COOPERATIVE LEARNING FOR IMPROVING STUDENTS' L2 WILLINGNESS TO WRITE IN CREATIVE WRITING

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ABSTRACT

This research aims to investigate the effectiveness of cooperative learning in improving students' L2 willingness to write in creative writing. Classroom action research is the method that will be used to measure student learning or achievement as a result of an intervention to assess the effectiveness of the instrument in the study; a pre-test and post-test are commonly used instruments in classroom action research. The study's findings revealed that the classroom action research group's L2 willingness to write in creative writing improved significantly after the cycle of cooperative learning instruction. The findings support cooperative learning's effectiveness in improving students' L2 willingness to write in creative writing. According to the findings, incorporating cooperative learning into language instruction is a promising approach for improving writing skills in the L2 context.

Keywords: Classroom Action Research, Cooperative Learning, Creative Writing, L2 Willingness to Write

INTRODUCTION

Mastery of writing skills is essential not only for school children but for everyone (Yusuf et al., 2019). A Second Language (L2) student in Indonesia should master writing skills for written communication and academic writing purposes, such as letters, essays,

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papers, articles, journals, and theses (Toba et al., 2019; Yusuf et al., 2019). Writing is one of the four basic skills. According to Rosa Indah (2022), writing is commonly regarded as the most difficult skill to master, not only because it requires mastery of many English skills such as reading, speaking, and listening. White (1986) defines writing as the process of expressing ideas, information, knowledge, or experience through writing and comprehending the writing to acquire knowledge or information to share and learn. Students may struggle with writing skills in English class due to various factors.

Dwi et al. (2019). Moses and Mohamad (2019) and Toba et al. (2019) stated that L2 students face a variety of challenges in writing, such as a lack of vocabulary, poor grammar, poor spelling, readiness, and exposure to books and reading materials. A lack of writing practice, a dislike of writing, writing anxiety, negative perceptions, low motivation, and insufficient writing time can all contribute to this. At the same time, English teachers face the challenge of selecting suitable teaching strategies to overcome student apprehension about writing, especially in Indonesia, where English is treated as a second language. English teachers worldwide use various strategies to teach writing in the classroom. Several activities have been designed to give students experience the writing process and the separate components, such as journal writing, peer conferring, collaboration in small groups, brainstorming, outlining, and peer revision (Galbraith & Rijlaarsdam, 1999).

The cooperation of Cooperative Learning, or CL, is one of the strategies that are thought to suit the teaching of writing (Altun & Sabah, 2020). According to Slavin (1980), cooperative learning is an old educational concept that has seen a significant revival in educational research and practice in recent years. The term refers to classroom techniques in which students work on learning activities in small groups and are rewarded or recognized based on the performance of their group. Johnson & Johnson (1994) also stated cooperative learning is an effective strategy for students and positively impacts the classroom and school climate. It has been confirmed by teachers in classrooms ranging from preschool to graduate school. However, the significance of emphasizing cooperative learning in the classroom extends beyond academic achievement, positive relationships, and psychological health.

The concept of cooperative learning emerged from 3 decades of research in social relationships, group dynamics, and learning (Antil et al., 1998). The structural approach to cooperative learning is based on the development, analysis, and systematic application of structures, which are content-free methods of organizing social interaction in the classroom (Slavin, 1980). Meanwhile, because it is one of the teaching skills, teachers are expected to be able to use a variety of methods effectively. A good teacher's ability to produce enjoyable learning, variations, and methods of teaching will be a good start for student learning outcomes (Juita & Widiyarto, 2019).

L2 writing is critical for second language learners, as it allows them to communicate effectively in a range of contexts and to develop their overall language proficiency. Segundo Marcos et al. (2020) and Vakilifard et al. (2020) state it is beneficial to use cooperative learning to teach L2 writing because it promotes meaningful interactions, knowledge sharing, and a supportive learning environment. Ultimately, these benefits can improve students' willingness to write in L2 and assist them in their language learning goals. According to Kaivanpanah et al. (2019), the willingness to write denotes a person's desire or eagerness to engage in the act of writing. It is influenced by a number of factors, including interest in the topic, motivation, confidence in one's writing abilities, and the time and effort required to complete a written piece. L. Studies Pourfeiz (2022) stated that some people struggle with writing or do not find it to be a particularly enjoyable activity. They may be intimidated by the writing process, lack confidence in their abilities, or simply lack interest in the subject at hand (Ghufron & Ermawati, 2018). These individuals' willingness to write may be lower, and they may require additional support or encouragement to write (Wachholz (1996) Writing Self-Efficacy in High and Low Apprehensive Writers, n.d.). Rafiee Abbasian-Naghneh (2020) also stated that individuals' willingness to write can have a significant impact on their success in a variety of contexts, such as academics, professional settings, or personal pursuits. Individuals can improve their writing skills and increase their willingness to participate in this valuable activity by developing a positive attitude toward writing and seeking out opportunities to practice and improve.

