



## **IMPROVING STUDENTS' WRITING ABILITY AND MOTIVATION USING COOPERATIVE AND COLLABORATIVE LEARNING IN TEACHING WRITING TO ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS PAMULANG**

### **MENINGKATKAN KEMAMPUAN MENULIS DAN MOTIVASI DENGAN MENGGUNAKAN PEMBELAJARAN KOOPERATIF DAN KOLABORATIF DALAM PENGAJARAN MENULIS MAHASISWA JURUSAN BAHASA INGGRIS UNIVERSITAS PAMULANG**

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#### **Abstract**

This research was conducted to increase students' writing ability and motivation using cooperative and collaborative learning. It was aimed to reveal; 1) To what extent cooperative and collaborative learning can improve students' writing ability? 2) How is students' motivation in writing lesson after implementing the cooperative and collaborative learning? 3) What are factors that influence the improvement of ability and motivation of students in writing? The research was conducted using classroom action research design and the data were divided into qualitative and quantitative data. Qualitative data were taken from observation, questionnaire and interview while quantitative data were taken from writing assignment and test. Thus, it was found that students' writing ability and motivation was increased after using cooperative and collaborative learning. The factors that influenced the improvement were classroom activities, classroom management and lecturer's strategy in teaching.

*Keywords: Cooperative and Collaborative Learning, Motivation and Writing*

#### **Abstrak**

Penelitian ini dilakukan untuk meningkatkan keterampilan menulis dan motivasi siswa dengan menggunakan pembelajaran kooperatif dan kolaboratif. Tujuan penelitian ini adalah untuk mengetahui; 1) Sejauh mana pembelajaran kooperatif dan kolaboratif dapat meningkatkan kemampuan menulis siswa 2) Bagaimana motivasi siswa dalam menulis pelajaran setelah menerapkan pembelajaran kooperatif dan kolaboratif dan, 3) Apa faktor yang mempengaruhi peningkatan kemampuan dan motivasi siswa dalam menulis. Penelitian ini dilakukan dengan menggunakan desain penelitian tindakan kelas dimana data

dibagi menjadi data kualitatif dan kuantitatif. Data kualitatif diambil dari observasi, kuesioner dan wawancara sedangkan data kuantitatif diambil dari tugas menulis dan tes menulis paragraph. Hasil penelitian ini yaitu ditemukan bahwa kemampuan menulis dan motivasi siswa meningkat setelah menggunakan pembelajaran kooperatif dan kolaboratif. Faktor-faktor yang mempengaruhi peningkatan tersebut adalah kegiatan kelas, manajemen kelas dan strategi dosen dalam mengajar.

*Kata Kunci: Pembelajaran Kooperatif dan Kolaboratif, Motivasi dan Penulisan*

## **A. INTRODUCTION**

Writing is another way of building up a communication besides speaking. It is used to communicate with the other people which is not present in front of the speaker or both speaker and listener re in different place. However, writing a message to the reader is complicated since the writers should find the best way to convey their ideas and at the same time predict the reaction of the readers while they are reading the message. The difficulties become greater if the writer writes the message in foreign language such as English. Even though the people have a skill and ability in communicating orally, written communication is complicated that it requires the skill in composing the message in to correct grammar. Hence, the people need to learn of how to write a message that can be understood by the reader as what the writer intends to write. As writing is a complex skill, it is necessary for the students to learn how to write by taking into account interconnected aspects; vocabulary, grammar, punctuation, paragraph organization and so on. Effective writing, therefore, depends on one's ability to structure and organize words and sentences into a meaningful text.

From preliminary research which was conducted on the first semester of 2017/2018 academic year, it was found that students have a high anxiety in writing class and do not pay attention much to their own writing process but clearly expect to have a high score in writing. From 30 students that the researcher took randomly, it was found that 46 % of them get easily bored during the lesson and sated that the activity rather monotonous. The result of their writing is also not satisfied enough. they have a problem in composing the ideas into correct grammar, use punctuation and capital letter correctly and the ideas are often scrambled. Moreover, their writing score is still in middle range or form 45 to 67.

Considering the result of preliminary research, the researcher draws several possible problems. From the students side are first; they have a high tendency to think that writing would never be easy and if they have a low score it is mainly because the fact that it is difficult rather than think that they probably have not done their best yet. Second; they often blame the grammar as their main weaknesses and think that they do not have enough knowledge in grammar. However, they have learnt grammar from Junior High School directly or indirectly. From the lecturer's side it was found that tends to focus on product rather than the process of writing. She/he often gave a lot of writing assignment and assigned students to write individually. The approach and method which is used in teaching writing cannot motivate students to write; they have to write individually with minor communication to other students even to lecturer. Therefore, the classroom activity is mainly writing in solemn attitude which cause high anxiety and boredom.

There are some possible solutions to overcome such problems. First, the teacher should be more creative to apply approach, method and strategy in teaching

that can make students involve more in writing. Second, teacher should create a positive atmosphere by allowing them to write in pairs or in group and learn from each other error. Last, teacher should communicate much to the students and build a communication channel between them to share ideas and solution of their weaknesses. Motivating students to write is also necessary because low motivation will make students have low interest in getting involved in teaching learning process. They will be easily trapped in boredom and does not have any idea to write. The role of the teacher in this case is to find an approach, method, strategy or media that can help students get focus on the lesson and can perform their ability in convenience way. This research was formulated into three areas of discussion; writing, motivation and cooperative and collaborative learning which discussed to give a clear description of how this research was conducted.

