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Improving Procedural Text Writing Skills Through Cooperative Learning Methods for Grade VII Students at SMP Negeri Satu Atap 5 Dusun Selatan

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A B S T R A C T

This study was motivated by the low procedural writing skills of seventh-grade students at SMP Negeri Satu Atap 5 Dusun Selatan, which were influenced by conventional learning methods that did not actively engage students. This study aimed to (1) improve the quality of the procedural writing learning process through cooperative learning methods and (2) improve students' procedural writing skills. The research used a classroom action research (CAR) design with 17 students (8 male, 9 female) as subjects and was conducted in two cycles through the stages of planning, implementation, observation, and reflection collaboratively with Indonesian language teachers. Data were collected through observation, questionnaires, and interviews, and supported by assessments of students' writing. Data analysis was conducted using qualitative descriptive methods supported by quantitative data. The results showed an increase in procedural text writing skills from the pre-cycle (score 40–58; mastery 0%), cycle I (score 59–78; mastery 35%), to cycle II (score 72–85; mastery 100%). These findings indicate that cooperative learning can increase student engagement and the quality of procedural text writing.

1. Introduction

Writing is one of the core language skills in communication and plays a central role in how learners construct meaning. Language learning emphasises four language skills—listening, speaking, reading, and writing—each supporting the others in developing communicative competence (Tarigan, 2008). Among these skills, writing is often considered the most complex because it requires planning, organizing ideas, and applying language rules simultaneously. According to Akhadiah (2012), writing is an activity for conveying messages, ideas, feelings, and

information in written form to others. Through writing, students can express their ideas, communicate perspectives, and pursue specific goals in a structured way. However, writing skills cannot be mastered instantly; they must be developed through guided learning processes and repeated practice over time. Writing also functions as a tool for thinking because learners refine ideas while drafting, revising, and editing their texts. Therefore, writing is not only a product but also a process that strengthens reasoning and helps learners communicate effectively. In line with this, writing is used to express ideas, deliver information, express oneself, and solve problems (Vilmadhani, 2025).

In recent educational contexts, improvement in students' writing is closely related to how teachers design learning supports, tasks, and instructional tools. When teaching is supported by well-prepared materials, students tend to understand text structure more clearly and become more confident in expressing ideas. Students' writing performance can improve when teachers develop structured modules that are contextual, engaging, and relevant to learners' interests (Yeni et al., 2026). An engaging module can guide students step-by-step, reduce confusion, and provide models that students can imitate before they write independently. In addition, the development of writing competence today is influenced by technology because digital tools can support drafting and revising activities. Technology-assisted tools may help students improve paraphrasing, coherence, and sentence organization, which are often difficult aspects in academic writing. Such tools can also reduce students' anxiety because they provide immediate assistance during the composing process (Amara et al., 2025). Even so, technology should function as learning support, while teachers remain responsible for guiding students' understanding and strengthening their independence in writing.

Writing ability is essential in everyday life, yet many students still experience difficulties when asked to write in a clear and organized manner. In Indonesian Language learning at Phase D, students are expected to write ideas, thoughts, views, directions, or written messages for various purposes logically, critically, and creatively. Students are also expected to design written texts by considering elements, characteristics, and presentation styles suited to the target audience (Yusrawati, 2020). In practice, these expectations are challenging because writing demands both linguistic accuracy and the ability to organize ideas coherently. Many students face recurring barriers such as limited vocabulary, weak grammar mastery, and low confidence when turning ideas into written form. These barriers are also reported in other genres of writing, where students struggle with vocabulary and grammar limitations, affecting the clarity of their texts (Trastiawan et al., 2025). Similar issues are found in secondary-level writing instruction, particularly in organizing ideas, using correct grammar, and maintaining motivation during the writing process (Hady et al., 2025). These findings indicate that writing problems can appear across genres and levels if students do not receive sufficient guidance and practice opportunities.