Cooperative learning can be an effective instructional strategy for increasing students' willingness to write in their second language (Abramczyk & Jurkowski, 2020). According to the observations, students rarely practice writing in English classes because

they are afraid of making grammatical errors and are unable to develop ideas in creative writing. As a result, students' unwillingness to write. The goal of this research is to see if cooperative learning increases students' L2 willingness to write.

However, in the current study, cooperative learning is used to determine whether the strategy can improve students' L2 willingness to write in high school by conducting Classroom Action Research. Students at this level are expected to master the writing skill as well as learn other English skills (Zaki, 2022). The objective is to test whether the strategy can improve students' willingness to write. As a result, this study, titled Cooperative Learning for Improving Students' L2 WTW in Creative Writing (CAR), is being carried out. The research question in this study is: How does a cooperative learning strategy help students improve their L2 Willingness to Write in creative writing?

LITERATURE REVIEW
L2 Writing

Writing is a complex and dynamic process of generating, organizing, and communicating ideas through the use of language (Flower & Hayes, 1981). According to Flower and Hayes (1981), writing is a process that involves using language to create and organize ideas.

The process of producing written text in a second language, typically in an academic or professional context, is referred to as L2 writing (Tahmouresi & Papi, 2021). In recent years, second language acquisition scholars have concentrated on a variety of aspects related to L2 writing, such as the role of feedback and assessment and the relationship between language proficiency and writing development (Yu et al., 2019). In L2 writing assessment, individuals learning a second language are evaluated on their ability to write. Golparvar & Khafi (2021), Stapleton & Leung Ka Kin (2019), and Wei et al. (2020) stated that L2 writing assessment can take many forms, including standardized tests, teacher-made tests, portfolios, self-assessments, peer-assessments, and analytical scoring rubric. The L2 writing assessment typically evaluates multiple writing dimensions, including content, organization, vocabulary, grammar, mechanics, and discourse features.

Cooperative Learning Strategy

Cooperative learning has grown in popularity in recent years as pedagogical trends around the world have changed (Ismail & Al Allaq, 2019). It involves students working in

groups to achieve common objectives (Silalahi & Hutauruk, 2020). Students are responsible for their own learning as well as the learning of their peers in this approach. Positive interdependence, individual accountability, face-to-face interaction, and the development of interpersonal and small-group skills are all emphasized in cooperative learning (Abrami & Chambers, 1996).

Nevertheless, cooperative learning has several challenges that students and teachers must overcome if they are to reap the benefits it provides. According to the study B. Studies & Heritage (2019), cooperative learning has some challenges, including a lack of awareness and coordination among group members. It is also confirmed that lack of cooperative learning experience is a problem.

Zaman (2020) stated that the goal of implementing a cooperative learning strategy is to achieve three important goals. The first goal of cooperative learning is to increase student activity on important academic tasks (academic achievement). The second goal is to increase tolerance and acceptance of people with different abilities. The third goal is to teach collaboration skills and collaboration with students (social skills development). In a word, cooperative learning methods assist students in becoming real language users both inside and outside of the English classroom. While being guided by the teacher, students can learn to cooperate with others and express their own opinions, ideas, and feelings.

L2 WTW (Willingness to Write)

L2 WTW describes an L2 learner's willingness, motivation, and confidence to engage in target language writing tasks (Tahmouresi & Papi, 2021). Motivation is one of the most important factors influencing L2 learners' success and performance in the language learning process (Meşe & Sevilen, 2021). Various factors influence this construct, including the learner's prior writing experiences, self-efficacy beliefs, attitudes toward writing, and the task and context in which the writing occurs (Puspita & Iriani, 2022).

