IMPROVING STUDENTS' WRITING SKILLS USING COOPERATIVE LEARNING AT SMPN 2 SUKODONO

Hertiki[1] and Juliati, S.Pd.[2]
 (hertiki@unipasby.ac.id)

[1]*Universitas PGRI Adi Buana Surabaya,*
[2]*SMPN 2 Sukodono, Sidoarjo*

ARTICLE

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ABSTRACT

This research was conducted in order to find out whether using Cooperative Learning is effective to improve students' writing skills or not. Also, it is to find the result of the students' ability in writing when the researcher using Cooperative Learning. The main problems were: (1) the students seldom do the writing tasks; (2) they had difficulty in grammar during writing; (3) they got difficulty in developing ideas. The research methodology of this research was Classroom Action Research (CAR), which was done in two cycles. Every cycle consists of four steps, that is planning, implementing, observing, and reflecting. The techniques for collecting the data were documentation, observation and test. The subject of this research is class VII-H that consists of 33 students, one English teacher as a collaborator and the researcher herself involved in this research. Based on the results of the study, it showed that the mean score of students increased from **62.9** to **74.7** in cycle 1. On the other hand, in cycle 2, the mean score increased classically from **76.7** to **83.5**. Considering the data above, the achievement of the students in writing skills has achieved the indicator of success using cooperative learning. From the result, the researcher concluded that applying cooperative learning can improve writing skills for seventh grade of SMPN 2 Sukodono.

INTRODUCTION

English in Indonesia is used as a foreign language (EFL) and becomes a compulsory subject for students at Junior and Senior High School level. It is a good starting point for them to learn the basic English. Nowadays, most students in Junior High Schools have less proficiency in mastering English skills. Based on the researcher's experience during the observation in SMPN 2 Sukodono, the students have low motivation especially for mastering the writing skill. Furthermore, the teacher also rarely gives writing tasks. One of the ways to help the students in improving their writing skills is through cooperative learning. Richards and Renandya (2002:49-50) mentioned that cooperative learning promotes learning because it has a greater amount of comprehensible input, a greater motivation for learning, a relaxed atmosphere, and more

negotiation of meaning. It is hoped that the students will be motivated to improve their writing skills by having more practices using cooperative learning.

Based on the observations in the teaching-learning process in class, the researcher concludes that there are some problems faced by the students in class VII-H. The problems are related to the teaching learning method, students and media. In SMPN 2 Sukodono, the average number of students is 33 students and it is a big number of students for one class. The class is heterogeneous and the students' level of intelligence, culture, ability are totally different one to another. According to Charles (2004:93), the role of the students can be as an audience or even as an actor. Nevertheless, from the observation, it can be seen that not all students play those roles and some of them are not engaged actively in the teaching and learning process. Some of the students still do not understand teacher's explanation using full English. So, the teacher must translate English – Indonesian to enable students in understanding the materials. Because of this matter, the students have difficulty in English skills especially in writing skills.

In line with this statement, the teacher must use a comfortable learning method for the students, for example: Cooperative Learning (CL). It is important to apply Cooperative Learning method. By applying this method, the students are able to get involved in discussions and obtain a deeper understanding for each of the process in CL. It is hoped that CL can encourage the students in writing class. Thus, this research entitled *Improving Students' Writing Skills Using Cooperative Learning at SMPN 2 Sukodono (CAR)* is conducted.

REVIEW RELATED TO LITERATURE

The Definition of Writing

Writing is one way to express thoughts, feelings and ideas to others in written signs. Harmer (2004:4) points out that every writing has an aim depends on the content of the writing text. The aims have to deal with the goals of writing because writing is used for different purposes. In addition, the aims of writing are to persuade readers, give information, provide essential information, and also to create a literary work. In other words, there is a message from the writer for the readers. There is also another definition of writing. Harmer (2004:12) states that writing is a process. It is the process to write something in the form of written and consists of stages (pre-writing, writing, revising, proofreading, and publishing). Eventually, it can be concluded that writing is a process in expressing information and ideas in the form of written which has grammatical rules and rhetoric features.