Procedural texts are texts that provide instructions, guidance, or directions for doing something through sequential steps. This type of text helps students understand that

writing can function as a practical guide that must be logical, orderly, and easy to follow. The purpose of writing procedural texts is to help students explain how to do or make something through clear stages, from beginning to end. To achieve this, students must understand structure, use appropriate imperative language, and maintain coherence between steps. Because procedural writing requires clarity and sequence, the teacher's choice of methods and media becomes very important. When teachers use varied methods and meaningful media, students tend to be more motivated and experience learning as more enjoyable (Etik, 2022). Research on learning media also suggests that interactive and well-designed media can improve learning effectiveness by increasing engagement and supporting comprehension. Augmented Reality (AR), for instance, has been shown to be practical and effective in improving learning outcomes because it helps visualize content and encourages student participation (Septiani et al., 2025). Similarly, AR-based media has been reported as valid and practical, supported by expert feasibility and positive responses from students and teachers (Munawarah, 2025).

Cooperative learning emphasises collaboration among students during learning activities, where students learn through interaction and shared responsibility (Gie, 2002). In cooperative learning, students work in small groups and support one another in achieving learning goals, so learning becomes a shared process rather than an individual struggle (Santosa, 2021). This approach is typically organized with heterogeneous group structures, allowing students with different abilities to contribute and learn together. Cooperative learning is grounded in social exchange, meaning students build understanding by discussing, questioning, and giving feedback within their groups (Riadianti et al., 2024). This model is relevant for procedural-text writing because students can negotiate the sequence of steps, check the logic of instructions, and revise wording to make it clearer for readers. Researchers chose cooperative learning and interesting learning media because both can strengthen engagement and help students develop writing through structured interaction. Cooperative learning can guide students to stay focused during learning, support them in understanding the process they are describing, and help them learn more effectively (Suyati, 2019). In addition, other student-centered models show that active learning and motivation strongly influence writing outcomes, for example PBL which can improve writing performance and interacts with motivation (Susanti et al., 2025), and Project-Based Learning which promotes active engagement while still requiring teacher support for grammar and vocabulary limitations (Hady et al., 2025).

SMP Negeri Satu Atap 5 Dusun Selatan has implemented the Merdeka Curriculum in extracurricular activities starting from Grade VII in the 2024/2025 academic year, and currently it is implemented in Grades VII and VIII while Grade IX still uses the 2013 Curriculum. One objective of the school is to produce skilled and high-quality students, and this becomes a benchmark for the success of classroom learning processes. Based on classroom observations, several issues were identified: students perceive Indonesian as boring and rigid, and they struggle to express ideas in writing. Students also experience difficulties with spelling, grammar rules, sentence structure, and finding interesting topics, which reduces

their confidence and output quality. Low interest and motivation are compounded by limited variation in teaching methods and the influence of local mother tongue use that differs from Indonesian. On average, students in Pararapak Village frequently use a regional language whose grammar differs greatly from Indonesian, which may affect sentence patterns and writing accuracy. Assessment results also show low achievement: when students wrote a three-paragraph experience text, only 3 out of 17 met the instructions, and in procedural-text writing the average score was below 7 (64.71% of 17 students) while only 6 students (35.29%) achieved a score of 7 or above. These results suggest students still lack understanding of procedural-text structure and step sequencing, while teaching practices rely too much on lectures, provide limited motivation for active participation, and do not optimize learning media or classroom management. In broader literacy contexts, structured guidance and consistent practice are emphasized as foundations for improving reading–writing literacy (Ayuni & Ritonga, 2025). Therefore, selecting appropriate methods and engaging media such as cooperative learning supported by attractive learning resources becomes a strategic step to scaffold students and improve their procedural writing competence.

