narrative text learning. Using a qualitative method with the case study approach, this research was conducted in one of the private schools in Banjarmasin, with six students and a teacher as participants. This study used classroom observation and interviews in data collection and documentation as an additional instrument to describe cooperative learning in writing classes for narrative learning. The results of this study confirmed that most students positively agree with the use of cooperative learning in terms of group collaboration, discussion, and information exchange in the classroom. However, time consumption factor was a major concern for students with the highest score. In spite of these findings, further studies are needed to expand the scope of using cooperative learning in the teaching of integrated language skills in the classroom.

INTRODUCTION

Cooperative learning is a teaching approach that places students in groups to work together to complete learning targets. In learning, students are formed in a group consisting of different backgrounds. Student perception is one of the things that allows for attention in learning activities. Many studies have focused on the implementation of cooperative learning in the classroom. Harahap et.al (2019) and Bisse (2019) implement cooperative learning to increase student writing text especially in narrative text. The results show significant improvement on student narrative text.

However, few studies focus on using cooperative learning in the writing classroom on narrative text learning from the student's perspective. This research aims to find out students' perceptions of the use of cooperative learning in narrative text learning and the implementation of cooperative learning in teaching writing in narrative text learning. This research used a qualitative method with the case study as its approach. This research was conducted in tenth-grade in one of the private schools in Banjarmasin, with six students

and a teacher as participants. This study used classroom observation and interviews in data collection and documentation as an additional instrument in describing cooperative learning in writing classes in narrative learning.

In the learning process, students use writing skills to produce work that describes the results of the students' learning in class. Writing is mental work to find, express, and organize ideas into clear statements and paragraphs (Yusuf et al., 2019; Yuzar, 2022). Through writing, students also express their various skills or talents. There are four forms of writing: description, narration, exposition, and persuasion (Nursanti, 2019). Thus, students can use several types of writing to express the results of students' ideas.

The essays or writings that students can use are presented in five forms of written work. Two of them are description and narration. A description is an essay that describes or paints objects or events as clearly as possible so that the reader seems to see, feel, smell, and hear them (Purbania et al., 2020). In addition, narration is a form of discourse that seeks to describe to the reader an event that has occurred as clearly as possible (Cahyani et al., 2021). For some teachers, writing is not easy for teaching and learning activities. The different skill levels of students are one of the difficulties teachers have in teaching writing, so teachers have difficulty preparing lessons (Moses & Mohamad, 2019). Many techniques and strategies can be used by teachers in teaching writing. As mentioned in research by Yusuf et al. (2019), which recognizes the importance of mastering writing skills in various circles of society, cooperative learning is the recommended approach in providing writing teaching.

A cooperative learning approach is an approach that involves students working together by emphasizing active participation, student interaction, and collaboration and encouraging a sense of responsibility in learning (Hamzah et al., 2022 and Slavin et al., 1985; Ilham et al., 2024). Cooperative learning involves teachers assigning students into groups of four to six students with different levels of academic achievement, gender, and ethnicity. Cooperative learning can be used at all grade levels and in most subjects (Slavin et al., 1985). By implementing cooperative learning, it helps students to understand complex concepts and assists students in developing collaboration skills (Sarah et al., 2021). With this, cooperative learning involves students learning for individuals and helping fellow group members achieve common classroom goals. In other words, cooperative learning is an approach that allows students to discuss by sharing thoughts and helping them learn to cause academic improvement. In addition to academic improvement, cooperation also leads to the improvement of students' social skills.

Based on Jacobs (2004), many principles have been proposed for cooperative learning. Here is a list of the various principles:

Heterogeneous Grouping

This principle means cooperative learning groups have various variables such as gender, race, social status, beliefs, personalities, skills, language abilities, and age. In education or group work, heterogeneous

groups are often considered beneficial because they can provide diverse perspectives and expertise that can enrich discussion and collaboration. The group leader or instructor must ensure that all group members feel heard and valued and that differences are appreciated as a source of wealth rather than an obstacle. In this way, heterogeneous groups can be an inclusive and productive environment for collaboration and shared learning.

Collaborative Skills

Collaborative skills refer to an individual's ability to work effectively with others to achieve a common goal. They involve a range of interpersonal, communication, leadership, and teamwork skills required to participate in projects or activities that involve cooperation between teams or group members. Giving reasons is a skill needed to work with others in collaborative skills. Not all students in the group have this ability, so collaborative skills between students grow when cooperative learning is used in the classroom.