The Writing Process

It is like what is said by Harmer (2004:12), writing process is a way of what people do when they compose a written text. Writing includes vocabulary knowledge, syntactic patterns, cohesive devices and also a process of constructing linguistics. Because of writing is a process, it has stages in helping writers to control and improve their skills. The five stages of writing process are:

1. Pre-writing

   Pre-writing is the first step for the writer to prepare before writing. In this case, the writer must have an idea and it can be gained from mind-mapping. for this first stage, it should be active with discussion related to the topic in order to make the students has something to write. As proposed by Richards and Renandya (2003:316), pre-writing is an orderly procedure to stimulate thoughts for getting ready in the beginning of writing process.

2. Writing

   The second stage is writing. In this step, the writer must develop the idea from pre-writing. It can start with questions that relate to the idea, mind-mapping or even brain storming. After getting the key words, begin with the essential information and end with the least information. Thus, the information will be well-ordered.

3. Revising

   The next stage is revising. It deals with checking students' first draft by revising and marking the grammatical mistakes. It can be checked by the teacher and also more to share the writing content with a partner.

4. Proofreading

   It becomes the most important stages for fixing errors, such as: punctuation, capitalization. In other words, this step is called with the continued revising.

5. Publishing

   Publishing is the final stage. After through all the stages, it is time to share the final product of the writing to the readers. The readers read message from the written text given by the writer.

Richards and Renandya (2002:316) explained that there are four activities in helping the students for writing activities:

1. Clustering: the students form words related to a stimulus supplied by the teacher.
2. Group brainstorming: the students give out ideas related to the topic.
3. WH-Questions: the students generate 5W+1H questions (who, why, what, where, when and how) about the topic.
4. Rapid free writing: the students write freely and quickly for single words and phrases about the topic.

Components of Writing

Writing has some components and is very complex. As pointed out by Harries (1999:69), the five essential components in writing are (1) grammar, (2) content, (3) form, (4) mechanic and (5) style. The explanation of these components are explained below:

1. Grammar: There are three different levels of grammatical usage in English (informal, general, and formal English). It focuses on the syntactic pattern and grammatical form.
2. Content: It relates to the expression of the main idea / unity.
3. Form: It concerns with the coherence or the logical organization of the content.
4. Mechanics: It is the use of graphic convention of the language.
5. Style: It deals with the choice of the structure and lexical items.

Types of English Writing

There are two types of English writing mentioned by Finnochiaro (1974:86). The first one is factual or practical writing. It deals with facts and it can be seen in the form of summaries, letters, and description. Creative writing is the second types of English writing. Mostly, it exists in literature, for example: short stories, romces, novels. The students can choose the characters and events by giving examples, facts, quotations. Also, the concluding sentence can be seen at the end of the paragraph.

Teaching Writing

Most students mention that writing is the most difficult skill to be mastered. Richards and Renandya (2002:303) said that the difficulty one is in translating ideas into readable text. Thus, teachers must consider the approaches and techniques in helping students to develop their writing skills.

1. The techniques of teaching writing

   There are five kinds of exercises in teaching writing. Firstly, copying. It must consist of section of work that the students have learnt. They should repeat what they write and focus on punctuation and spelling. Next is reproducing. The students try to write without reading the textbook before. They work hard in finding an idea and topic, developing it and following the stages of writing process until producing the product. The thir one is recombining. The students are asked to write structure, for example: making substitions of words and phrases, transforming sentences, and expanding to further information. Guided writing is the fourth one. In this stage, students begin with completion exercise where the structural patterns are established and parts of the sentences are given. Last, composing. It involves vocabulary and structure excercises. The students are asked to explain, describe and review. Besides, they are also develop ideas beyond those materials of reading.

2. The approaches of teaching writing

   Hyland (2002:5) pointed out that there are three approaches in teaching writing: (a) The product of writing. It can be gained by examining texts in various ways, for instance: discourse structure. (b) The role of the readers in writing. It also deals with the audience in creating the coherent texts. (c) The writer and the writing process in order to create texts.

Teacher's Role in Writing Class Activity

Spratt (2005:145) states that during a lesson, the teacher needs to manage the activities and the learners with different ways in the classroom. It means that the teacher needs to behave differently in every stages of the lesson. He can be an informer, a planner, a manager, a facilitator, parent or even friend. In writing class, mostly the teacher's role is to be a facilitator. Further explanation about teacher's role in writing class activity is delivered by Brown (2001:340). He mentioned by being as a facilitator, the teacher not only offers guidance for the students but also he must not impose his point of view on the students' writing. In line with the teacher's role as the resource. It is important for teacher to provide imformation, offer advices and suggestions, give feedbacks on writing tasks and also respond positively to the content for what the students have written.