The quality of L2 willingness to write refers to a language learner's positive characteristics and attitude toward engaging in writing activities in their second language. It reflects their eagerness and motivation to participate in written communication in the target language. Students who demonstrate a high level of L2 willingness to write exhibit enthusiasm, active engagement, perseverance, and an intrinsic drive to express themselves effectively in writing (Jang & Lee, 2019). This characteristic demonstrates their dedication

to overcoming language barriers and developing proficiency in written communication in a second language. Aside from the quality of L2's willingness to write, there are some indicators to consider. Indicators of L2 willingness to write are observable cues or behaviors that indicate a student's motivation and readiness to engage in second-language writing activities. It denotes the student's active participation, perseverance, intrinsic motivation, and independent participation in writing tasks. These indicators reflect the student's positive attitude and enthusiasm for writing in their second language, as well as their commitment to improving their writing skills in the face of challenges or setbacks. Students who exhibit these indicators show a willingness to overcome language barriers and actively develop their proficiency in writing in a second language.

Edmund (1958) stated that prior writing experiences refer to the learner's previous writing experiences in their L2. These experiences, whether positive or negative, can shape a learner's attitudes and beliefs about writing in their second language. The learner's perception of their own ability to write in the L2 is referred to as self-efficacy beliefs. If a learner has high self-efficacy beliefs, they are more likely to be willing to write in the L2 and participate in writing tasks because they believe they have the necessary skills and abilities (Qiu & Lee, 2020). According to Bachman (1987) and Musgrove (1998), the learner's general feelings about writing in the L2 are referred to as how they feel toward writing. Positive attitudes toward writing can improve willingness to write, whereas negative attitudes can decrease willingness to write. The task and context in which the writing takes place also have an impact on the learner's willingness to write. The complexity and relevance of the writing task, for example, can influence the learner's motivation and willingness to engage in the task (Kreeft Peyton et al., 1990). The context of a writing task, such as its purpose and intended audience, can also influence the learner's motivation and willingness to write (Al-Ahdal & Alqasham, 2020).

L2 willingness to write refers to individuals learning a second language's willingness to engage in the act of writing in that language (Yu et al., 2020). Developing a willingness to write in a second language is an important aspect of second language acquisition because it can help people improve their language skills and communicate more effectively (Yu et al., 2019). Lee & Yuan (2021) stated that journaling, writing exercises, collaborative writing tasks, and writing assignments that relate to the individual's personal

interests or experiences are examples of activities that promote the willingness to write in a second language.

Several studies have been conducted to investigate L2 WTW and its impact on L2 writing performance. As an example, Rafiee Abbasian-Naghneh (2020) discovered that there were positive correlations between teacher/peer feedback, autonomy, L2 motivation, L2 learners' attitude, and L2WTW. However, no significant relationship was found between genre knowledge and L2 writers' self-confidence and L2WTW in this study. In conclusion, L2 WTW is able to understand and encourage L2 learners' willingness and motivation to write in the target language, which can result in improved writing proficiency as well as increased engagement and satisfaction with the writing process.

RESEARCH METHOD
Research Design
Pre-tests and post-tests are commonly used instruments in Classroom Action Research to measure student learning or achievement as a result of an intervention. A two-section test will be used to conduct this research: pre-test and post-test. The pre-test assesses students' current writing situation as well as their willingness to write before the writing strategy is implemented. This includes evaluating their current writing abilities, strengths and weaknesses, and willingness to write. As for the post-test, it evaluates students' writing skills after implementing the writing strategy. This can include evaluating their ability to use the strategy, as well as their writing fluency, accuracy, and organization, among other aspects.

In order to evaluate the effectiveness of the writing strategy, the researchers may compare the results of the pre-test and post-test. If the post-test results show a significant improvement in students' writing skills when compared to the pre-test results, the writing strategy was successful.

Data Collection
The Classroom Action Research method was used by the researchers in this study. According to Wulandari et al. (2019), a type of research methodology used by educators to improve their teaching practices and student outcomes is classroom action research. A cyclical process of planning, acting, observing, and reflecting on classroom practices and their effects on student learning is involved. The researcher instructed students to do creative writing individually during the first cycle; at this point, the researcher had not

implemented the cooperative learning strategy. In order to determine students' abilities, the researcher observes and reflects on the results of the student's work. The findings revealed that students' willingness to write was extremely low. The researcher then redesigned the plan of action, observed, and reflected in the second cycle. The researcher introduced the cooperative learning strategy to students during the second cycle. Students were asked to work in groups to do creative writing. The researchers divided each student into eight groups of five or six people. The students were divided into groups based on their ability, with one or two students excelling in English in each group. The results of this second cycle demonstrated great success, with an increase in students' willingness to write.