Group Autonomy

Group autonomy refers to the degree of independence or autonomy given to the group in organizing and carrying out a collaborative task or project. It emphasizes the importance of giving group members the freedom to make decisions, plan strategies, and manage their own time and resources without excessive interference from the teacher or instructor. Giving groups autonomy aims to increase students' intrinsic motivation, engagement, and responsibility toward their learning process. In this principle, cooperative learning encourages students to seek information or ideas independently rather than rely solely on the teacher. Granting group autonomy in cooperative learning can increase student engagement, develop leadership skills, and facilitate more student-centered learning. However, balancing the freedom given to groups with clear guidance and adequate support is essential to ensure that learning objectives are still achieved.

Maximum Peer Interactions

In Cooperative learning, the class uses group activities to maximize student interaction. When students work together to solve problems and elaborate ideas, Cooperative learning maximizes the quality of peer interaction in the classroom. Maximum peer interaction refers to efforts to create a learning environment where students are actively engaged in deep and meaningful interactions with peers. The ultimate goal is to facilitate effective student collaboration in achieving shared learning goals. The importance of maximum peer interaction in cooperative learning reflects the belief that students can learn significantly from their interactions. Through discussion, sharing ideas, working together to complete tasks, providing feedback, and collaborating on group projects, students can develop a deeper understanding of the subject matter, broaden their viewpoints, and hone their social and cognitive skills.

Equal Opportunity to Participate

The problem that often occurs in groups is that one or two group members dominate, which can prevent the participation of other group members. Thus, Cooperative learning provides an opportunity to encourage

equal participation among group members. Equal opportunity refers to the principle of ensuring that each member of a cooperative learning group has an equal opportunity to actively and meaningfully participate in the learning process. This principle is based on the belief that each individual has unique strengths and valuable contributions to the collaborative learning experience.

Individual Accountability

Cooperative learning encourages each student to try to learn and exchange knowledge and ideas with others around the student. Individual accountability is the responsibility of individuals for their contributions and achievements in the context of group or teamwork. This principle emphasizes that each group member is responsible for doing their part in achieving the shared learning goals and ensuring that they understand and meet the set standards of achievement. By promoting individual accountability in cooperative learning, educators can help students develop independent skills, self-reliance, and personal responsibility while capitalizing on the benefits of collaboration and group learning.

Positive Interdependence

Positive interdependence in cooperative learning refers to a condition where group members feel interdependent to achieve a common goal. This means that individual success in achieving group goals is closely linked to the success of other group members. In a learning context, this principle encourages cooperation, collaboration, and support between group members. In Cooperative learning, when students' positive interdependence arises, it fosters a feeling of helping other group members. With this, it makes each group member want to help each other.

Cooperative as a Value

This principle means that cooperation is not just a way to learn but is part of the material that must be learned. Cooperative as a value in cooperative learning refers to the appreciation of cooperation, mutual support, and respect as values underlying group learning practices. This value emphasizes the importance of collaboration in achieving common goals, valuing individual contributions, and building an inclusive and student-centered learning environment. The importance of cooperation as a value in cooperative learning is shaping attitudes, behaviors, and cultures that promote student cooperation and collaboration. This value helps shape students' character and prepares them for success in an environment that requires cooperation and teamwork.

In some studies, cooperative learning has positively impacted students' writing skills. Ahangari and Samadian (2014) mentioned that cooperative learning provides opportunities for students to learn from each other and friends who are more innovative or less intelligent. Thus, at the end of learning, it gives students better writing skills. In the second place, cooperative learning is supported by various theories from various disciplines, such as behavioral theory, cognitive developmental theory, and social interdependence theory. In cooperative learning, students are required to work together to achieve goals. This is one of the positive

impacts of teaching writing using cooperative learning. In their research, Ghufron and Ermawati (2018) mentioned various advantages of teaching writing using cooperative learning. Cooperative learning can increase students' self-confidence and motivation. It can also reduce students' nervousness level in the learning process, increasing students' responsibility in learning. In addition, cooperative learning helps students learn lessons more efficiently through various ideas.

