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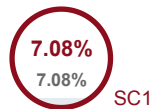
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Cooperative Learning Strategy for Teaching Writing Recount Texts: A Case Study
[Strategi Pembelajaran Kooperatif untuk Mengajar Menulis Recount Teks: Studi Kasus]

Zahra Novianti 1), Dian Novita 2*) 1)Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia *Email Penulis Korespondensi: diannovita1@umsida.ac.id Page | 1
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Abstract. This research aims to explore the teaching strategy employed by an English teacher to improve students' writing skills in recount texts at the secondary school level. Recount text is a key genre in the English curriculum as it trains students to reconstruct past events or experiences in a chronological order using appropriate structure and language features. This research adopts a qualitative approach with a case study method. The subject of the study is an English teacher. Data were collected through classroom observations and semi-structured interviews, allowing the researchers

to gain in-depth insights into the teaching process, including teacher-student interaction and the application of strategies such as cooperative learning, scaffolding, and peer feedback. Observations were conducted over several sessions to capture consistent patterns and variations in how the teacher delivered recount writing lessons. The findings reveal that the teacher used a combination of collaborative and individual-based strategies to enhance students' writing abilities. These strategies not only helped students better understand the structure and linguistic features of recount texts but also developed their confidence and critical thinking skills. This study contributes to a deeper understanding of effective writing instruction practices and provides relevant insights for English as a Foreign Language (EFL) teaching, particularly in secondary school contexts.

Keywords - Writing, Recount text, Teacher's Strategy, Cooperative Learning Strategy

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi strategi pembelajaran yang digunakan oleh guru dalam meningkatkan kemampuan menulis teks recount pada siswa sekolah menengah. Teks recount merupakan salah satu jenis teks penting dalam kurikulum Bahasa Inggris, karena melatih siswa untuk menyusun kembali pengalaman atau peristiwa secara kronologis menggunakan struktur dan unsur kebahasaan yang sesuai. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Subjek penelitian adalah seorang guru Bahasa Inggris. Data dikumpulkan melalui observasi kelas secara langsung dan wawancara semi-terstruktur, yang memungkinkan peneliti untuk memahami proses pembelajaran secara mendalam, termasuk interaksi antara guru dan siswa, serta penerapan strategi pembelajaran seperti cooperative learning, scaffolding, dan peer feedback. Observasi dilakukan dalam beberapa pertemuan untuk menangkap pola dan variasi strategi yang digunakan guru dalam mengajarkan teks recount. Hasil penelitian menunjukkan bahwa guru menggunakan kombinasi strategi kolaboratif dan individual dalam mengembangkan kemampuan menulis siswa. Strategi-strategi tersebut tidak hanya membantu siswa memahami struktur teks recount secara lebih baik, tetapi juga meningkatkan kepercayaan diri dan keterampilan berpikir kritis siswa. Penelitian ini memberikan kontribusi terhadap pemahaman praktik pengajaran menulis yang efektif dan relevan dalam konteks pembelajaran Bahasa Inggris sebagai bahasa asing di tingkat sekolah menengah.

Kata Kunci - Menulis, Teks Recount, Strategi Guru, Strategi Pembelajaran Koperatif

1. I. Introduction

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. One type of text that is often taught in english language learnig is recount text, which aims to tell an experience or event in the past coherently and clearly. However, writing recount texts is often a challenge for students because they are confused in coming up with interesting and creative ideas/topics when they want to start writing[1]. Usually this problem arises because students are less provoked in finding ideas, lack of insight, lack of using vocabulary, determining the storyline. In recount text itself, students are required to be able to rewrite events that have passed in english, especially in terms of structure, grammar and the use of appropriate vocabulary [2].

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 [3][4][5]. Structurally, recount texts are composed of three core components: orientation, which introduces the context by identifying participants, setting, and time; events, which recount the chronological series of actions or occurrences; and reorientation, which serves as a conclusion or reflective commentary [6]. Linguistically, recount texts are characterized by the use of the past tense, action verbs, and temporal conjunctions to ensure coherence and chronological flow. This type of text is frequently employed in educational contexts to develop narrative skills and is also applicable in documenting historical accounts or personal experiences [7][8].

One suitable approach for this is the cooperative learning strategy. Cooperative learning is an approach that places students in small groups to work together to achieve learning objectives. This strategy has been proven to increase student activity, social skills, and conceptual understanding through peer cooperation [9].

