

# Cooperative Learning Strategy for Teaching Writing Recount Texts : A Case Study

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# Introduction

## Background of The Study

- **Writing**

Writing skills are one of the important aspects of language learning, especially for students learning English as a foreign language. Writing not only helps students express their ideas and thoughts in written form, but also trains their critical thinking and communication skills.

- **Recount Text**

Recount text is a written discourse that aims to reconstruct past events or experiences in a sequential and structured manner. This genre of text serves the primary purpose of informing or entertaining the audience by providing a detailed narrative of what occurred, where it happened, and the sequence of events.

# Introduction

## Background of The Study

- **Cooperative Learning**

Cooperative learning is a learning approach that involves learners working together in a small group to achieve a common learning goal. This strategy encourages cooperation in groups, interaction and communication between teachers and students.

# Introduction

## Data collection Gap

Previous Research	This Research
<ul style="list-style-type: none"><li>• The research conducted by (Hasanah &amp; Himami 2021) showed the effectiveness of cooperative learning in encouraging critical thinking.</li><li>• The research conducted by (Swabudanta 2022) used STAD type cooperative learning to improve writing skills.</li><li>• The research conducted by (Suparmi 2013) showed the effectiveness of cooperative learning to improve writing skills.</li></ul>	<p>In this study, the researcher will focus on the implementation, obstacles, and solutions faced by the teacher in implementing cooperative learning strategy on recount text material.</p>

# Introduction

## **Novelty**

This research is expected to look deeper into teacher perspectives on cooperative learning strategy in recount texts. This research is different from the previously research what has been mentioned before. The previous research were conducted using cooperative learning strategies to improve critical thinking and writing skills in students. This research examines teacher perceptions of cooperative learning strategy in recount texts (implementation, obstacles, and solutions).

# Research Question

1. How does the teacher implement the cooperative learning strategy for teaching writing recount text?
2. What are the obstacles faced by teacher when implementing the cooperative learning strategy for teaching writing recount text?
3. How does the teacher overcome the problem in implementing the cooperative learning strategy for teaching writing recount text?

# Research Methodology

- **Design**

This research used a qualitative approach with a case study design.

- **Setting**

The research was conducted at SMP Muhammadiyah 9 Boarding School Sidoarjo

- **Data and Source data**

Data and data sources from the results of observation and in-depth interviews with the english teacher.

# Finding and Discussion

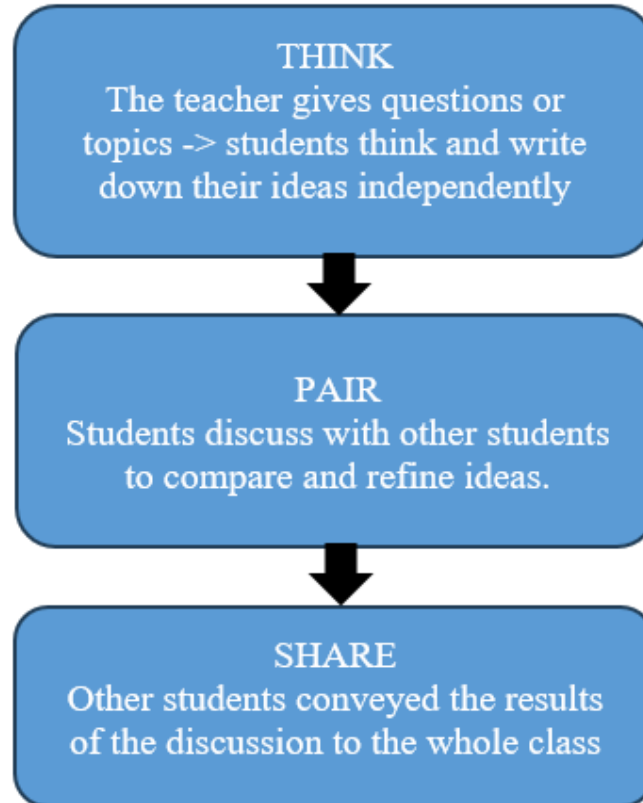
## **The Teacher's Strategy in Implementing Cooperative Learning for Teaching Recount Texts:**

The teacher applied two cooperative learning strategies, namely Think-Pair-Share (TPS) and Group Investigation (GI), to enhance students' writing skills in recount texts. TPS encouraged students to think independently, discuss in pairs, and share ideas, while GI involved group-based investigation and collaboration to produce structured, coherent recount compositions.