As the main activity in an academic based, students are highly required to write since the process of learning involves writing what they have learnt whether as a note, assignment even project. The activity needs personal knowledge and ability as stated by O'Malley and Lorraine (1990) that writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics. the personal act means the writer writes what he/she thinks and feels and use certain methods in writing it. Thirumalai (2002) and Hadaway in Diaz-Rico (2004) emphasize that writing is like self-communication that the writer express their personal reaction and journey which covers reading and oral skill at once. As the skill which is considered difficult with high anxiety, students often have difficulties in this skill. Heaton (1997) states writing is complex skill, for some people it is difficult to teach because it requires good performance of grammar and rhetorical devices. Thus, it is very common to find that the students have low motivation in learning to write and any writing activity.

Motivation is commonly used as the measurement tool to examine people future achievement and performance. It is believed that doing anything without motivation and eagerness will cause satisfaction result even failure. Therefore, in education one of the role of the teacher is as a motivator. The teacher is assigned to gradually and continuously motivate the students before and during the teaching and learning process. The students with low motivation will perform lack of involvement and get a low achievement. It is related to Harmer statements (1998) that motivation is inner power of each individual to achieve the goal. Hence, internal motivation should be stimulated as it is a fuel to drive the people to achieve the goal or purpose.

Students with high motivation will certainly perform better in the classroom and improve their ability into the higher level. For some people internal motivation is already exist but others need the stimulation form outside themselves to build or improve their internal motivation. The presence in the classroom and obediently follow every activities in the teaching learning process can guarantee that the students have high internal motivation. Since what they have done might be considered as 'the duty' of the students rather than the need. Sobur (2003) states "motivation is a common term which is conducted through the physical process, situation that stimulate the action, internal power and goal, and the attitude of the individual." Thus, it is clear that internal motivation cannot be observed through the presence but can be through the attitude and enthusiasm in doing the activity.

Ur (2011) states " internal motivation is arise through the stimulation from the outside of the people which is known as extrinsic motivation. People with high intrinsic motivation will set the plan and goal in everything that they do. They also

measure to what extent that their goal has been achieved as the key to increase their intrinsic motivation in the future.

Extrinsic motivation is also important to help the people achieve their goal. For the students the extrinsic motivation might come from the fellow students, teacher, classroom atmosphere, classroom activities, and reward and punishment. According to Sardiman (2011), extrinsic motivation usually comes from the reward and punishment, if the students have a reward, their motivation will increase on the other hand, if they have punishment or even does not have any feedback from the teacher, their motivation will decrease. The teacher can also increase students' extrinsic motivation by implementing interesting and challenging technique and strategy in teaching.

Cooperative and collaborative learning is mainly focus to the task that will be done in pair or group. Collaborative learning is a situation in which two or more people work together to reach a common (learning) goal (Dillenbourg, 1999). John Myers in Dillenbourg (1999) points out that the definition of "collaboration" focuses on the process of working together, teachers exploring ways to help students respond to literature by taking a more active role in their own learning. Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Wasley (2006) cited in Burke (2011) explains that the students who cooperate more with fellow students have a better grade and tends to focus on their lesson. In other words learning by having interaction increase students' academic and social environment that give a better result to their academic performance.

The collaborative learning is distributed into several task or activity. According to Mehta and Kulshrestha (2014) "Cooperative learning makes use of varied techniques which are learning together and alone. Collaborative learning might be used to improve development of writing skills, they are peer coaching, peer tutoring, peer review, peer editing, and collaborative learning. Using collaborative learning in this way allows students to feel comfortable with teamwork without requiring them to learn to write collaboratively before they have mastered writing individually.

Considering the result of preliminary research that students writing ability and motivation were low, the researcher proposed the solution by using cooperative and collaborative learning. Thus, the aims of this research were 1) to improve students' writing ability after the cooperative and collaborative learning was used. 2) How the students' motivation after cooperative and collaborative learning was used. And 3) what factors that influence the improvement of students' writing ability.

## **B. RESEARCH METHODS**

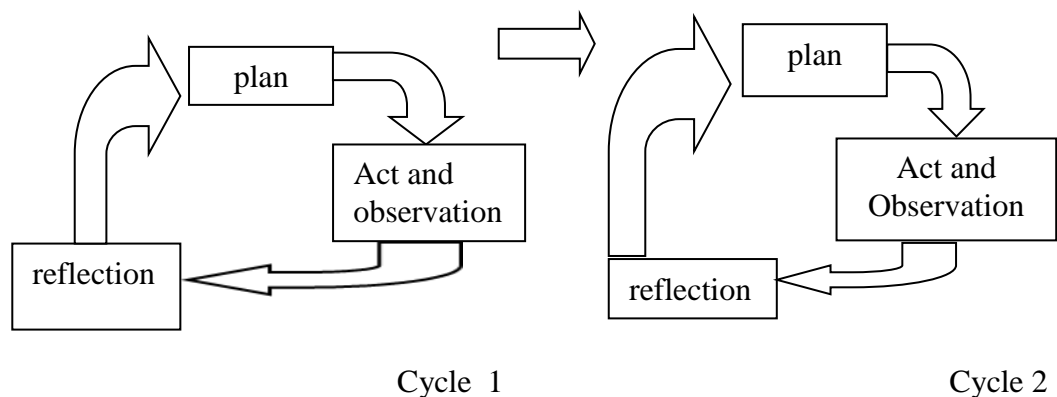
### **Research Design**

This research was conducted in classroom action research design which typically known as classroom problem solving research. The classroom action research (CAR) is aimed to identify the problem in teaching learning process which is then solved by the teacher to improve the quality of learning instruction, process, and achievement. Mills (2000) states "Action research is systematic inquiry conducted by teacher researchers in teaching/learning environment to gather information about the way that their particular operate, how they teach, and how well their students learn."