There are various types of cooperative learning strategies that have been widely applied in classrooms. Some of these include:

1. Think-Pair-Share (TPS), where students are asked to think independently, discuss with a partner, and then share the results of their discussion with the entire class.
2. Jigsaw, a strategy where students become "experts" on specific parts of the material and then teach it to other group members.
3. Student Teams Achievement Division (STAD), which emphasizes learning in heterogeneous groups and evaluation based on individual learning improvement.
4. Group Investigation (GI), which encourages students to research a topic in groups and present their findings.
5. Numbered Heads Together (NHT), where students discuss in groups and one of them is randomly asked to answer a question.

The general stages in implementing cooperative learning strategies include: (1) communicating objectives and forming groups, (2) presenting material, (3) group learning activities, (4) presenting group work results, (5) evaluation, and (6) giving rewards. These stages encourage active and equal student participation in the learning process.

Seeing the positive potential of this cooperative learning strategy, it is important to know how teacher apply it in the context of teaching recount texts. Therefore, this study was conducted to describe the application of cooperative learning strategies by English teacher in teaching recount texts to eighth-grade junior high school students. The focus of the study was on the types of strategies used, the stages of implementation, and the challenges and solutions faced by teacher during the learning process.

The research was conducted in one of the junior high schools in Sidoarjo. The selection of this school as the research location was based on several considerations that supported the feasibility and relevance of the location to the focus of the research. One of the main reasons was that recount text material was being taught in the even semester to eighth grade students. This was in line with the timing of the research, allowing the researcher to directly observe the learning process in accordance with the focus of the study. The availability of recount text material during the research provided researchers with the opportunity to collect data naturally, without having to adjust the learning schedule or ask teacher to repeat certain material. Thus, the data collection process was carried out in real conditions, as learning takes place daily in the classroom.

The participant in this research is an English teacher. The purpose of the research is to investigating the teacher's implementation, constraints, and solutions in using cooperative learning strategy for teaching recount text. In addition, this research can be a provision for prospective junior high school teacher to be able to know effective learning models used in the learning process so that the knowledge gained is expected to help in learning later [10]. Cooperative learning has been widely recognized for its potential to improve student writing through collaboration and peer support [11]. Previous research has demonstrate its effectiveness in fostering critical thinking and improving writing skills in general [12]. Other research also focuses more on applying models such as STAD or Jigsaw to improve academic outcomes, while holistic aspects of learning, such as character development or reducing learning anxiety, have not been thoroughly explored [13][14]. However, there are still few studies that specifically explore the application of cooperative learning in teaching writing recount texts, especially in contexts with unique social and cognitive dynamics [15][16]. Addressing this gap is crucial to

understanding the practical implications of cooperative learning from the teacher's perspective. This research seeks to fill this gap by investigating the teacher's implementation, constraints, and solutions in using cooperative learning strategy and the support the teacher need to effectively implement cooperative learning in a junior high school setting.

Finally, this research contributes to the field of language education in general by highlighting the interaction between teaching strategies and contextual factors in promoting writing development [17]. This research not only fills an existing gap, but also provides a basis for future research to explore other text types and diverse educational contexts, thus promoting continuous improvement in language teaching methodologies.

1. What cooperative learning types are implemented by the teacher for teaching writing recount texts?
2. What are the obstacles faced by the teacher when implementing the cooperative learning strategy for teaching writing recount texts?
3. What are strategies to overcome the problems in implementing the cooperative learning strategy for teaching writing recount texts?

2. II. Method

This research used a qualitative **approach with a case** study design **to** understand the experiences **and** strategy that an English teacher implemented in the classroom learning process. This research focused on English language teaching at the junior high school level. The participant in this research was an English teacher who taught at a junior high school in Sidoarjo. The subjects were selected purposively, considering that the teacher concerned had applied cooperative learning strategies in the recount text learning process. The teacher had three years of experience teaching English at the school and also The teacher is active in professional development activities and has been a resource person in English teacher training at the local level. This shows that the teacher has reflective and critical abilities related to teaching practices, which are very important in case study-based qualitative research, making it relevant to the topic of this study. She was directly involved in the process of learning and teaching English, so she provided an in-depth practical perspective. In addition, this English teacher had used the strategy before in teaching recount texts, and she often faced challenges related to language learning, which aligned with the issues that were the focus of the research. By involving her, the researchers expected to obtain richer and more contextualized data to support the purpose of this research.