Even though it is effective in many ways, cooperative learning has some weaknesses. The potential unequal participation of students in the group is one of the weaknesses of cooperative learning (Keshavarz et al., 2014). Because not all students can participate to dominate the discussion and be able to contribute to the work. As a result, it causes uneven learning outcomes for students. In addition, they also mentioned that not all types of tasks or learning objectives are suitable for cooperative learning because some tasks or activities are more likely to be individual. Following Herwiana (2021), cooperative learning can cause misunderstandings among students in the group. Sometimes, some students find it difficult to understand group members' ideas, and it is challenging to combine the ideas of all group members. Consequently, it can limit individual creativity and erase ideas that students already have. Previous problems can slow down the student's learning process in class. All of it can affect the student's effectiveness in class.

In conclusion, cooperative learning presents strengths and weaknesses that educators must consider carefully. While it fosters collaboration, active engagement, and peer interaction, it may also encounter challenges, such as the potential for unequal participation or difficulty in managing group dynamics. Therefore, teachers are responsible for discerning the most suitable approach for different classroom tasks and activities. By doing so, they can leverage the benefits of cooperative learning while addressing its limitations, ultimately creating a conducive learning environment that maximizes student participation and achievement.

Besides that, cooperative learning, which acts as a medium for teachers' approaches to teaching writing, has various benefits. Loh & Ang (2020) state that cooperative learning provides procurement knowledge and accretion in intellectual and academic skills. Cooperative learning can make students more active. Furthermore, cooperative learning can develop and encourage a sense of responsibility among students. Different student backgrounds make students more active in building communication. So, students can develop a sense of responsibility toward others. Due to various benefits, teachers can use this approach in the writing teaching process, especially in narrative texts.

In teaching and learning activities, students' views or perceptions are one thing that can be observed (Rahman, 2020). Keramati and Gillies (2022), explain that Perception is a process for interpreting and identifying stimuli in the form of people, objects, events, and activities received by humans. Perception is the process or ability to recognize and interpret sensory stimulation (Mirazna & Hikmah, 2019). Thus, perception is essential to understanding or recognizing the environment and things around humans. By

having various insights of how students perceive the implementation of cooperative learning, teachers are expected to strengthen students' narrative writing skills. Therefore, this research only focuses on students' perceptions of using cooperative learning to teach writing.

Based on the study conducted by Tanjung et al. (2020), Khair et al. (2021), Yusuf et al. (2019), Dendup and Onthanee (2020), Fatiani et al. (2021), and Keramati and Gillies (2022) stated that implementing cooperative learning improved students' writing skills and had an impact on enhancing students' academic achievement. According to those previous studies, many studies have examined implementing cooperative learning for classroom learning. However, there are still few studies that only focus on students' perceptions of cooperative learning. Therefore, this study focuses on students' perceptions of cooperative learning to teach writing.

METHODS

Research Design

This research used case study to investigate students' perceptions of cooperative learning in teaching writing, especially in narrative texts. A case study is a design of inquiry found in many fields, especially evaluation, in which the research develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell & Creswell, 2018). In addition, the case to be studied was the use of cooperative learning in teaching writing by the teacher in the classroom. Consequently, this case was the rationale for using the case study method in this study. However, the researcher wanted to see this case from the perspective of students who took writing classes and used cooperative learning as an approach in the classroom. Thus, the researcher only focused on students' perception of the use of cooperative learning in writing classes, especially in narrative text classes.

Participants of The Study

The participants of this study consisted of 6 students from a private high school and teachers who use cooperative learning in writing classes. This research used different scores to determine the students' perceptions. The criteria for selecting students included three students with the lowest and three with the highest scores based on teacher recommendations in order to have various insights on the implementation. The student's experience in learning narrative text was the primary data for this research. This research was conducted on the tenth-grade students of the senior private school in the academic year 2023/2024.

Research Setting

This research was conducted at one of the private high schools in South Kalimantan as the researcher observed that the student's perception of cooperative learning in writing classes in narrative texts learning

had yet to be studied. This location was chosen by examining the case at that school in a teaching and learning context.

Data Collection

The researchers used interviews for the data collection technique in this study. The researchers asked all participants questions to collect information about the research objectives. The questions in this interview answered the research question and fulfilled the objectives. The participants were interviewed one by one. The interviews involved six students and one teacher at a private high school in Banjarmasin according to predetermined criteria. In order to have a better understanding of the implementation of cooperative learning, this study used classroom observation as a data collection technique. This study used direct observation. The observation was directly conducted at the school that served the research site. The researcher observed the learning process using cooperative learning.

This study also used documentation for data collection techniques. This study collected students' work in learning writing. The students' work was in the form of narrative texts. The data from the documentation was additional information relevant to the research objectives discussed.