The classroom action research was used to solve the problem which was occurred at the process of teaching and would be solved during the teaching period itself. The problem should be solved immediately as it would disrupt the learning process that makes students difficult to understand. Stringer (2007) states that action research starts with a feeling of frustration or sense of commitment to do it ‘differently’ for improvement which involves the continuous modification of situation and theorizing from standpoint of action. In other words, action research is conducted by lecturer in a systematic way that the process covers; evaluating the process and exploring the problem at the same time which is then used as the basis to implement the possible solution of the problem.

The action research was conducted by using the CAR model proposed by Kemmis and McTaggart (1988) which is known as a ‘spiraling’ cyclical process consist of four steps that are planning, doing action, observing, and reflecting or evaluating. The model is described as follow:

Figure 1. Kemmis and McTaggart Model of CAR



The research was proceeded by using Kemmis and McTaggart (1988) model and the implementation was in two or three cycle is depended much on the result of the first cycle.

### Population and Sample

Describing and selecting the population of the research is the key concept in conducting the research whether in quantitative or qualitative approach that choosing the population inappropriately will affect the sample of the research. Ritchi and Lewis (2003) states ‘Whatever the unit of study, it will be necessary to define the parent population - that is, the population from which the sample is to be drawn’. In order to get appropriate sample the first step was defining the population of the research. The population of this research was the students of English Department of Universitas Pamulang who were registered in 2017/2018 academic year and had already taken Writing I. There are approximately 650 students who are divided into 30 classes.

The sample was taken by using purposive sampling technique that the sample was taught by the researcher. Purposive sampling is the sample that is taken

purposively based on the research and the purpose of the research (Mcmillan and Schumacher 2001).

### **Instrumentation**

The data of this research were quantitative and qualitative data. The quantitative data were taken from the result of the assignment every meeting and the test at the end of the cycle which was used to measure the improvement of students' writing skill. The qualitative data will be taken through the field note or journal writing made by the researcher and collected by the collaborator during the process of research. The qualitative data focuses on the three components of teaching and learning process; classroom activities, classroom managements, and lecturer teaching strategy. The qualitative and quantitative data were collected and calculated as a reflection of the first cycle. The result was also used to examine the weaknesses of the first cycle and to design the process in the next cycle.

### **Technique of Collecting the Data**

The data of the research were collected during the research in one cycle and at the end of the cycle. The qualitative and quantitative approach were used to collect the data. Johnson (2005; 62) describes 13 types of data collection methods, however he suggests to choose only two to four types of these techniques to keep the research focused.

1. *Quantitative data*

Quantitative data were collected through classroom assignment during the teaching learning process and the test at the end of the lesson in doing action step of cycle I.

2. *Qualitative data*

The qualitative data were collected from observation and interview. The observation was done during the teaching learning process by the help of collaborator. The interview as the second method of collecting the data was conducted at the convenience time for the sample of the research.

### **Technique of analyzing the Data**

The quantitative data were analyzed using writing scoring rubric which was then presented into the form of graph to describe the improvement of students' writing in each cycle. Since the writing rubric was analytical scoring rubric, the detail of students' writing result was presented based on each indicator. The description of the factors which influenced the quantitative data was taken from the observation checklist, questionnaire and interview. The result of them was used to describe the factors that cause the results of the assignments and the test.

## **C. RESULT AND DISCUSSION**

The result of the research was presented into three sub-subdivision; the students' writing ability after using cooperative and collaborative strategy, students' motivation and factors that changed students' writing ability.

### **Result**

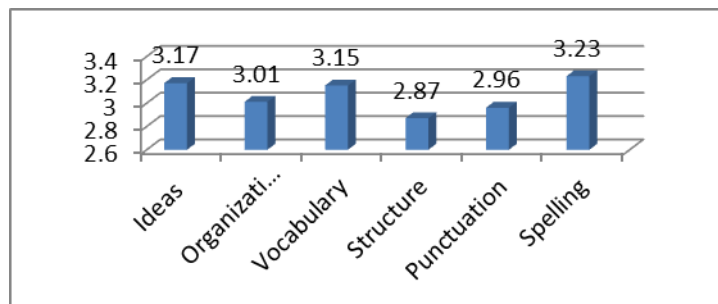
After analyzing the observation result in the cycle one, the researcher did reflection in order to evaluate the teaching and learning process she did so far. She found the students' progress in writing ability.

1. *Students' Writing Ability After Using Cooperative and Collaborative Strategy*

Observation result showed that there were some improvements achieved by the students after doing the action in cycle 1. First, there were some improvement in ideas and development. There were six pairs were able to write the composition based on the topic given. But there were four pairs still get difficulties in formulating the ideas even though they had edited the paragraph given to them before and learnt of how to write a paragraph. Most of the students were difficult in writing in English and their sentence structures were more Indonesian than English.

Second, for the organization, capitalization and punctuation, and spelling there were some improvement but it was not significant. From the students' compositions, there were inconsistencies in using the mechanic. In Narrative text, most of the sentences were written in many different mechanics such as: comma, command mark, question mark, brackets and spelling, etc. However, there were still of the students made it without any of them. Next, there were the students constructed the sentences in wrong mechanic. They still missed some letter in writing a word or misspelling (figure 2).