Cooperative Learning (CL)

Cooperative Learning involves students' learning from one to another in groups (Freeman, 2000:164). Some researchers explore more how to make students to be more active in the

classroom and examine the materials and learning activities. CL is one of the methods that can help the students and teachers work together. Also, it leads to a more dynamic classroom interaction that promotes learning.

Cooperative learning has positive effects on students' achievement (Slavin, 2000). It helps the students set aims for their writing and monitor whether those purposes are met or not. Another terms of CL are: "peer involvement", "peer-led activity" or "peer-mediated activities" and in Indonesia as proposed by Lie (2002:12), Cooperative Learning is called as "*pembelajaran gotong royong*". CL basically refers to the use of small groups where they work together and be responsible for their fellow's learning. The research of Tamah & Prijambodo (2014), they figured out that by implementing CL gave a positive response form the students and teachers in high school level.

Kagan, 1994 presented the five essential components that should be maintained in the classroom:

1. **Positive Interdepence**

   As stated by Johnson & Johnson (1989), in cooperative learning, the students must trust each member as a stepping stone to succeed. In other words, they are linked one to another. In this case, every member of the group must work hand-in-hand together to finish their goal. All members have their own role. Male (1994) also added that positive interdepence consists of task interdepence, resource interdepence, reward interdependence and role interdependence.

2. **Group and Individual Accountability**

   Based on Johnson & Johnson's theory (1989) about CL each member must contribute his ideas related to the group's goal. The students learn together in performing higher as individual.

3. **Face to face interaction**

   It helps the students to express their idea and present criticism among them. The face to face interaction should sustain to teachers too to set neutral comment especially for higher level of maturity.

4. **Interpersonal and small group skills**

   Teamwork is one of the keys to be successful in group work. The students must be able to share roles among them during group discussion, for example: one student needs to maintain,

response, initiate, negotiate, justify, and interrupt conversation. Furthermore, after the discussion, the group needs a leader for assigning, organizing, and coordinating the process. Also, evaluating the progress of the group needs to be evaluated.

5. **Group processing.**

   It needs students to talk and sit down through cooperation in the group. The students must examine how well they maintain the relationship in working together. Each member has to indentify the weaknesses and strengths. It allows the students to be independent and critical.

Essential Components

Felder & Brent (2007) stated that among the five essential components of CL, there are only two critical aspects in classroom instruction: Individual Accountability and Positive Interdependence. Individual accountability refers to make each other responsible for his own learning. Kagan (1994) highlights that positive interdependence is the most basic principle in CL. Failure as well as achievement is equal when it relates to positive interdependence. If one group member can achieve well, it effects to another member. It happens also for the failure, one group member is fail equals to another member. Here, the students realize that there are positively interdependent one to another in a group. In other words, they can swim or even sink together. Male (1994) added that no group member can be successful unless every member is.

The Benefits and Characteristics of Cooperative Learning

Further explanation about the benefits of Cooperative Learning is delivered by Richards and Renandya (2002:49-50):

1. The students talk more. They do all the activities by themselves and led by a leader of the group. The teacher's role is only to guide them.

2. The students' participation is very important in CL. Each of them must take part in all activities.

3. The students have the chance to talk more. In a discussion in their own group, the students can do the activity together and share freely about the materials given by the teacher.

4. The students are able to have greater motivation for learning. They can support and work together in a group.

5. The atmosphere of the classroom must support the students in learning process. So, they can feel informal and more relaxed in doing the activities.

6. It promotes students' learning and academic activities.

7. It increases students' retention and helps students develop skills in oral and written communication.

8. It enhances students' satisfaction with their learning experience

In addition to CL, there also some characteristics of CL based on Orlich (2007:274):

1. It requires group interaction and cooperation. The students must work as a team and interact each other.

2. It focuses on small groups whch consists of three to five students in a group. It also depends on the activity.

3. It relates to tasks to be accomplished. The students with their team-mate must work hard to finish the tasks given by the teacher.

4. It helps the students to have individual responsibility. For example, each student has each own job and he must responsible with what he does.