This research used a case study method to find out how the teacher implemented cooperative learning strategy. Case study is a research method used to explore a particular phenomenon in a real-life context in detail and depth [18]. The research focus is direct at one class as the unit of analysis, where cooperative learning strategy are implemented in the daily curriculum for one semester. This research was conducted over a period of four weeks, beginning in early February and ending in late February 2025. It included classroom observations of three teaching sessions as well as interviews and supporting documentation.

Data in this research were collected through two main techniques: observation and interview. **The classroom observations were carried out** directly **during the teaching and learning process** to gain a clear understanding of how the teacher implemented the stages of cooperative learning. These included how the teacher formed student groups, assigned tasks, facilitated collaboration among students, and assessed learning outcomes.

In addition to observation, the researcher also conducted in-depth interviews as a complementary instrument. The interviews were conducted in a semi-structured manner to allow the researcher to explore the informant's responses more openly while still maintaining focus. The data collected from observations and interviews were then analyzed thematically through the processes **of** data reduction, **data display, and conclusion drawing.** To ensure **the validity of the data,** the researcher employed method triangulation by comparing the findings from observation and interview to identify consistent patterns. Data validation was also carried out through member checking, where the informant was asked to review the researcher's preliminary interpretations to ensure they accurately reflected real classroom experiences.

The data analysis technique used was thematic analysis. The data obtained from the interviews and observations were analyzed by identifying the main themes that emerged, which related to the teacher's implementation of cooperative learning for teaching writing, the challenges faced by the teacher, and her efforts to cope the problems. The interview transcripts were coded, and the themes were grouped to provide a comprehensive picture of English language teaching practices in the classroom.

This research also paid attention to ethical aspects. Prior to data collection, the researcher obtained approval from the school and teacher to participate in this research. The teacher was given an explanation of the purpose of the study, the procedures to be carried out, and her right to withdraw at any time without consequences. The confidentiality of the information provided by the participant is maintained, and the identity of the teacher involved was not be published in the research report. All data collected was used solely for the purpose of this research and was stored securely.

III. Findings and Discussion

1. The results found that the application of cooperative learning strategies had a positive impact on the learning of recount texts in English classes. These findings include increased students' participation, improved writing quality, and increased learning motivation. The discussion of the results of this study is presented in the following aspects:

2.

1. The Type of Cooperative Learning Implemented by The Teacher For Teaching Writing Recount Text

In the context of learning **English as a foreign language, particularly** in the skill of writing recount texts, cooperative learning strategies were proven effective in increasing student participation and writing skills. The teacher applied one cooperative learning strategies, namely Think-Pair-Share (TPS). Teacher who implemented this strategy usually began the learning process by dividing students into small, heterogeneous groups. The aim was for each group to have a diverse mix of abilities, so that students could help and learn from one another. Strategies such as Think-Pair-Share (TPS) were very helpful in engaging students gradually, starting from thinking independently, discussing, to sharing in front of the class. In general, the classroom dynamics were quite conducive. Students appeared enthusiastic about working in groups, although in some cases only one or two group members were active. Teacher played a crucial role in maintaining a balance of participation and managing time to ensure the learning process was effective. The following are the stages of Think-Pair-Share (TPS):

Figure 1. Stages of Think-Pair-Share Strategy in Teaching Recount Texts

In the first stage, Think, the teacher presents questions or topics **related to the** lesson material, then gives **students time to** think individually. In the context of teaching recount texts, for example, students are asked to recall and briefly organize personal experiences that they will write about. This stage encourages students to develop ideas independently before being influenced by the opinions of others.

Next, the Pair stage invites students to discuss in small pairs. They exchange opinions, convey ideas that they have thought about beforehand, and provide feedback to each other. This discussion allows students to clarify and strengthen their understanding through active social interaction. In writing recount texts, pairs can help each other in structuring the text, choosing the right vocabulary, or evaluating the appropriateness of the sequence of events.

The final stage is Share, where each pair shares the results of their discussion with a larger group or the entire class. This sharing process provides

students with the opportunity to express their thoughts openly, broaden their horizons through ideas from other groups, and strengthen their confidence in communicating. The teacher acts as a facilitator who guides the discussion, provides clarification, and emphasizes important points that arise during the activity. Thus, the Think-Pair-Share strategy not only increases student engagement but also strengthens their understanding of the material through individual reflection, collaboration, and open communication.