Figures 2 Students' Writing in Pair Task for Each Indicator in the Second Meeting of Cycle 1

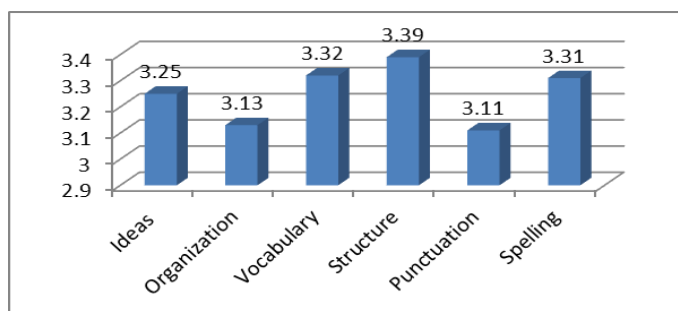


Third, the Vocabulary of the students had become richer than before, because they had a chance to discuss with friend. Comparing to the preliminary study or the pre-test, they seemed more relaxed and enjoyed the classroom activities since they worked in group and pair before they had to compose the writing by their own.

However, based on the observation the researcher and collaborator found some of students were not active and reluctant to do the task in their group. When the others students were discussed and shared ideas with others in group there were students who only watched and listened and reluctant to get involved in discussion. It seemed that they were not enthusiastic to do the activity. In the interview, they told that they were not comfortable work in group or even shared the ideas to others since they were afraid being laughed or rejected.

On the third meeting the students were asked to make an outline and write a descriptive paragraph individually. Here the lecturer guided them to write the topic sentence with controlling ideas. Then, the students submitted their individual work to the lecturer to be corrected.

Figures 3. Students' Writing in Individual Work for Each Indicator in the Third Meeting of Cycle 1

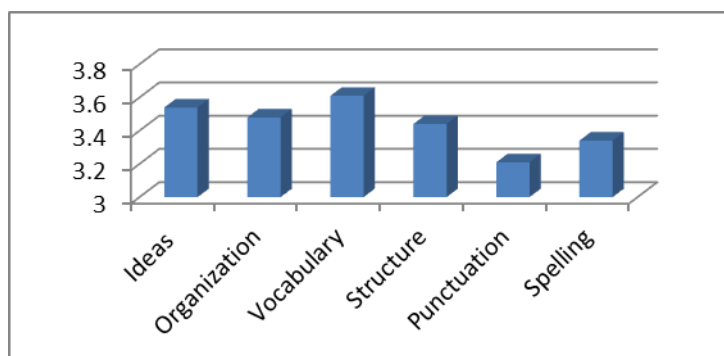


From the figure above, it could be seen that every indicators had shown the improvement compared to the preliminary study one, but the sentence structure and organization were not showed a significant changes. It was because when the students wrote their writing individually, they felt nervous for they did not have much time to finish it and also they were forbidden to discuss with their friends. They were only allowed to discuss it with the teacher. When finishing their individual writing, they would help by their notes and the teacher’s correction. They were allowed to use dictionary while writing their composition.

Furthermore, based on the observation in applying cooperative and collaborative learning few of the students were not active and reluctant to do the task because they were not accustomed to cooperate with other students. They also felt ashamed that they might make a mistake or their ideas were not contributed enough to the group task. However, many of them began to enjoy this lesson. In discussing, they were active to find and obtain information.

In the fourth meeting, the researcher gave the post-test. In this post-test, at the first time the students' work in-group in making the topic more specific, making a topic sentence with appropriate controlling ideas. Then the students were asked to write the composition individually based on the information they had in a group. The result of the test can be seen below.

Figure 4. Students' Writing for Each Indicator of Post-Test 1 in Cycle1



From the post test result it was found that the mean score of the students' writing was increased in each indicator compared with the students' score in the preliminary study result. There were 8 students from 34 students in the level poor (P), 9 students in the level fair (F), 14 students in the level good (G) and 3 students from 34 students in the level very good (VP).

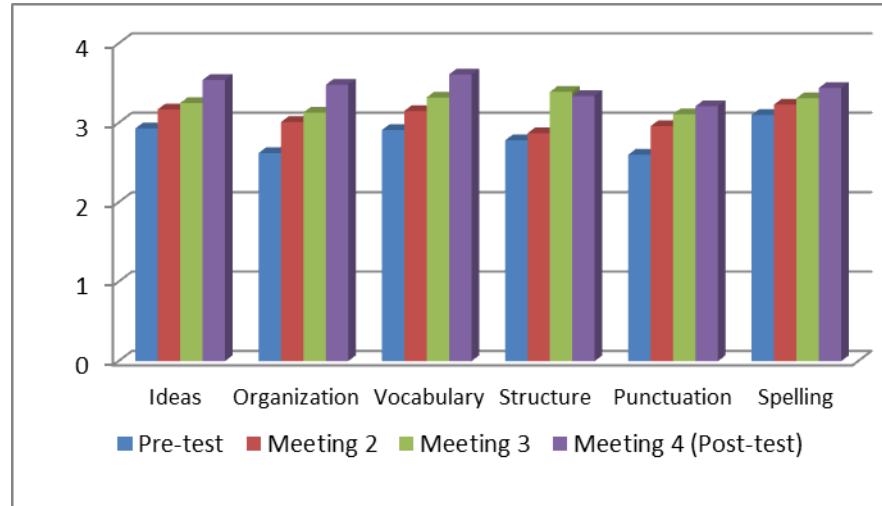
The result of the post-test in cycle 1 was also described in the diagram. It was shown there were some increasing to the mean scores of some of the writing indicators; ideas and development, organization, sentence structure, vocabulary,



capitalization and punctuation, and spelling. The rates of the achievement in the diagram were different. The highest mean score was on ideas and development, and vocabulary while the lowest mean score was on capitalization and punctuation.