2. Methodology

This research used a Classroom Action Research (CAR) design, which was carried out in two cycles, with each cycle consisting of four stages, namely: planning, implementation, observation, and reflection (Sugiyono, 2017). This research was conducted at SMP Negeri Satu Atap 5 Dusun Selatan in Grade VII in the 2025/2026 academic year in the Indonesian Language subject. This classroom action research was conducted from July 2025 to September 2025, covering all research activities from problem discovery to reporting. The subjects of this study were 17 seventh-grade students at SMP Negeri Satu Atap 5 Dusun Selatan, consisting of 8 male students and 9 female students. The object of this study was the quality of the students' ability to write procedural texts using the cooperative learning method in the seventh grade at SMP Negeri Satu Atap 5 Dusun Selatan. The instruments used were observation, questionnaires, written tests, and documentation. The data analysis technique used was descriptive analysis.

3. Results and Discussion

This classroom action research was conducted on 17 students in Grade VII of SMP Negeri Satu Atap 5 Dusun Selatan, consisting of 8 male students and 9 female students. Based on initial observations, discussions with Indonesian language teachers, and reviews of previous writing assignments, the abilities of students in this class were heterogeneous but tended to be weak in terms of idea development and writing consistency. Prior to the action, writing instruction more often used a conventional approach in the form of material explanations by the teacher, provision of text examples, and then individual writing assignments without a gradual mentoring process for designing, writing, and revising texts. This pattern

resulted in minimal interaction between students and opportunities to provide feedback to each other, so that some students appeared passive and dependent on the teacher's instructions. During writing activities, some students appeared hesitant to start writing, had difficulty determining the main idea, and lacked confidence to ask questions or express their opinions. The classroom atmosphere also showed that discussions often ended with brief questions and answers, while collaborative exercises that trained students to assess and improve their peers' writing were not yet common practice. This situation has resulted in low student engagement in the writing process and low quality of writing, especially when students are asked to compose texts systematically and in accordance with linguistic rules.

Specifically, on the subject of procedural texts, initial observations show that previous learning still emphasised the final result of the writing, rather than the writing process, which includes understanding text structure, arranging the sequence of steps, selecting command vocabulary, and editing spelling and punctuation. Students often write steps without clarifying the purpose, without writing down the materials/tools correctly (if necessary), and are inconsistent in using sequence markers such as ‘then’, “next”, ‘after that’, or explanations of how to make the procedure clear and easy to follow. In addition, the use of imperative verbs in the form of commands (e.g. ‘pour’, “stir”, ‘add’) is not consistent, so that some procedural texts are still in the form of ordinary narratives and do not function well as work instructions. Spelling and punctuation errors are also prominent, such as capitalisation, comma usage, and preposition writing, which reduce the readability of the text. Student creativity also tends to be low because most of the writing imitates the examples given by the teacher, so that variety in topics, presentation, and richness of ideas has not developed. Considering these conditions, the cooperative learning method was chosen as an improvement measure because it provides space for students to actively discuss, work together to develop frameworks, give each other feedback, and make revisions, so that improvements are expected not only in the final results but also in the quality of the writing learning process.

The action was implemented through two cycles, each of which included the stages of planning, implementation, observation, and reflection, and was carried out collaboratively with Indonesian language teachers. Cycle I was conducted on 7 and 14 August 2025, while Cycle II was conducted on 20 and 27 August 2025, each consisting of two meetings. In the learning process, a cooperative scenario was applied through group work to understand the characteristics and structure of procedural texts, identify important linguistic elements, develop an outline/mind map, write texts, and revise texts based on feedback from peers and teachers. To support student engagement, the researcher also conducted a simple mapping of students' learning styles (visual, auditory, kinesthetic) so that the media and activities used were relevant, for example, the use of pictures/diagrams for visual learners, reinforcement of verbal explanations for auditory learners, and practical activities of compiling steps for kinesthetic learners. Data collection was carried out repeatedly and in layers to maintain the reliability of the findings, including writing tests (pre-tests, Cycle I tests, Cycle II tests), observations of the learning process,

questionnaires on student responses, and interviews with teachers and several students to strengthen the interpretation. The writing test assessment considered the completeness of the structure, the sequence of steps, the accuracy of linguistic rules, as well as spelling and punctuation, so that the changes that occurred could be explained in terms of the learning process and the quality of the students' writing.