Teacher's Role in Cooperative Learning

Initially, the teacher carefully designs meaningful tasks that require active participation of each student in the group toward a common end. At the beginning of a cooperative lesson, the teacher's role, often in cooperation with the class, is that of "task setter." As groups work on tasks, the teacher acts as a facilitator/coach moving from group to group to monitor the learning process. The teacher also provides students with on-going feedback and assessment of the group's progress.

Class Activities in Cooperative Learning

Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development.
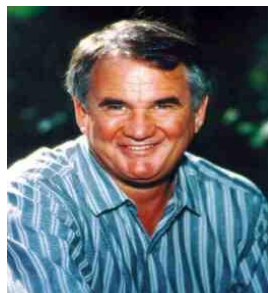

www.kaganaustralia.com.au

1. **Three-Step Interview**

Three-step interviews can be used to get to know concepts in depth or can be used as an ice breaker for team members to get to know one another. Each member of a team can choose a member to be his/her partner. In pairs, student A interviews student B by asking clarifying questions. Next second step, they switch the roles. Finally, the last step, members share their partner's response with the groups of four.

https://www.allthingsplc.info

2. **Think-Pair-Share**

https://www.teacherspayteachers.com
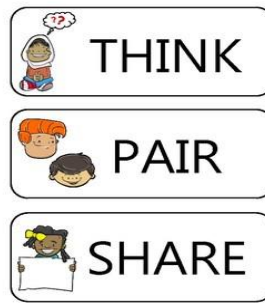
Useful to encourage time on task and listening to each other. After rehearsing in pairs, more students are likely to respond.

1. Students listen while the teacher poses a question.
2. Student are given time to think of a response.
3. Students pair with a neighbor and discuss their responses.

Students are then invited to share their responses with the whole group or another pair. In this technique, the teacher shares questions and the students think individually. Then, they can discuss it with a partner and finally with the whole class. It can be applied in pre-reading stage for brainstorming.

3. Talking Chips

http://mrsulearning4u.weebly.com

Talking chips is one of Kagan's strategy that teaches the students to be polite during discussion and debate. The students are formed into groups of four students. Every time, the students want to speak, they must submit a chip. They are able to use all their chips. This activity is very useful for shy students in encouraging to be active.

4. Inside or Outside Circle

https://www.teacherspayteachers.com

The students are divided int two groups. The students forms two circles – the inside and outside. They stand and face each other for the first time, then they take turn in a rotation to face a new friend and discuss the teacher's questions. This activity can be used to get more information, solve problems and produce new ideas

5. Round Robin

http://www.springsideprimary.co.uk/kagan/single-round-robin

Class is divided into small groups (five students) with one student as the recorder. The teacher delivers a question and the students are given time to think of the answers. After the "think time," each of teammate share the answer with a clockwise rotation. The recorder writes down all the answers of the group members.

6. Numbered Heads Together

https://teachersherpa.com

This activity is beneficial for checking understanding and reviewing. The students are divided into groups. One group consists of four students. Each of the student gets number 1, 2, 3, and 4. The teacher prepares questions to be asked to the group. The group members work together in answering the question. When the teacher calls out a number (three), each number three has to answer the question.

7. Send a Problem

Each group prepares some questions related to the topic. Next, one member of the groups delivers the questions to the other groups. Each group answers the question given by the other groups. Last, the answers from each group are corrected.

8. **Two Stay Two Stray**

https://webagus.id

The students are asked to work in groups. Two of them leave their group and visit other groups. The other two just stay in group and share all the information with their visitors. The visitors return to the first group and report their finding.

There are some activities that can increase the self-esteem, achievement of individual learners and also the collaborative skills in CL. Slavin (2000) presents the four team-oriented cooperative learning techniques:

1. Teams-Games-Tournaments (TGT)

   TGT has around four to five members for each group in doing the worsheets. The students can play games related to the topic given in class.

2. Jigsaw II

   In Jigsaw II, the students are grouped into four to six members for each group. Each of the group works together on an academic task into several sub-tasks. As the team members have already the specific assignment, they break out from the original group to meet as an expert group to discuss the assignement and share the results to one another. After all the expert groups share, discuss, and modify the conclusions, they go back to their home groups. Here, each member takes turn in teaching their teammates about their respective responsibility. The experts do their presentation as well as the teacher gives quizzes to assess how much they have learned.