The sentence structure score was the second lowest score, it showed that there was a slightly decrease score. It happened because most of the students were not able to write a sentence in parallel construction. When they did their draft they could discuss it with their friends but not in the individual work. Next cycle the researcher would like to include this problem in her lesson plan as revising.

Figure 5. Students' Achievement Based on Writing Rubric in Each Meeting of Cycle 1

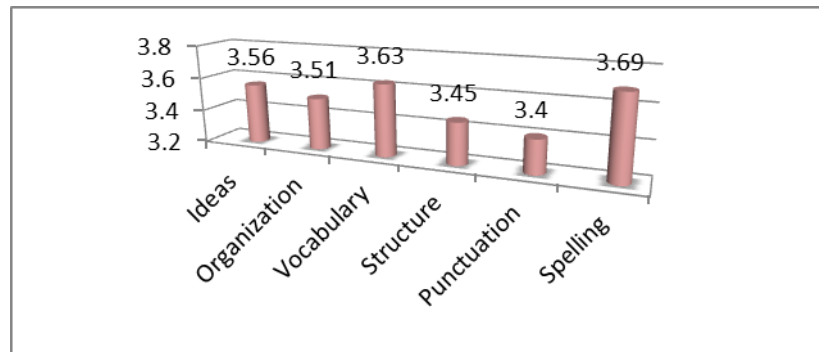


In addition, it was essential for the researcher and collaborator to evaluate the lesson plan, and then they had to find effective ways in maximizing the learning process for the next cycle.

In cycle 2 at the first meeting the researcher found some improvements. The students were motivated and interested in teaching learning process. The students were more enthusiastic in pair and group work. There were also some improvements in students' writing ability. The students were more able to develop their ideas and organize their ideas into major and minor supporting details.

In the second meeting, the students worked in pairs. She found that there were improvements of students' writing ability in each indicator comparing to the result in cycle I. The result of the pair task in cycle 2 was also described in the diagram. It was shown how far the achievement of the students in every indicators of writing. The rates of the achievement in diagram were different. The highest score was on Ideas and Development and for the lowest score was still on capitalization and punctuation.

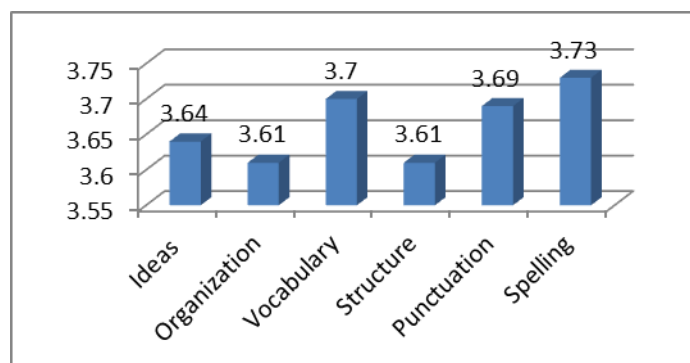
Figure 6. Students' Writing for Each Indicator in Pair Tasks in the Second Meeting of Cycle 2



Based on the description and the figure of pair task result in cycle II, there were no pairs get poor level. It means that cooperative and collaborative learning can make the students' writing skill get better than in cycle I.

In the third meeting the students were asked to write procedural text in a group. But very different with the pair work, the result of group work were a higher compared to the pair work. The description of students' improvements as follow:

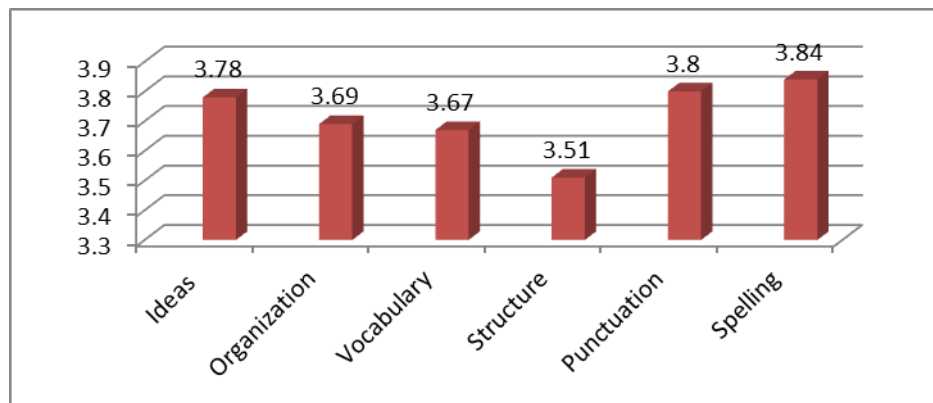
Figures 7. Students' Writing for Each Indicator of Group work in the Third Meeting of Cycle II



From the figure above, it could be analyzed that every indicators had shown the improvement compare to the pair work. From the action done by the researcher and collaborator in the second cycle, there were some improvements achieved by many students. The explanation of the improvements as follow:

The ideas development, organization and vocabulary of the students writing improved because they can discussed with other students of how to make their writing merit the criteria of a good paragraph. Thus, they also can learn from one another and can confirm about what they have in their mind. Even though the improvement of sentence structure was not in a greater amount but it is considering satisfied and good enough. The indicator of sentence structure gained a good progress. It improved 0.25 point compared to Individual pair and 0.46 compared to the previous post-test in cycle I. In discussing, most of the students were participated in the group discussion and in pair that they began to feel fascinating with this lesson. In the fourth meeting, the researcher decided to give them the post-test to measure the students' ability in writing individually which can be seen below.