Data Analysis

The precision of researchers' understanding depends on how effectively researchers have documented the observed events. Three stages have been conducted to analyze the data collected as Sugiyono's (2013) data analysis framework recommendation: data reduction, data display, and conclusion drawing. In data reduction, it refers to summarising, selecting, and focusing data following the research question that has been determined, which is related to student perceptions of cooperative learning to teach writing, especially narrative texts.

Then, data display is an activity carried out by presenting data in the form of narratives, with researchers describing the results of data findings in the form of chart sentence descriptions and relationships between categories that are sequential and systematic (Harahap, 2020). So, in the data display, the data that has been obtained was presented in the form of a narrative.

RESULTS AND DISCUSSION

This section presents the research findings on the impact of the conventional Nature-based Learning approach in enhancing critical thinking skills. To assess the effect of this method on students' critical thinking abilities in poetry writing, the following results from students' poetry writing are detailed and analyzed.

Students' Perception of Cooperative Learning in Writing Class on Narrative Text

In teaching and learning activities, student perception is one of the things that needs to be considered in the learning process. However, student perceptions are often overlooked in teaching and learning activities.

Student perceptions that arise from the experiences students have in the classroom and learning environment can affect how students process the knowledge they receive. Thus, understanding student perceptions in understanding learning is a key part for an educator. From students' various perceptions, a teacher can adjust and further evaluate how the teacher provides classroom teaching. From student perceptions, teachers can choose strategies to maximize teaching and student engagement in the classroom.

Based on interviews conducted by the researcher, there are differences in perceptions between students who have participated in cooperative learning classes. Four out of six participants, with an average of low to high learning scores, thought that learning activities using cooperative learning were more fun than other learning methods. Students also felt they had more opportunities to share knowledge materials and discuss and interact with other friends.

“Group learning is more fun, more lively, we can discuss the narrative story video shown by the teacher, we can also share knowledge in understanding the plot and character of the narrative story in the group.”
(Participant 2, April 29th, 2024 face-to-face interview)

Based on the explanation above, it was found that learning using cooperative methods was fun learning for students. Besides being fun, students also had the opportunity to interact with other classmates. In learning activities, students interacted with group members to discuss with each other, share their understanding of the material, argue with each other, and help each other in understanding and solving problems in the group; this is in line with the study conducted by Asda (2022). In achieving group and class goals, students work together to share knowledge and support each other in solving these things. In groups, each student has a role in creating a productive team collaboration to achieve a predetermined target or goal.

Besides, students with the highest score in the class felt difficult and uncomfortable with learning activities that used cooperative learning. Two out of six participants felt uncomfortable participating and interacting in groups. Students shared knowledge, helped each other, and shared additional understanding with other students who did not understand the material. This slowed students' learning, completing tasks, and understanding the material. Some students did not like waiting for other friends, which took longer.

“When learning in groups I find it more difficult and less comfortable in group discussions to complete the assigned tasks, sometimes I have to wait for other friends to understand the material, I prefer to complete the tasks independently.”
(Participant 6, April 29th, 2024 face-to-face interview).

However, in contrast to the previous point, some students found it difficult to learn in cooperative learning classes. This is because, in cooperative learning, opinions and knowledge are shared between students in the group. Therefore, in this case, students find it difficult to group because they have to take

more time to help friends and complete the assigned tasks. This was in line with the study by Juita and Widiyanto (2019), the disadvantage of cooperative learning was that it took more time to set up.

In this study, the researcher found that after participating in cooperative learning, some students experienced improvements in several aspects. Through interviews with some students, it found that students experienced improvement in critical thinking skills. Students could share their knowledge through discussion and collaboration with others. Through the tasks the teacher gave, students helped each other organize and create narrative story texts using their sentences. Thus, it could develop students' individual and group abilities.

Through cooperative learning, students were required to have many effective interactions with other people. With cooperative learning, students shared and listened to each other's opinions, which could help develop students' social skills. Through cooperative learning, students had more freedom and courage to ask their group friends opinions and questions than to ask the teacher directly. With this, through cooperative learning, students lacked the courage to ask the teacher. However, students who participated in learning activities experienced improvements in social skills and self-confidence.

“For me personally, I prefer group learning. I am more comfortable asking questions to my friends than to the teacher directly. I become more courageous to share my opinions in the group rather than asking opinions or answering questions in front of other classmates. So, I feel it improves my understanding and interaction with other friends.”