Pre-intervention

In the pre-intervention stage, students were given an initial test to assess their basic procedural writing skills prior to the implementation of cooperative learning. The pre-test activity began with the provision of stimuli in the form of observations on how to make various types of juice, after which students were asked to write a procedural text based on their observations using the writing tools that had been provided. At this stage, the researcher observed that some students were still unable to clearly define the purpose of the text, were inconsistent in arranging the sequence of steps, and were still weak in choosing imperative verbs and sequence markers, so that the procedures they wrote were not yet effective as instructions. The pre-test process and student activities during the initial test were documented as shown in Figure 1, which depicts the classroom situation when students observed, took notes, and began writing procedural texts. This documentation also confirms that learning was still focused on individual work and did not facilitate collaboration or feedback between students.

Figure 1. Students Taking the Pre-test on Writing Procedural Texts

After the pre-test was conducted, the results of the procedural text writing skills assessment showed that the students' abilities were still low and had not reached the minimum competency standard (KKM). The distribution of pre-test scores, which showed a dominance of scores in a certain range, is presented as shown in Figure 2, so that readers can understand the initial conditions of the class before the intervention was carried out. The figure confirms that no students achieved a score above 60 and none met the minimum passing grade of 70, meaning that classical

mastery at the pre-intervention stage had not been achieved. The quantitative data from this pre-test then became the basis for reflection in designing actions for Cycle I, particularly related to strengthening text structure, step sequence, and the use of relevant linguistic elements in procedural texts.

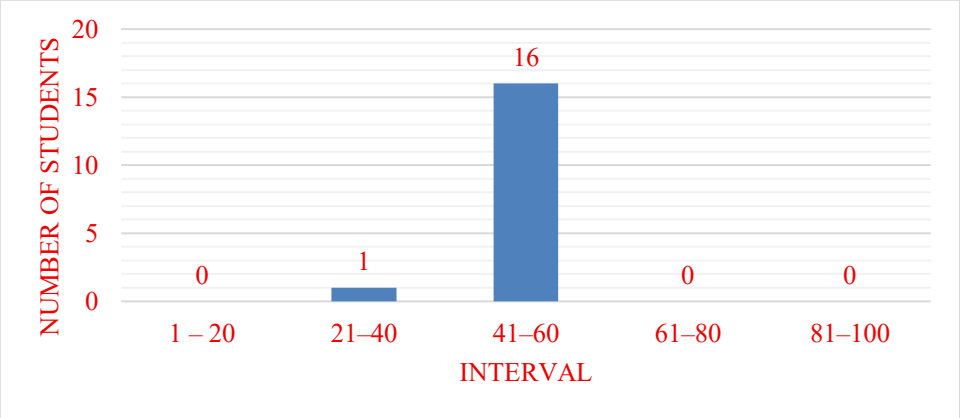

Figure 2. Results of Students' Pre-test of Procedural Text Writing Skills

Figure 2 shows that most students, namely 16 (94%), obtained scores in the range of 41–60, while only 1 (6%) obtained scores in the range of 21–40. No students achieved a score above 60. The highest score obtained was 58, and the lowest was 40. These results indicate that none of the students achieved the minimum passing score (KKM) for Indonesian language, which is 70. Thus, the learning achievement rate at the pre-intervention stage was 0%. This condition illustrates that the students' ability to write procedural texts is still very low, both in terms of understanding text structure, sequence of steps, use of linguistic rules, and accuracy of spelling and punctuation. Students are not yet able to write procedural texts properly and correctly. Students still have difficulty determining topics, writing steps systematically, and using imperative sentences according to Indonesian language rules. In addition, students' creativity in writing is also low, because most of the texts produced are uniform and imitate the examples given by the teacher. According to the study (Intan, 2025) , at the pre-action stage, in general, students have low procedural text writing skills, with almost all students not understanding the steps for writing procedural texts. Research (Sampurna et al., 2025) shows that students' procedural text writing skills at the pre-action stage are very low. Students are not yet able to identify the correct steps for writing procedural texts.