Figure 8. Descriptions of Students' Writing for Each Indicator in Post-test of Cycle II



The post-test in cycle II based on the mean score of the students' writing in was increased 27.8 point compared to students' score of the post-test in cycle 1. it meant there were 66.52% of students have passed the level of average ability or it increased about 12.90% from the previous cycle.

There were 5 students from 34 students in the level fair, 22 students in the level good, 7 students in the level very good. Figure 4.8 above describes how far the achievement of the students in every indicators of writing a paragraph. The rates of the achievement in diagram were different. The highest score was on Spelling and punctuation and the lowest score was on sentence structure.

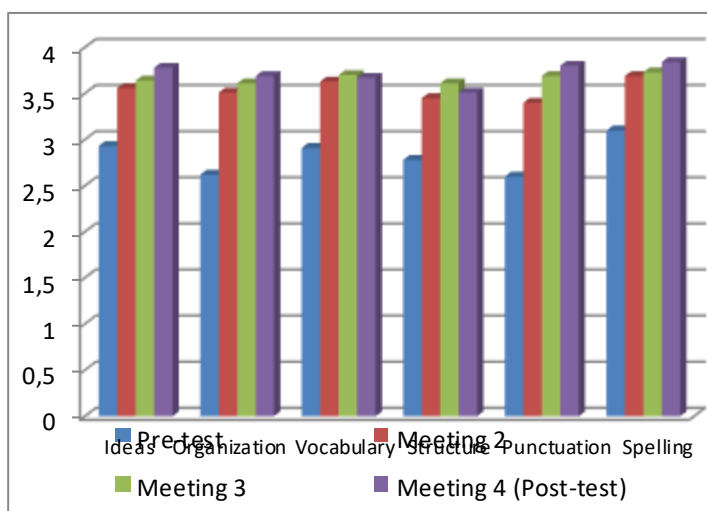
The improvement in using capitalization and punctuation and spelling indicator were higher than other indicators. The students became aware in writing with correct spelling and use of capitalization and punctuation as well. Beside always controlled the students' activities, the researcher also maintained good communication through question and answer and checked students' progress while they were working in pair and in group or individual. From the observer field notes, she noted that the class situation became more vigorous and spirited because the enjoyment and comfortableness they had in classroom activities.

In analyzing the students' activities in formulating the ideas, about fourteen students were able to write the composition based on the paragraph construction. At the pre-test their topic sentence was not appropriate since there was no controlling idea and it was not written in a form of sentence. Meanwhile the students writing in post-test result showed that their paragraph had been written in correct format and organization; the introductory sentence, topic sentence, supporting details and concluding sentence.

Moreover, the students could present the introduction and the topic sentence clearly and gave some supporting ideas towards the topic. In choosing the words, they had used the appropriate words and there were variation in building up the compositions. The composition had been presented in clearly and using a good structure.

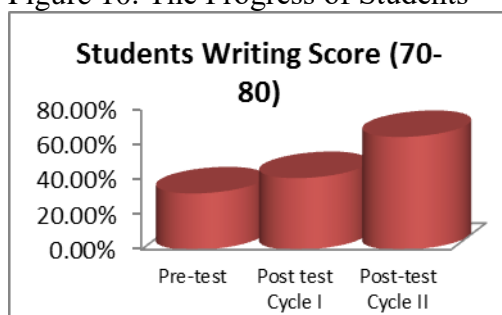
Based on the observation by the researcher and collaborators, the students were more enthusiastic in doing their tasks. They were actively in participating in their group working in doing the activity of writing in cooperative and collaborative learning. The progress the students writing activity on this cycle can be seen on the diagram below.

Figure 9. Descriptions of Each Indicators of Students' Writing in Each Meeting of Cycle II



The figure above shows that the improvement in cycle II from the second meeting up to the fourth meeting is not really significant. However, the result of students writing after applying cooperative and collaborative learning is considered significant by comparing the mean score in pre-test, post-test in cycle I and post-test in cycle II that can be seen on figure 4.9 below.

Figure 10. The Progress of Students' Writing Test on Cycle II



The figure above shows the improvement of students' writing ability in writing paragraph. The students who got score 70-80 which was classified as good were only 11 students (32. %) from 34 students. In cycle I there were 14 students (41.1%) who considered good and 22 students (64.7%) in cycle II. Even though the improvement from pre-test to post-test in cycle I was not really significant compared to the improvement of post-test in cycle II. In Conclusion, the cooperative and collaborative learning which was implemented in teaching writing can improve student

## 2. Students' Motivation in Writing

Motivation in learning is the key for students to gain the successful in learning process. Both intrinsic and extrinsic motivations have an equal part in accentuating students' effort and willingness especially in writing subject. In this research the motivation in writing English was examined in both area; intrinsic and extrinsic motivation. For intrinsic motivation the researcher measure students' motivation in writing by using self-efficacy on the other hand she used indicator classroom activity and lecturer's approach to find out students' extrinsic motivation.