(Participant 1, April 29th, 2024 face-to-face interview)

As mentioned in the previous explanation, cooperative learning in the writing classroom, especially on narrative text material, provided opportunities for students to contribute in a cooperative learning environment. Thus, it increased students' confidence in learning and classroom tasks. In addition to the increase in students' confidence, students who participated in cooperative learning in the writing class increased their motivation to learn.

“I think, by being in a group I become more confident and motivated in learning. Sometimes, in our group, we usually discuss the storyline. Sometimes I don't understand the storyline because it's in English, so I can ask my group to explain the story. I also usually ask about the characters from the story and also ask about what the characters mean.”

(Participant 5, April 29th, 2024 face-to-face interview)

Cooperative learning applied in writing class on narrative text material can help students improve students understanding of narrative stories. Based on the findings of Warsah et al. (2021), cooperative learning makes students board-minded. This was one of the advantages of cooperative learning. Based on the findings, students can create narrative stories using their perspectives, language, and sentences. In

addition to this, it helps increase students' self-confidence and learning motivation. This follows the study by Chen (2021) that cooperative learning helps students in academic achievement as well as in reducing anxiety and in student motivation and interest.

In this study, through interviews with students, the researcher also found that teachers had a role in creating an atmosphere supporting students' ideas exploration. Teachers created an environment that helped students express and share experiences with others. Not only did teachers deliver material, but they also provided direction in guiding students to develop their skills and abilities regarding understanding narrative stories. It can be interpreted that the teacher's role was as a facilitator of students in cooperative learning in the writing class regarding narrative story learning.

“In group learning, the teacher gave us time to share our knowledge about narrative stories. In group activities, we were given time to ask each other if there was something we didn't understand.”

(Participant 6, April 29th, 2024 face-to-face interview)

In students' views, the teacher has a supporting role in students' idea exploration activities. The teacher provides opportunities for students to collaborate to explore and share knowledge related to the materials studied. In that case, the teacher plays a role in leading and supervising students during the learning process. This finding is in line with the study of Ibrahim et al. (2022), the teacher guides and supervises the regularity of the discussion. During the discussion process, students were more courageous to ask questions to their group mates than directly ask the teacher. This means that there is a low level of student courage in asking the teacher. This follows what was found by Handayani (2020) students have little courage to ask teachers.

However, unlike the previous case, some students who participated in cooperative learning in the writing class had some challenges. The main challenge was the students' limited understanding of narrative text. Some students found it difficult to understand narrative texts due to using different languages and had difficulties understanding other components of narrative texts.

In addition, another challenge experienced by students participating in cooperative learning was that some group members did not participate in group activities. Thus, making students tend to depend on other group members to play a role in learning activities in the classroom. Therefore, some students who were active in the learning process feel uncomfortable. In addition, it was also due to the personality differences between group members. Some students had difficulty discussing because they had personalities that made collaborating with other group members difficult.

“It was difficult to understand the story because it was in English. I didn't understand the characters and the plot of the story. Another challenge was that some group members did not participate in the discussion. Some were difficult to discuss with, so they were the only ones who completed the assignment.”

(Participant 4, April 29th, 2024 face-to-face interview)

Another challenge experienced by students is the time used for learning activities. In this case, the time had entered the afternoon, and students felt limited in analyzing narrative stories and completing other tasks. Students who already felt bored and limited time made it difficult for them to understand the core and other parts of the story. When completing tasks related to stories, students felt rushed and found it difficult to focus on the tasks.

“Because at noon I'm usually sleepy and bored. The time given is also limited because it's time to go home, so it's difficult for me to re-understand the story given. When answering the tasks given by the teacher, I feel rushed and it's difficult to focus on the task.”

(Participant 4, April 29th, 2024 face-to-face interview)

Based on the findings, some challenges were faced by the students who participated in cooperative learning in the writing class. Students experienced limitations in understanding narrative stories in English. According to Firdiansyah (2022), students' difficulties in understanding English reading were a lack of vocabulary mastery and a lack of understanding of grammar. In this case, it made it difficult for students to understand the story's storyline and components. In addition, in groups, some students found it difficult to collaborate in group discussions, thus creating students who depended on other group members. This finding is in line with a study by Lovez et al. (2023), which found that during learning activities, some students depend on others. Another challenge was the time used for learning activities. Learning hours that enter the afternoon and the time to go home affect students' understanding of the learning and completing class assignments. It was similar to the conclusion of the findings from Ardiansyah (2021) that learning time could affect students in learning activities. Challenges related to time issues are also a challenge teachers face in the classroom. Thus, in this study, the researcher found that students felt more comfortable and enjoyed participating in learning narrative texts using cooperative learning, which allows students to collaborate and share knowledge.