Data Analysis Procedures

Data analysis in a classroom action research context can be approached in the following ways:

1. From the fourth week of January until the second week of February, researchers conducted class observation. It is critical to conduct class observation in order to collect the necessary data. The data will be processed by conducting classroom action research.

2. This process involves four steps: planning, action, observation, and reflection (Kemmis & McTaggart, 1988).

3. The mean score was calculated by taking the average scores of the pre-test and post-test results.

4. Students' writing is assessed based on the scoring rubric's criteria, which include content, organization, vocabulary, grammar, and mechanics. Following that, the results are objectively and comparatively analyzed by comparing test scores over cycles.

A pre-test will be administered to determine students' willingness to write to implement the strategy into action; once the results are obtained, the researchers will implement the strategy into action. The students will then be given a post-test to determine whether the strategy is effective in improving their willingness to write. A scoring rubric will be used to evaluate the results of their writing.

Table 1. The scoring rubric of writing adapted from (PGRI Tulungagung, 2019)

Components of writing	Poor 1	Fair 2	Good 3	Excellent 4
Content (C)	Present no clear information	Present the information with some details	Present the information with details in parts of the paragraph	Present the information with well-chosen details across the paragraph
Vocabulary (V)	There are numerous lexical errors that interfere with comprehension	Vocabulary errors can occasionally make comprehending more difficult	Error in vocabulary choice are few and do not interfere with understanding	Good in vocabulary choice
Grammar (G)	Many errors in grammar choice interfere with understanding	Error in grammar choice, and sometimes interfere with understanding	Error in grammar choice are few and do not interfere with understanding	Good in grammar
Mechanics (M)	Error in spelling, punctuation, and capitalization severely interfere with understanding.	Errors in spelling, punctuation, and capitalization sometimes interfere with understanding.	Error in spelling, punctuation, and capitalization are a few	Good in spelling, punctuation, and capitalization

FINDING

The post-test score results showed that students performed better than the pre-test score results in creative writing. Tables 1 and 2 compare the main scores in the four writing components of content, vocabulary, grammar, and mechanics in the pre-test (Table 1) and post-test (Table 2).

Researchers conducted a pre-test on students before implementing the cooperative learning strategy. They were asked to write a personal letter apologizing, asking for help, expressing feelings, and discussing their activities. The writing pre-test was given to 43 students. The pre-test average is 11.20, which is considered average. The pre-test score is shown in Table 1.

Table 1. The average pre-test score of the students

Aspects	Pre-test	Category
Content	3.53	Good
Vocabulary	2.46	Fair
Grammar	1.51	Poor
Mechanics	2.83	Fair
Average	11.20	Average

Although the pre-test results indicated that students' writing ability and willingness to write were average, the goal of this study was to determine how students' writing ability and willingness to write could be improved through the Cooperative Learning (CL) Strategy. Furthermore, a post-test session was held, and the cooperative learning strategy was used in this post-test session. The researchers divided each student into eight groups, each of which had five or six members. The researchers divided the students into groups based on their ability so that each group had one or two who excelled in English. The results of the post-test were compared to the results of the pre-test in Table 2.

Table 2. The average pre-test and post-test scores of students

Aspects	Pre-test	Post-test	Improvement	
Content	3.53	4.00	0.47	
Vocabulary	2.46	3.39	0.93	
Grammar	1.51	3.51	2.00	
Mechanics	2.83	3.51	0.68	
Average	11.20	14.41	0.09	**Good**

The table shows that the Cooperative Learning (CL) strategy can help students improve their writing skills. The student's average score on the pre-test was 11.20, indicating an average level of writing ability. Students' scores increased by 0.09 to 14.41 after the implementation of CL. As shown in the table, the students' scores increased, indicating that CL is a very effective approach to teaching writing and improving students' willingness to write. The content aspect increased by 0.47, from 3.53 to 4.00, followed by the vocabulary aspect, which increased by 0.93 from 2.46 to 3.39, grammar by 2.00, from 1.51 to 3.51, and mechanics by 0.68, from 2.83 to 3.51. Although the increase obtained by students is statistically significant, it is sufficient to demonstrate that CL can increase students' willingness to write. In line with this, students gave positive responses during the learning process; almost all students were cooperative with the tasks assigned to them, and they were enthusiastic about completing them. The cooperative learning strategy improved students' willingness to write in addition to improving their grades.