In intrinsic motivation it was found that before the lecturer used cooperative and collaborative learning, students' self-efficacy was considered low. It can be seen in the table below.

Table 1. Students' Self Efficacy before the Implementation of Cooperative and

Collaborative Learning			
Item	Agree (%)	No Idea (%)	Disagree (%)
I enjoy writing	23.5	26.4	50
I like to write what I think	29.4	15	55.9
My writing is as good as other students	38.2	23.5	47
I write in a good grammar	26.4	55.9	17.6
I feel enjoy in writing class	29.4	23.5	47
I learn much in writing class	41.2	20.6	38.2
I put a lot of effort in writing	67.6	26	6
I easily get bored in writing class	50	29.4	20.6
<b>Total</b>	<b>34</b>	<b>26</b>	<b>40</b>

The item number one to seven was designed in high-self efficacy if the students answer the option 'Agree' and was considered low self-efficacy if the students chose option 'Disagree'. On the contrary, the item number eight was designed under high self-efficacy if the students' response was 'Agree'. Since the questionnaire offered three option of response for the students, thus the option 'No idea' or 'No opinion' was classified as Disagree rather than agree. From 34 students in writing II subject, 66 % (22 students) of them had low self efficacy and only 34% (12 students) who had high self efficacy.

Table 2. Students' Self Efficacy After the Implementation of Cooperative and Collaborative Learning

Item	Agree (%)	No idea (%)	Disagree (%)
I enjoy writing	73.5	8.8	17.6
I like to write what I think	67.6	8.8	23.0
My writing is as good as other students	76.5	14.7	8.8
I write in a good grammar	44.1	20.6	35.3
I feel enjoy in writing class	85.3	0	14.7
I learn much in writing class	85.3	20.6	0
I put a lot of effort in writing	100	0	0
I easily get bored in writing class	0	20.6	79.4
<b>Total</b>	<b>76</b>	<b>12</b>	<b>12</b>

The table above describes students' self-efficacy after the lecturer implemented cooperative and collaborative learning in writing II subject. From 34 students, 76% (26 students) had high self efficacy while 24% (8 students) had low self-efficacy. It meant that students' self efficacy has increased 10 % compared to their self-efficacy before the lecturer applied cooperative and collaborative learning.

In extrinsic motivation, two indicators were used to identify students' motivation in writing class; classroom activity and lecturer's approach. The extrinsic motivation of the students before cooperative and collaborative learning was implemented can be seen below.

Table 3. Students' Extrinsic Motivation before the Implementation of Cooperative and Collaborative Learning

Indicators	Agree (%)	No Idea (%)	Disagree (%)
<b>Classroom Interaction</b>			
I get a feedback from the lecturer	20.6	35.3	44.1
I get feedback from fellow students	0	0	100
I like a writing activity individually	38.2	29.4	32.3
I like writing activity in pair or group	17.6	64.7	17.6
<b>Total</b>	<b>19</b>	<b>32.3</b>	<b>48.5</b>
<b>Lecturer's Approach</b>			
The lecturer explain the material clearly	41.1	8.8	50
The lecturer help me feel comfortable in writing class	23.5	32.3	44.1
<b>Total</b>	<b>32.3</b>	<b>20.5</b>	<b>47.0</b>

It was found that students' extrinsic motivation in writing was low since 48% from 34 students gave a response in disagree option which meant that classroom activity was not interesting and comfortable for them. The lecturers approach also did not really support them to learn writing. Thus, based on the result of the questionnaire, the researcher decided to implement cooperative and collaborative learning approach in teaching writing. This approach allows students to learn together with other students in more conducive atmosphere.

Table 4. Students' Extrinsic Motivation after the Implementation of Cooperative and Collaborative Learning

Indicators	Agree (%)	No Idea (%)	Disagree (%)
<b>Classroom Activity</b>			
I get a feedback from the lecturer	64.7	35	0
I get feedback from fellow students	58.8	23.5	17.6
I like a writing activity individually	44	32.3	23.5
I like writing activity in pair or group	64.7	17.6	17.6
<b>Total</b>	<b>58</b>	<b>27</b>	<b>15</b>
<b>Lecturer's Approach</b>			
The lecturer explain the material clearly	55.9	23.5	20.6
The lecturer help me to feel comfortable in writing class	35	32.3	32.3
<b>Total</b>	<b>45.4</b>	<b>28</b>	<b>26.4</b>

The table above shows the condition of students' motivation after the lecturer used cooperative and collaborative learning approach in teaching writing II subject. Among 34 students in writing II class 58% (20 students) were motivated with the classroom activity of cooperative and collaborative learning. on the other hand 15% of them or 5% totally disagree that the classroom activity motivated them in writing class. In Lecturer's approach indicator, 15 students agreed that the approach used by the teacher really helped them in writing class while 26,4 % of them or 8 students disagree with it.

In conclusion, students' motivation in learning writing was low before the cooperative and collaborative learning was used. They only have 25.6% motivation in

learning writing when the cooperative and collaborative learning was used their motivation increased to 51.7 %. In other words the students' motivation in writing increased 26.1 % after the approach was used by the lecturer.