The results of the application of cooperative learning strategies in teaching writing recount texts showed some important findings:

1. Effective Interaction and Collaboration

Cooperative learning encouraged students to discuss and gave feedback to each other, which enriched their understanding of recount texts. In study groups, students were more active in communicating, exchanging ideas, and giving feedback to each other. This process helped them understand the structure of the recount text more deeply and correct mistakes that may occur in the use of grammar or paragraph organization.

2. Increased Motivation and Confidence

Students became more confident in writing due to the support from their peers in their groups. Compared to conventional learning methods, cooperative strategies increased students' enthusiasm in writing. They were more confident because they got support from their groupmates, so they were more motivated to complete the writing task with better quality.

3. Active Participation

Group-based learning encouraged less active students to be more involved in the learning process. With individual responsibility in the group, they were encouraged to contribute to discussions and writing activities, which in turn increased their engagement in learning. This learning model increased students' engagement in the writing process.

Based on interviews with teacher, the majority of students stated that they were more motivated in writing recount texts when working in groups. They feel more confident because they get feedback from their peers before submitting the final assignment to the teacher. However, some students expressed difficulty in adjusting to group work, especially for those who tend to prefer working independently.

In cooperative learning strategies, students work in small groups to achieve a common goal, and learning becomes effective when there is positive interdependence and individual responsibility. The teacher also gives recount text writing tasks in groups, which encourages students to interact and give each other feedback. This supports active learning and improves students' writing skills in a meaningful social context.

The findings of this research indicate that cooperative learning strategies are an effective approach in teaching recount texts to junior high school students [19]. Teacher realize that cooperative learning not only helps students understand the content of the text, but also develops social, communication, and critical thinking skills.

The implementation of models such as Think-Pair-Share is in line with the theory of cooperative learning proposed by Sharma [20]. Mundelsee [21] emphasizes that positive interactions within groups can increase student motivation and learning outcomes. When students feel a sense of responsibility within their group, they are motivated to study harder.

Overall, cooperative learning strategies are effective in improving the quality of learning to write recount text. Through structured social interaction, students can learn more dynamically and get a more meaningful learning experience compared to individual or lecture-based learning. Nevertheless, the effectiveness of this strategy also depends on careful planning and the active role of the teacher in facilitating the discussion and cooperation between students.

2. The Obstacles Faced by the Teacher in Implementing Cooperative Learning Strategies in Writing Recount Text

While this strategy provides many benefits, there are some challenges faced in its implementation. One of them is the difference in students' ability levels, where students who have lower writing skills tend to depend on more capable group members. In addition, the management of vocabulary, cooperation between students, and the class becomes more complex as the teacher has to ensure that every group member participates actively. Another challenge is the limited time in the learning session which is sometimes not enough to complete all stages of cooperation in writing recount texts. Challenges faced by teacher include:

1. Vocabulary Mastery

One of the main obstacles faced by teacher is the different levels of vocabulary mastery among students. Some students had limitations in understanding and using appropriate vocabulary in recount texts, which can hinder the smoothness of the writing process. Students with limited vocabulary tended to struggle in expressing their ideas clearly and accurately. In the context of learning to write recount texts, vocabulary mastery plays a very important role in conveying ideas in writing. The teacher said that some students still had difficulty expressing their ideas due to their limited vocabulary. This was revealed by teacher in interviews:

"Students with limited vocabularies usually remain silent during discussions. Sometimes they are confused about where to start when writing because they don't know the right words, and they also depend on their smarter friends."

"This situation often occurs, especially among students with below-average abilities. That is why I try to help them with supporting vocabulary or example sentences, so that they have an idea of what to write and feel more confident about starting to write or discuss."

This limitation affected the overall productivity of the group, especially if group members rely too heavily on one or two more proficient students. The findings are relevant to the findings [22] shows that one of the main challenges teacher face in implementing cooperative learning strategies is students' poor vocabulary mastery, which affects their ability to write recount texts. This difficulty manifests itself in students' inability to construct sentences, choose the right vocabulary, and convey their ideas coherently in narrative form.

2. Cooperation between Students

Not all students had good group work skills. Some students may be reluctant to contribute, while others tended to dominate the discussion. Differences in character and academic skill level can also lead to conflicts within the group. Some students tended to dominate discussions, while others chose to be passive and just follow along without actively contributing. This was revealed by teacher during interviews:

"Some children tend to prefer working alone. They feel calmer and more confident when doing tasks individually. However, cooperative learning methods such as Think-Pair-Share require them to communicate with each other, listen to their friends' opinions, and contribute to discussions. For students who are not used to working in groups, this can be a challenge."