3. Student Teams-Achievement Division (STAD)

   For STAD, the teacher groups the students into four to five members for each group. Eah group must be heterogeneous, for example: boys and girls, higher and lower performing). The activity is about to present new material and provide worksheets of vocabulary words,

questions, and also the main point of the discussion. Also, the students work in small groups in which they discuss the worksheet content, the difficult points and ask the teacher for a help.

4. Team-Assisted Individualization (TAI)

TAI is a combination between the characteristics of individual and CL. In the middle of the process, the students work individually based on the placement test. Because of TAI focuses on individualized materials, it is useful for teaching heterogeneous classes.

These are the following some cooperative learning activities mentioned by many experts:

1. Make a Match (Lymand & Harvey)

A set of cards is prepared by the teacher. Each student gets a card and then looks for the exactly same card with his friend.

2. Peer Feedback (Harmer)

The students work in pairs. They exchange the writing exercise and give feedback, for example: symbols, tenses, capital letters. Giving comments are also allowed in this activity.

https://www.study.com
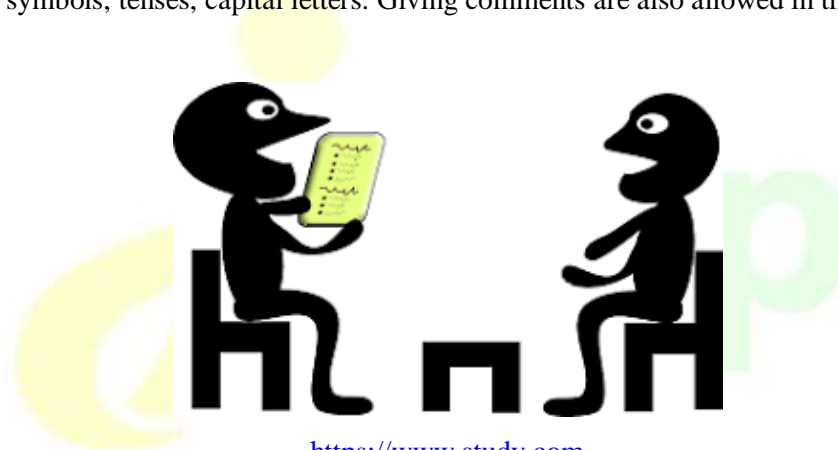
Cooperative Learning for Writing

The students' writing skills can improved by using CL. Each technique has its characteristics to be applied in the teaching-learning process. Writing is one of the problems for the students. In solving the problems, the teacher can apply some cooperative learnign techniques such as: Think Pair Share and Two Stay Two Stray (TSTS). These techniques can develop students' ideas in discussion activity. Also, the students can use Peer Feedback in checking grammar in writing activities.

METHOD

This research is a classroom action research (CAR). It is aimed to find out and implement actions in improving the quality students' writing skills grade VII-H of SMPN 2 Sukodono, Sidoarjo. The reseacher and the English teacher worked and collaborated together in conducting this research. CAR has cycles of planning, observing, acting and reflecting. All the steps in action research process are planning, identifying the problems, having reflection, doing actions and observations, and also making revisions. This research can be successful if there is a significant improvement in students' writing skill.

Research Setting

This research was conducted at SMPN 2 Sukodono, Sidoarjo and located at Desa Plumbungan, Kecamatan Sukodono Kabupaten Sidoarjo. The principal of this school is Dra. Masroh Hidajati, M.Pd and the English teacher is Juliati, S.Pd. The facility in the classroom already uses LCD screen and projector. It supports the English teaching and learning process. The subject of the research was the students of class VII-H consisted of 33 students. The reserach was done in the first semester starting from July 2019 until September 2019. The class was on Wednesday and Thursday (twice a week). The duration was 2 x 45 minutes for one meeting. The schedule on Wednesday was from 08.20 a.m. - 09.40 a.m and for Thursday, it starts at 07.00 a.m. – 08.20 a.m.