### 3. *Factors that Influence the Changes of Students' Writing Ability*

Based on data from the observation and interview, it was obtained there were several factors that influencing the changes of the students writing from pre-test to cycle 1. The first factor was the classroom activities done by the teacher were interesting. Most of the students said that they liked those kinds of activities. Most of them enjoyed working in pair and in group. They got the ideas to write, they chose the vocabularies needed, and they discussed what story probably to tell in the text. However, most of the students got difficulties in the individual work where they had to write the story by themselves. Their pair discussion was mostly about the spelling and capitalization of the writing. In the pair work, some students complained that their partner did not work well. Some also complained to see another pairs were consists of good students.

The second factor was the teacher approach in the teaching and learning process. Based on the observation and the field note, the lecturer needed to control the classroom discussion, pair and group work closely since there were some students who neglected the cooperation with other students. Moreover, the explanation toward the topic discussion should be given in more clear using useful media such as poster, and power point.

For cycle 2, there are also some factors that influenced the students in the teaching and learning process, and the improvements of the students' writing. First, the classroom management that based on the result in cycle one, the researcher change the pair of the students. She seated the good students with the low students. This gave good contribution since the students were more eager in the teaching and learning activities of writing. The good students could guide or assist the low students.

Second is the lecturer's approach in which the lecturer or researcher also encouraged and motivated the students more than she did in the cycle 1. She did personal approach more to the students who faced difficulties in the writing process. Motivating the students to do their best and asked them to not judging themselves as incapable to write in English.

Third, the classroom activities applied by the lecturer made the students enjoyed the discussion in pair. In peer-editing session, the students began to enjoy this activity because when they could revise their friend's writing, they felt happy. They said that finding something to be corrected was fun. The dynamic classroom activities did not make the students feel bored with the lesson. In conclusion, the changes that the researcher and the collaborator made based on the revision of the activities in cycle 1, affected to the result of the students' writing in cycle 2. The atmosphere of the classroom situation was also changed.

## **Discussion**

With reference to the findings of this research, it could be concluded that cooperative and collaborative learning can improve the students' writing ability. The implementation of this approach could reduce their anxiety in learning to write in English. They felt fun and happy when producing or writing. So, if they got difficulties they could ask the teacher directly without getting afraid or shy to the teacher. The students also said that the teacher always controlled the activities and helped them when they had difficulties in writing. The progress of the research in

overcoming the problem of writing skill could be identified from the increasing of average score of the students that continuously increased from cycle to cycle, and the numbers of the students who could pass the minimum standard score were also increased from cycle to cycle.

As clarified previously, this research was carried out in two cycles with four meetings in each cycle. It was conducted at English students of Universitas Pamulang-Tangerang Selatan. The result of the students' writing had increased from cycle to cycle. This research also revealed that there were some factors influence the result of this research. The factors cover classroom activities, classroom management, teacher's approach and motivation given by the lecturer.

It was supported by increasing of the students' writing scores from cycle 1 and cycle 2. The result of the research is relevant with the idea of Blanchard (2007) in Patesan, Balagiu and Zechia (2016) '...A group of individuals working together as a team can do better work and reach better result.' It can be concluded that this cooperative and collaborative learning can assist the students in getting and generating the ideas to produce a good paragraph

From the interview results conducted to the students, it was found that the students were eager to write the composition and easier to develop their writing because in pair and group activity. It proved the ideas from Patesan et.all (2016) that the students who work with pair and with other students in group tend to understand the lesson more and shows significance improvement in thinking skills as well as oral and written communication skill.

Derived from the observation result, as one of the ways to make the students aware to the aspects of writing, the researcher encouraged them to evaluate other writing by making some editing and revising. Therefore, every pairs exchanged their writing to others pairs. This activity was beneficial to maximize the students' writing abilities. This becomes essential factor in writing exercises.

After that, based on the field notes by the observer, it was obtained that by asking the students to work in a group and pair, then appointed good students in each group gave opportunity to the students to share and expand their knowledge and ideas. Good students could give some contributions to the poor students. Ultimately, the writing result would be magnificent.

Subsequently, collaborator gave big contributions to the researcher during the research. They discussed the problems during the research and tried to find to the solutions together. Because of that, this research could run-well. Yassin (2010) statements that teachers can improve their teaching quality by working together with their collaborators, and they can help each other supported this.

Besides the writing test scores, this research was also supported by synchronize results of each instrument: observation checklist and notes, questionnaire and interview. From the observation checklist examined by the researcher and collaborator, it was found that the students were actively expressed their ideas in the pair and group working.

The result interview from the collaborator, were found that most of the students were excited and actively participate in the learning process. Even though at the first time they were, rather confuse with these activities. After getting some instructions from the researcher, they were enthusiastic to do the tasks.

#### **D. CONCLUSION**

The implementation of cooperative and collaborative learning to improve the students' writing ability had been successful in one of the classes of the fourth



semester students in Universitas Pamulang. The increment was treasured from the calculation of students' writing ability from one cycle to another. The improvements was examined from each indicator of writing rubric; ideas and development, organization, vocabulary, sentence structure, capitalization and punctuation, and spelling.

Based on the result of the research findings, some conclusions can be drawn:

1. Cooperative and collaborative learning approach can improve students' writing ability.
2. Based on the result of the research and supported by the instruments of the research in the qualitative data, the improvement of the students' writing ability was influenced and supported by four important factors:
  - a. The classroom activities created by the researcher as the lecturer made the students felt motivated in learning since the activities used were varied from one meeting to another in each cycle.
  - b. The classroom management. The teacher's guidance and control of the class improved the students' motivation to study in the classroom.
  - c. The teacher's approach. The way the teacher delivers the lesson made the classroom situation and interaction more active and alive. The classroom atmosphere was more fun and enjoyable.

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