Following the implementation of the cooperative learning strategy, the researcher also interviewed several students, asking if they felt their willingness to write had increased. Did the students' self-confidence improve? Students felt that they became more enthusiastic about writing because the strategy allowed them to exchange ideas with their

friends, making students more understanding of each other's perspectives in order to find the best answer. After implementing the cooperative learning strategy, students can develop and improve their writing confidence, which is beneficial for improving writing skills in English as a second language.

DISCUSSION

This study examines how a cooperative learning strategy helps students improve their willingness to write in creative writing. The researchers used the Classroom Action research (CAR) method to find the answer. It has been shown in this study that cooperative learning strategies can increase engagement and writing skills among students.

Pre-tests and post-tests were carried out in this research. Cooperative Learning strategies were not used in the pre-test. The pre-test assesses students' current writing situation as well as their willingness to write before the writing strategy is implemented. This includes evaluating their current writing abilities, strengths, weaknesses, and willingness to write. The cooperative learning strategy was implemented four weeks after the pre-test in the post-test. The students' writing test scores were 14.41, which improved by 0.09 from the pre-test result. The class had also become more fun, interactive, and full of discussion. This is possible because cooperative learning strategies can help students reduce anxiety while also developing motivation and interest (Language et al., 2021). This is also supported by Abrami and Chambers (1996). Cooperative learning emphasizes positive interdependence, individual accountability, face-to-face interaction, and the development of interpersonal and small-group skills.

The study found that the Cooperative Learning strategy is an effective learning method to improve students' willingness to write in creative writing. The students were highly motivated to complete the post-test task with their classmates; employing this strategy may improve their willingness to write. That is supported by Qiu & Lee (2020), students believe they have the necessary skills and abilities, and learners who have high self-efficacy beliefs are more likely to be willing to write in an L2 and participate in writing tasks. When compared to the pre-test and post-test, students' writing content appeared to have increased by 0.47. In addition, it appears that their vocabulary improved by 0.93, though this was statistically significant. Students frequently made mistakes in word choice

and word form. Students' work demonstrated relevance to the assigned topic, provided detailed information, and matched the text's social purposes.

Students' grammar was also affected by the pre-test, which resulted in an improvement of 2.00 in their grammar score when compared to the pre-test score. Students made several mistakes in tense, word order, articles, pronouns, and prepositions, and the meaning of the sentence was rarely obscured. Cooperative learning helps students improve their language use skills during the post-test (Mohammad & Mohammad, 2018). Students understood how to make the sentence effective, but there are still a few tense, article, and pronoun errors in their writing, but it has improved. According to Huisman et al. (2018), reviewing classmates' work improved students' grammar and spelling. Low scores may result from cooperative learning focusing on meaning-making rather than grammar and spelling.

Prior to the implementation of the cooperative learning strategy, students made numerous errors in spelling, punctuation, capitalization, and paragraphing. Nonetheless, as a result of the strategy, students improved in terms of mechanics, as evidenced by fewer errors in spelling, punctuation, capitalization, and paragraphing than previously. As a result, students were able to improve on errors made during the pre-test session. The findings are in line with Yusuf et al. (2019) the students significantly improved their writing efficiency by using components, mechanics, grammar, vocabulary, and organization.

Moreover, there was a significant difference between the pre-test mean score of 11.20 and the post-test mean score of 14.41, which was increased by 0.09. The process of working together on assignments helps students improve their writing and polish their techniques. In line with a study by Dendup and Onthanee (2020), a cooperative learning strategy can assist a group of students in utilizing the potential strengths of all group members to achieve their goals.

CONCLUSION

This study investigated whether the strategy was effective in improving their willingness to write in creative writing. A pre-test and post-test were carried out to assess the strategy's effectiveness. This study found that the Cooperative Learning Strategy was effective in improving students' willingness to write, with students' post-test scores improving in every aspect of the rubric. This is evidenced by the significant advancement

score in the pre-test and post-test. The result in the pre-test is 11.20; the cooperative learning strategy was not used in this pre-test. As a result, researchers used a cooperative learning strategy on the post-test, and the total average reached 14.41; because a cooperative learning strategy has been implemented, this may increase.

The researchers suggest teachers use cooperative learning strategies to make learning more enjoyable and purposeful because employing this strategy can boost students' confidence in interacting and socializing. Furthermore, the researchers recommend that the other researchers conduct additional research on cooperative learning strategies with a variety of topics and fun objectives.

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