The Implementation of Cooperative Learning in Writing Class

This finding obtained data from classroom observations and interviews with students and teachers. Based on the interview results, the teacher started the learning process by providing material about narrative text. The teacher then showed a video of examples of narrative stories. When watching the video, students worked in groups. Students discussed the core, plot, character, or other concepts of the narrative story. Furthermore, students will be asked by the teacher to make perceptions of the story shown and retell the story with their version. The teacher briefed the students on how to write a narrative story and explained the components of a narrative story. The teacher directed students to express their understanding in the form of writing according to whether the students could make perceptions of the story and retell the story given, meaning that students have understood the narrative text material that has been given.

Based on the research conducted, teachers have some strategies for implementing cooperative learning in writing classes on narrative text learning. In this case, teachers use some technology media during the learning process. Teachers utilize PowerPoint as a medium for delivering and explaining learning materials. In addition, teachers also utilize YouTube as a medium to provide examples of narrative stories. In addition, the selection of videos or stories is very influential in the learning process. The videos and stories chosen must adjust to the needs of students and learning time. Long-duration videos tend to lose students' focus on the learning material. In addition, teachers must adjust the duration of the video to match the class time.

“My strategy is using the media. The media is quite helpful in teaching. Like videos. But for sure I prefer those related to LCD. Like PowerPoint, video, and YouTube. By using these media, I am more comfortable, helped and students are more active. Moreover, I have used action, such as Marvel, Guardian of the Galaxy. But the movie duration is longer. So, there is not enough. Students also do not remember the material anymore and prefer to pay attention to the movie. So, I prefer short videos, such as Legends.”
(Participant 7, April 29th, 2024 face-to-face interview).

In implementing cooperative learning, teachers used some media as a strategy for learning. The teacher used popular technological media. During the lesson, the teacher used YouTube videos and PowerPoint in class. With the existence of media such as YouTube and PowerPoint, teachers felt it helped them present material in class. The utilization of these media aims as a teacher strategy in facilitating and providing effective learning materials to students, this follows a study conducted by Hadijah et al. (2020), that the use of learning media in the classroom can support effective learning.

Heterogenous Group

Based on the observation, in the grouping process, the teacher used a count method for all students in the class. This method was used to assist in evenly division of groups. The teacher directed students to count according to the number of groups that have been determined. In this case, the teacher divided the class into two groups. After counting, students made groups according to the number they had gotten. Thus, there are no special criteria for grouping group members in the classroom. Students with different academic abilities are placed in the same group. So, it can be concluded that the groups consist of mixed variables such as gender, race, and social status. Thus, the group could create a heterogeneous group. In heterogeneous grouping, students who have high academic ability were beneficial in cooperative learning with students who have low ability (Nihayah, 2020).

Collaborative Sills

Based on interviews and observations, it was found that students in the cooperative learning class have collaborative skills. It could be seen during the learning process students were active in interacting with each other. Students showed their interaction by actively communicating with each other to express their ideas or understanding to be shared in the group. Students also worked together in discussion to organize and

conclude the results of the narrative story. In completing the task, students were seen sharing tasks and helping each other complete the tasks given by the teacher. Thus, students' collaboration, social, and knowledge skills were developed. Based on the study conducted by Wahidah (2022), cooperative learning allows to development of the skills possessed by students.

“Our interactions are discussions. We discuss how to complete the tasks given by the teacher. In our last discussion, we discussed and worked together on how to organize and make conclusions about the Timun Mas story.”

(Participant 5, April 29th, 2024 face-to-face interview)

Group Autonomy

During the past learning, it could be found that each group had its way of completing the task the teacher gave. It could be seen that students re-watched the YouTube video the teacher gave and used the PowerPoint shown by the teacher as a reference to compose their version of the narrative story. The other group only used notes on important points written by one of the students to complete their task. During the observation, there was a difference between the two groups while completing the given task. One group shared the task with each member, but it was different for the other members who worked on the task together. In this regard, students also had the opportunity to explore their knowledge freely. In this case, it was found that students utilize the media provided by the teacher to explore their knowledge. This is related to the study conducted by Sakti (2023), which showed that digital technology media allows participation in active learning.