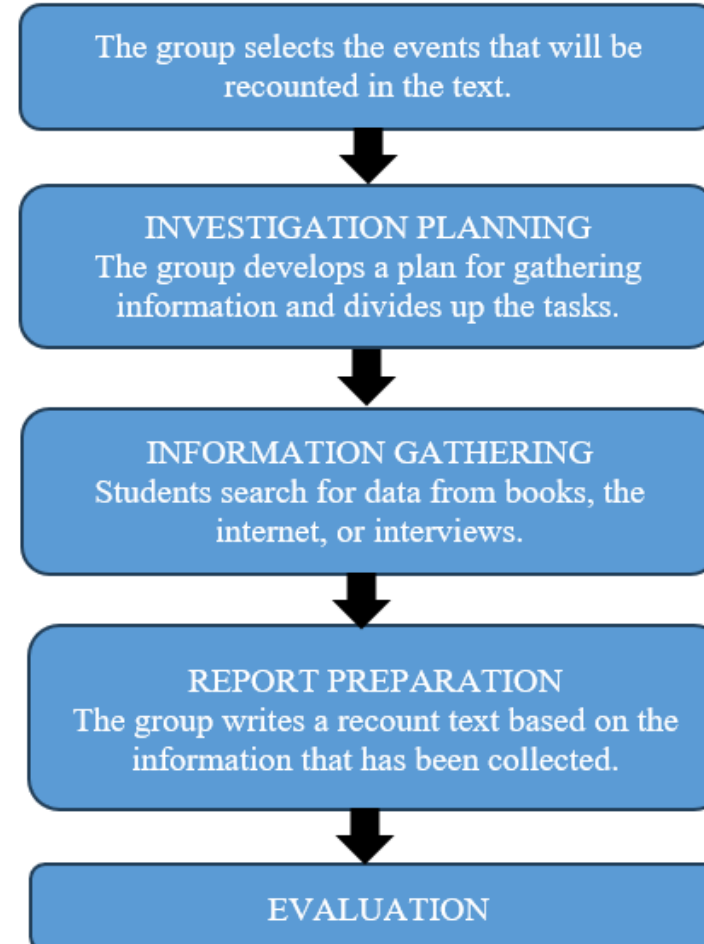


# Finding and Discussion

## Strategy Stages Think-Pair-Share (TPS)



## Strategy Stages Group Investigation (GI)



# Finding and Discussion

## **The Obstacles Faced by Teachers in Applying Cooperative Learning in Writing Classes :**

- **Vocabulary Mastery**

Many students have difficulty choosing the right vocabulary, especially past tense verbs.

- **Group Work**

Some students are dominant, while others are passive; not all students have good collaborative skills.

- **Time Management**

There is limited time in class to complete all stages of group work.

# Finding and Discussion

## Teacher Solutions in Overcoming Challenges of Cooperative Learning Implementation :

### 1. Overcoming Vocabulary Problems:

- Provide a list of past tense vocabulary.
- Games: matching synonyms/antonyms, brainstorming.

### 2. Managing the Group:

- Divide roles: note taker, idea generator, presenter, editor.
- Direct monitoring and group reflection.

### 3. Time Management:

- Timeboxing technique: divide the time for each stage (discussion, writing, presentation).
- Large tasks are broken down into smaller stages for efficiency.

# Finding and Discussion

## **Finding :**

- Improved Writing Skills: Better text structure, organized ideas, and accurate grammar.
- Effective Interaction: Discussions and feedback among students encourage deeper understanding.
- Increased Motivation and Confidence: Support from group peers helps students become more active.
- Active Participation: Students who are usually passive begin to engage in discussions and writing.
- Better Text Quality: Writing outcomes are more structured and coherent.

# Finding and Discussion

## **Discussion :**

The results of the research indicate that the implementation of cooperative learning strategies, particularly through the Think-Pair-Share and Group Investigation techniques, can improve students' writing skills in recount texts. Students become more active in discussions, more confident in expressing their ideas, and able to compose texts with coherent structures and appropriate language usage. These findings are in line with Slavin's (2009) theory, which states that cooperative learning encourages student engagement through positive interdependence and individual responsibility. In addition, this collaborative learning also supports Vygotsky's (1978) theory, which emphasizes the importance of social interaction and scaffolding in students' cognitive development.

# Conclusion

This research found that cooperative learning strategies, particularly Think-Pair-Share and Group Investigation, effectively improved students' ability to write recount texts by enhancing their understanding of structure, vocabulary, and confidence. Aligned with Slavin's and Vygotsky's theories, group work also fostered teamwork and communication. However, challenges such as uneven vocabulary mastery, group imbalance, and limited time emerged. The teacher addressed these with keyword support, role assignments, and time management techniques. Overall, cooperative learning supports both academic and social development, offering practical benefits for EFL classrooms and encouraging further research in teaching other text types.