Cycle I

In Cycle I, researchers developed a learning plan to improve procedural text writing skills through the application of Cooperative Learning with an emphasis on collaborative activities and gradual practice before students produced the final text. Cycle I was conducted on 7 and 14 August 2025 in two meetings, with activity designs that combined concept reinforcement, linguistic analysis exercises, framework development, writing, and simple revisions. In the learning process, students were directed to work in groups to identify important linguistic elements

(imperative verbs, sequence conjunctions, manner adverbs), then develop mind maps/outlines as a basis for writing texts. The teacher's assistance in helping students who experienced difficulties and guiding the analysis and framework development process is shown as seen in Figure 3, so that readers can get a clear picture of the intervention carried out in Cycle I. This documentation shows that learning began to shift from lecture-based to active learning with more intensive guidance and interaction.

Figure 3 Teacher Guiding Students

The results of the procedural text writing skills assessment in Cycle I showed an improvement compared to the pre-intervention, although classical mastery had not yet been fully achieved. The distribution of Cycle I scores, which showed a shift in the majority of scores to a higher range, is presented as shown in Figure 4, so that a quantitative improvement can be clearly observed. From this data, it appears that most students have moved towards scores close to or exceeding the minimum passing grade, but there are still some students who need reinforcement in arranging steps in detail, choosing the right imperative verbs, and editing spelling and punctuation. Thus, Figure 4 serves as the basis for reflection to refine the Cycle II strategy, especially in terms of feedback, revision, and confirmation of assessment criteria in a more structured manner.

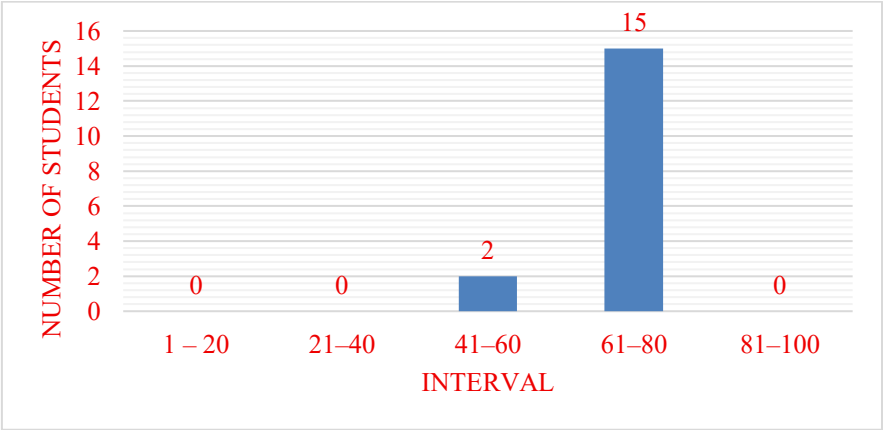

Figure 4. Results of Cycle 1 of Students' Procedural Text Writing Skills

Figure 4 shows that most students, namely 15 (88%), obtained scores in the range of 61–80, while only 2 (12%) were in the range of 41–60. No students obtained scores below 40 or above 80. The highest score obtained was 78, and the lowest was 59. These results indicate an improvement in the procedural text writing skills of students compared to the pre-action stage. Most students have not yet achieved the Minimum Completion Criteria (KKM) for the Indonesian Language subject, which is 70. The classical completion rate in Cycle 1 has not been fully achieved. This condition illustrates that the students' procedural text writing skills have begun to improve, especially in understanding text structure, arranging steps in a more coherent manner, and improving the use of linguistic rules and spelling accuracy. There are still some students who have difficulty writing steps systematically, determining the topic appropriately, and writing imperative sentences according to Indonesian language rules. The students' creativity in writing has begun to increase, but the ideas developed are still simple and some of the texts tend to be uniform. This shows that although the *Cooperative Learning* method has begun to be effective in improving procedural text writing skills, further learning is still needed in the next cycle to achieve comprehensive learning completeness.