Data Collection Technique

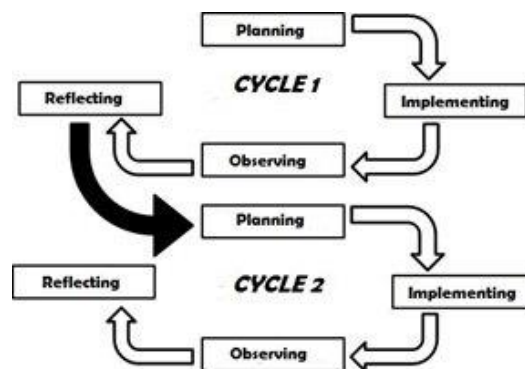In collecting the data, the researcher used two cycles: cycle 1 and cycle 2. It can be seen from the diagram below.

Figure 1. The Classroom Action Research (CAR) Cyles

Adapted from https://www.researchgate.net

From the cycles above, it can be seen there are four steps: planning, implementing, observing and evaluating. These are the following of detail explanations of those four activities. This CAR was carried out into two cycles. Each cycle was done in one meeting. The first one is planning step. The teacher set up the learning tools and instruments used in the research. The second one is implementing step which covered with stimulation, identification of problems, data collection, data processing, verification, and generalization. The third step was related to observation during the implementation of the activities. The observation was conducted by the researcher and collaborating teacher. The last step was a reflection in which collaborating teacher and the researchers discussed learning evaluation that was conducted in cycle 1. The data for collecting technique were observation, performance, and documentation. Observation focuses on the discovery learning methos implementation. The students' performances were explained in the report. For documentation relates to lesson plan, scores (pre-test and post-test) and pictures. In addition, the instruments used are pre-test and post-test. In cycle 1, the technique is Think Pair Share while for cycle 2, the technique is Jigsaw II.

FINDINGS AND DISCUSSION

This section describes the result and the discussion of the research:

1. Cycle 1 (It took two weeks to be completed). The findings during the teaching learning process in cycle 1 are:

    a. During the time of learning, some of the students keep on talking on their own, but still there are some learners who are engaged actively in listening, answering the questions, doing the task.

    b. During group work, some of the members of the group are still busy with their own activities.

    c. For group discussions, some students still dominate. This happens because the students cannot work together with group members.

    d. The learning outcomes of each student are not completed yet.

2. Cycle 2 (It took two weeks to be completed). The findings for cycle II are described as follows:

    a. Active students have increased and they can follow the learning process well.

    b. During the group discussion, all members play their role in finishing the task. They also appreciate others opinion and help each other.

c. The students have begun to understand the implementation of Cooperative Learning and every activities run smoothly.

d. Most of the learner have the spirit to follow the activities.

Table 1 for Cycle 1 (Think Pair Share)

The pre-test and post-test score

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

Student 25	65	80
Student 26	40	60
Student 27	60	75
Student 28	50	65
Student 29	60	70
Student 30	50	65
Student 31	60	80
Student 32	70	85
Student 33	65	70
MEAN	**62.9**	**74.7**

This table shows the result of pre-test and post-test in cycle 1. It is clear that there has been an increase number in cycle 1. In cycle 1, the mean of pre-test reached 62.9 whereas for post-test was 74.7. However, there were still seven students who got low score under 60 during the pre-test and it then climbed up for post-test in cycle 1. Overall, it can be seen that point goes up slightly from pre-test and post-test in cycle 1.

Table 2 for Cycle 2 (Jigsaw II)

The pre-test and post-test score

Students	**Pre-test**	**Post-test**
Student 1	75	85
Student 2	85	95
Student 3	80	85
Student 4	85	90
Student 5	80	85
Student 6	85	95
Student 7	80	85
Student 8	85	90
Student 9	90	95
Student 10	75	80
Student 11	85	90
Student 12	85	95

Student 13	75	80
Student 14	65	70
Student 15	80	85
Student 16	65	70
Student 17	75	80
Student 18	65	75
Student 19	75	80
Student 20	90	95
Student 21	65	70
Student 22	75	80
Student 23	75	85
Student 24	75	80
Student 25	80	85
Student 26	65	70
Student 27	75	85
Student 28	65	75
Student 29	70	75
Student 30	70	85
Student 31	80	85
Student 32	85	90
Student 33	70	85
MEAN	**76.7**	**83.5**