Maximum Peer Interaction

Based on the results of the data that has been obtained, it was found that students have many opportunities to interact with each other. It could be seen that while the teacher provided examples of narrative stories using YouTube videos displayed in front of the class, students interacted. In this case, students conducted small discussions with their group mates. On several occasions, it was seen that students conducted questions and answers with their groups related to the narrative stories displayed. On other occasions, students interact by sharing their understanding in the discussion. This could allow students to be active in learning.

"Our interaction is usually asking each other about things we do not understand. For example, there are some parts of the story that we do not understand, we can ask other group members. Besides that, we have group discussions. In our discussion yesterday, we shared our opinions about the conclusion of the story we watched." (Participant 1, April 29th, 2024 face-to-face interview)

Equal Opportunity to Participate

Based on the observations obtained, the teacher provided opportunities for students to interact and collaborate. It was found that students' opportunities to participate in groups varied. In one group, it was seen that each student had an equal opportunity to argue, share ideas, and discuss. It was also seen that students shared tasks in completing the tasks the teacher gave. However, in other groups, participation opportunities were not as prevalent. Only a few group members were seen conducting group discussions. In these groups, only a few students shared their opinions and understanding, while others just listened and watched the discussion. With this, it was seen that the teacher often supervised each group member in discussing with each other. It is also related to the study conducted by Nababan et al. (2023), which discusses the positive impact of cooperative learning. However, there were inevitably group problems related to one or two people who did not participate and dominate in group activities.

Individual Accountability

Based on the interviews and observations that have been obtained, it was found that the individual accountability of each student in the group is different. In the group, it could be seen that some students with a high sense of responsibility took more roles and were responsible for their tasks. Students who took the initiative or led to start group discussions. Based on the results of interviews with students, students expressed their lack of confidence in group discussions. However, this was overcome by the teacher's role and the initiative of other group members who spurred students to interact and collaborate in the discussion, as well as the role of the teacher who always supervised the activeness in each group.

"Previously, in class, I was shy and afraid to discuss, when asked about my opinion I just followed other friends. However, I am more courageous to express my opinion in the group even with the teacher's invitation and help. I think my confidence has increased."

(Participant 2, April 29th, 2024 face-to-face interview)

Positive Interdependence

Based on the results of the data analysis that has been obtained, showed that students positively depend on each other during learning. Students helped each other and shared ideas or understanding. During discussion and learning, students often asked for help from other group members to provide explanations related to the narrative stories. However, often the positive dependency did not run naturally, some students took advantage of their ignorance and lack of interest in learning by relying on their group mates. So, based on the interview with the teacher, students should be encouraged to show their activity in cooperation and collaboration in the group. Based on the findings from Lathifa et al. (2024), cooperative learning is a teacher strategy for promoting student interaction and cooperation in increasing students' dependence and sense of responsibility in the group.

“There are some students who lack interest in learning, I overcome this by monitoring and giving assignments. Thus, these students have responsibility, can follow the discussion and not only depend on other members.”

(Participant 7, April 29th, 2024 face-to-face interview)

Cooperative as a Value

Based on the observation that was made, it was found that students had a positive cooperative as a value principle during learning. During learning, students were involved in interactions between group members who discussed with each other to solve problems in the group. The observation results show that students are open to each other's ideas, students listen to each other's opinions or arguments in the group, and also provide mutual assistance to their group members.

CONCLUSION

The researcher concluded that based on the findings and discussion in this research, there is a difference in perception of the use of cooperative learning in writing class among students who have participated. Students with low to high average scores perceive that the use of cooperative learning in writing class on narrative text material is quite positive. Some students are more comfortable learning with the cooperative learning method. Besides collaborating in groups, students discuss and exchange ideas and arguments in groups. However, it cannot be denied that students with the highest scores consider that, in the process of their activities, the use of cooperative learning requires more time to be applied in class.

In implementing cooperative learning, the teacher has taught the class following the principles of cooperative learning. Using media such as YouTube and PowerPoint can be a teacher's strategy to facilitate learning activities and make it easier for teachers to solve problems in dealing with a lack of student participation in learning. However, the teacher faced a challenge in implementing cooperative learning in writing class. Lack of student participation in learning affects the learning process. In spite of these findings, further studies are also needed to investigate the use of cooperative learning in the teaching of integrated language skills in the classroom.

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