"I usually try to guide them slowly, give them appropriate roles in the group, and ensure that all voices are heard. The goal is for them to feel comfortable and learn to build a collaborative attitude. Because basically, the ability to work together is important, not only in class, but also in real life."

This situation could lead to unequal contributions within the group, which contradicted the basic principles of cooperative learning, namely individual responsibility and positive interdependence. These findings are relevant to the findings by Wahyuni [23] which examined the influence of collaborative writing strategies and reading habits on students' ability to write recount texts. Collaboration among students was found to not only improve their writing outcomes but also build self-confidence, a sense of responsibility, and important social skills in language learning. This was reflected in interviews with teacher who stated that students were more confident and motivated when working in groups because they received support from their peers. Thus, the learning experience becomes more meaningful because students not only acquire knowledge individually but also through intensive social interaction within learning groups.

3. Time Management
Cooperative learning strategies often require more time than conventional learning methods. Group discussion, brainstorming process, as well as drafting and revising writing in groups can take a lot of time, which potentially disrupts the planned learning time allocation. One of the obstacles in cooperative learning is the inequality of contributions between group members and the teacher's difficulty in monitoring the overall involvement of individuals. This suggests that without good classroom management, this strategy may not achieve maximum results.
This strategy requires sufficient time allocation because it involves several stages, ranging from discussion, text analysis, writing, to group presentations. With a limited lesson schedule, teacher found it difficult to complete all these stages in one meeting. She revealed:

"To be honest, one of the challenges I often face when using cooperative learning strategies such as Think-Pair-Share is the issue of time. Sometimes, just as the group discussion is getting going, the lesson time is up. We haven't even gotten to the writing part yet, and the bell is already ringing."

"As a result, the writing assignment has to be postponed, and the students miss out on the opportunity to fully express their ideas. Yet, from the discussions that emerge, there are many good ideas that could actually be developed further if there were enough time."

"I try to manage the time as effectively as possible, but there are still situations where a one-hour class period feels insufficient, especially when the students are very active in the discussion. That's a dilemma that happens quite frequently in the classroom."

However, challenges such as lack of participation, time constraints, and differences in student abilities indicate that the implementation of cooperative learning requires careful planning and flexibility on the part of teacher. These findings are relevant to the findings of Chairena's study [24] which explains that the time availability is often insufficient to complete all these stages, so that some tasks must be continued outside the classroom or condensed without going through the ideal process of reflection and feedback. This has the potential to reduce the effectiveness of collaborative learning strategies that emphasize a step-by-step process and cooperation between students.
These challenges require teacher to continuously adjust their teaching approaches. Teacher must be more creative in managing their time, designing proportionate group assignments, and providing additional support for students with language limitations. Despite facing many obstacles, teacher remains confident that the benefits of cooperative learning can be realized when this strategy is well planned and consistently implemented.

3. Strategies for Overcome the Problems in Implementing Cooperative Learning Strategies in Writing Recount Text
In implementing cooperative learning strategies in recount text material, teacher face a number of challenges related to students' vocabulary mastery, group dynamics, and time constraints in the learning process. However, based on the results of interviews and observations, teacher showed that these challenges can be overcome through a strategic approach that is planned and responsive to students' needs.

1. Vocabulary Mastery
One of the main obstacles students face in writing recount texts is limited vocabulary, especially in the use of past tense verbs (verb 2) and appropriate time expressions. This affects the quality of their writing and hinders the process of conveying ideas completely. Teacher overcome this problem by providing a list of keywords relevant to recount texts and integrating them into various learning activities. Teacher do not merely provide a list of words but also package them into interactive activities such as synonym-antonym games, group quizzes, and the creation of simple concept maps.
The teacher also applied the scaffolding approach, which involves providing step-by-step guidance so that students understand the meaning and use of vocabulary before using it in a writing context. One technique used is brainstorming, which involves asking students to list as many words as possible related to the theme before writing a recount text.

"When it comes to vocabulary, I usually prepare a list of past tense verbs and key words that often appear in recount texts. Then I invite them to play a little game, such as matching synonyms or constructing sentences. It helps a lot."

This strategy has been proven to help students build confidence in writing, as they do not find it difficult to find the right words when composing texts [25] [26] .