The table illustrates the mean score of VII-H students who are studying English in SMPN 2 Sukodono. It confirms that the students are consistently increased their performance in writing class. As is seen from the given illustration, the students did a remarkable progress in writing class. The students are well ahead in post-test (83.5) compared to pre-test (76.7).
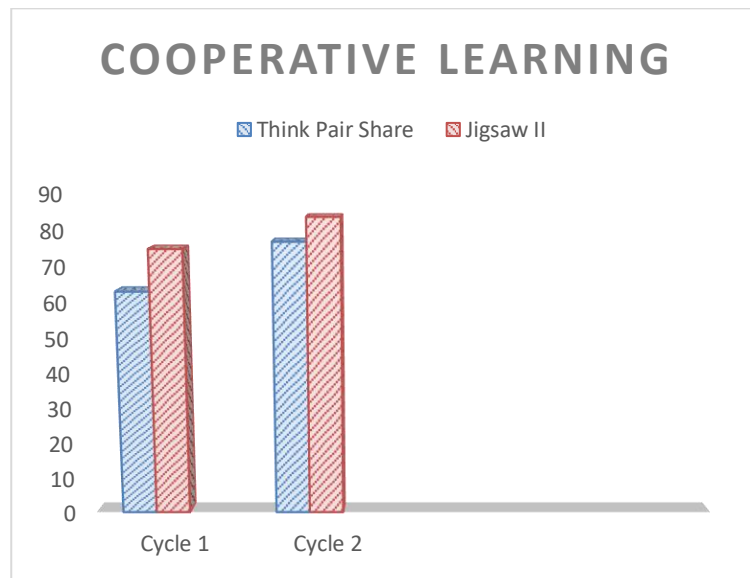
Table 3. Bar Chart of Cooperative Learning

Based on the diagram above, there were some CL techniques used in the classroom. These techniques were used different cycles (cycle 1 and cycle 2): (a) Think Pair Share, (b) Jigsaw II. In cycle 1, the activity was *Think Pair Share*. It was implemented in motivating the students to do the writing task and in the teaching learning activity. It helps the students develop ideas for writing. Meanwhile in cycle 2, the activity focused on *Jigsaw II*. The aim of implementing this technique was to cope with the students' difficulties in grammar. This technique was successfully solve the problems and the students could overcome all their problems on writing.

Based on the results of the research in cycle 1, the implementation of *Think Pair Share* is not maximal. There are obstacles faced by the researcher during the learning process. For example: the students are lack confidence in expressing point of views and in answering the questions. Moreover, they are afraid of making mistakes in grammar. In cycle 2, the students are able to adjust with the group members and can work together.

In cycle 1 during the implementation, some of the students still do not understand how the works of *Think Pair Share*. They are still confused and it takes more time for the students in doing this activity. They are afraid to express their opinion during the discussion. From this result, the researcher wants to improve the weakness in cycle 1. In cycle 2, the students have started to accustom with the implementing of Jigsaw. It is indicated that some of the students are encourage to get involved in class discussions. The students start to take an interest in the learning process. Jigsaw II helps the students to engage actively in thinking and writing carefully. Also, it helps to encourage the students to participate actively in the teaching learning activity.

CONCLUSION

The findings show that the students' writing skills of SMPN 2 Sukodono class VII-H has improved through the use of Cooperative Learning. It is supported by the mean score of students increased from **62.9** to **74.7** in cycle 1. On the other hand, in cycle 2, the mean score increased classically from **76.7** to **83.5**. Considering the data above, the achievement of the students in writing skills has achieved the indicator of success. In addition, the use of different CL techniques can improve the motivation of the students during the teaching learning process. Thus, the teacher must understand first the characteristics of the students so that he can prepare activities with different kinds of techniques that suitable for the students. It implies that the teacher prepares the appopriate activities to motivate the students and solve the students; problems in writing. For a difficult writing task, it can be accommodated by various CL techniques. The students' problems are solved by using some CL techniques so that they are able to write a whole text. The last one is the use of media. Media, for example: pictures, ppt; it motivates and maintains the students' attention. Thus, the teacher must be creative in using media in supporting the class activities

During the observation, there are three factors that make the students have difficulty in writing:

1. Low writing ability. Based on the researcher's observation, they have difficulties in grammar and develop ideas in writing.

2. Less motivation in doing the writing task. It related to point no 1. The students did not work the writing task seriously.

3. The writing lesson given by the teacher mostly focused on the module not on the needs of the students.

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