2. Cooperation Between Student
Another problem that arises in the implementation of cooperative learning is the lack of effective cooperation within the group. Some students tend to be passive, relying only on more dominant friends, so they do not contribute optimally. To overcome this, teacher implement a clear division of roles within the group, such as note-taker, discussion leader, idea generator, and editor. The goal is for each member to have responsibilities and an active role in the learning process.

"In group work, I always divide the roles. Some take notes, some are in charge of presenting ideas, and others tidy up the writing. That way, all the children can participate and it's not just one or two people who do all the work."

In addition to assigning roles, teacher also actively monitor each group, providing guidance when needed and giving immediate feedback. Teacher also

hold group reflections after activities, where students are asked to evaluate their cooperation process-what went well, what needs improvement, and how cooperation can be improved in future meetings.

"After the group work is done, I usually ask them to reflect for a moment. What went well? What could be improved? From there, they learn the importance of cooperation and communication,"

This approach is in line with the principle of individual accountability in cooperative learning, where each group member is responsible for their contribution [27].

3. Time Management
Another significant challenge is time constraints. Group discussions and text drafting often take longer than planned. To keep activities efficient, teacher apply the timeboxing technique-setting clear time limits for each stage, such as group discussions, text writing, and presentations.

"I also set a clear time limit for each stage. For example, 10 minutes for discussion, then move on to writing. To avoid delays, I write down the stages and time limits on the whiteboard,"

Teacher also develop flexible lesson plans, dividing tasks into smaller parts so that students can complete them gradually. This strategy not only helps with time management, but also gives students space to work more focused without pressure.
These findings indicate that teacher plays an important role in overcoming various challenges in cooperative learning. However, challenges such as lack of participation, time constraints, and differences in student abilities show that the implementation of cooperative learning requires careful planning and flexibility on the part of teacher. Buch [28] states that **the success of cooperative learning** depends on five important elements: **positive interdependence, individual accountability, face-to-face interaction, social** skills, and group evaluation.
The strategies employed by teacher in overcoming challenges also demonstrate a reflective approach to classroom management. Assigning roles within groups is an example of the application of the principle of accountability, while heterogeneous grouping reflects teacher understanding of the need for differentiation in the classroom [29]. In the context of recount text learning, this approach also supports constructivist learning, where students do not just passively receive information, but build knowledge through shared experiences, discussions, and reflections [30].
Thus, cooperative learning strategies are not only effective for improving comprehension of recount texts, but also for strengthening active and collaborative learning in the classroom. Despite various obstacles, creative and reflective teacher can manage these challenges with innovative, student-centered solutions.

V. Conclusion
1. In conclusion, cooperative learning is an effective strategy for improving students' writing skills in recount texts at the junior high school level. It enhances both cognitive and social aspects of learning, allowing students to engage more deeply with the material and with their peers. The findings of this study revealed that the implementation of cooperative learning through techniques such as Think-Pair-Share helped students improve their understanding of text structure, become more actively involved in discussions, and gain greater confidence and motivation in writing. Working in groups allowed students to support each other in generating ideas, selecting appropriate vocabulary, and revising their work before submission. This process not only enhanced the quality of their writing but also fostered essential social skills such as teamwork, communication, and mutual respect.
2. Despite these positive outcomes, the teacher faced several challenges in implementing the strategy. Students' varied levels of vocabulary mastery often affected participation, with those who had limited vocabulary struggling to express their ideas and relying heavily on their peers. Additionally, imbalanced group dynamics and time constraints made it difficult to complete all stages of the writing process within one lesson. These challenges required the teacher to adopt adaptive strategies such as providing vocabulary support, assigning specific roles within groups, and segmenting tasks to better manage time and participation.
3. This research, however, has its limitations. The research was conducted in a single school with one teacher and focused specifically on the use of cooperative learning in teaching recount texts. As such, the findings may not be fully generalizable to other text types, school contexts, or educational levels. The relatively short duration of classroom observations may also have limited the ability to assess long-term student progress and teacher adaptation.
4. Nevertheless, the study provides valuable practical insights for EFL teachers who wish to adopt student-centered, collaborative approaches in writing instruction. It demonstrates how cooperative learning can be applied effectively in the classroom and how challenges can be addressed with thoughtful instructional strategies.
5. For future research, it is recommended to explore the use of cooperative learning strategies in teaching other genres, such as narrative, descriptive, or procedural texts, and to examine their application across different educational levels. Longitudinal studies could also provide a deeper understanding of how cooperative learning affects students' writing development over time.
6.

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