The results of the study " explain that in cycle 1, there was an improvement in students' ability to write procedural texts. Students understood several correct steps, such as improving the use of linguistic rules and spelling accuracy. At this stage, there were still students who had difficulty writing steps systematically, determining topics appropriately, and writing imperative sentences according to Indonesian language rules. 's research explains that in the cycle, there was an improvement in results compared to the pre-action. Some students have understood the steps for writing procedural texts, but there are still students who experience difficulties.

Cycle 2

In Cycle II, actions are refined based on reflections from Cycle I, with an emphasis on in-depth revision, improved linguistic accuracy, and enhanced creativity in presentation, so that classical mastery can be achieved comprehensively. Cycle II was conducted on 20 and 27 August 2025 in two sessions, with a cooperative learning approach that emphasised group role division and peer feedback procedures. Students not only composed texts with their groups, but also exchanged their writing to be commented on using simple criteria (completeness of structure, sequence of steps, accuracy of imperatives, temporal conjunctions, and spelling). Group presentation activities and joint reflection processes after discussions, which demonstrate student engagement and group accountability, are presented as shown in Figure 5, so that readers can see that learning in Cycle II increasingly emphasises active participation, meaningful discussion, and repeated revision. This activity reinforces the habit of students not to stop at the first draft, but to gradually improve the text based on clear feedback.

Figure 5. Students Presenting Discussion Results

The results of the procedural text writing skills assessment in Cycle II showed a more even improvement and classical mastery was achieved. The distribution of scores in Cycle II showed that no students scored below 60 and all students passed the minimum passing grade, as shown in Figure 6, so that the quantitative achievements of Cycle II can be understood visually. The data in Figure 6 also confirms an improvement in writing quality, as the increase in scores is in line with improvements in text structure, sequence of steps, use of linguistic rules, and accuracy of spelling and punctuation. These findings prove that the application of Cooperative Learning, reinforced with effective feedback and revision, encourages students to produce procedural texts that are more coherent, functional, and in accordance with the rules.

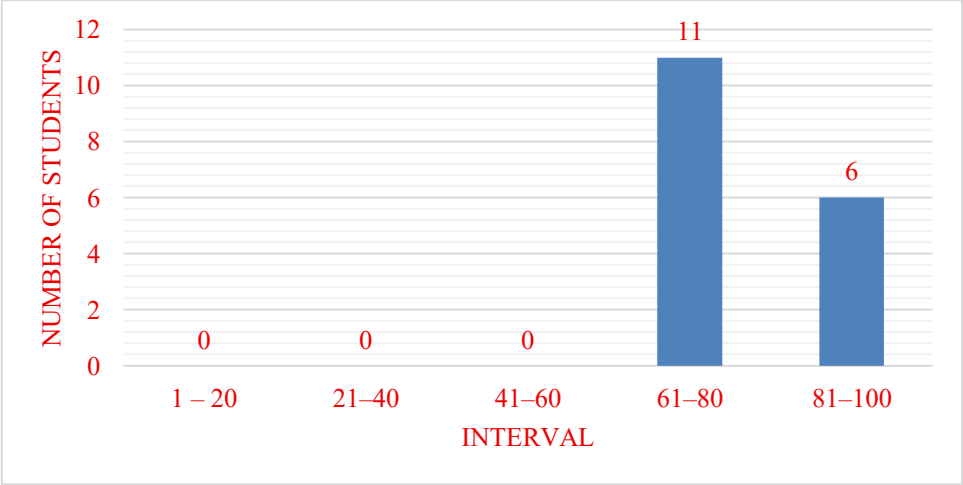

Figure 6. Results of Cycle 2: Students' Procedural Text Writing Skills

Based on Figure 6, 11 students (65%) scored in the range of 61–80, while 6 students (35%) scored in the range of 81–100, and no students scored below 60. The highest score was 85 and the lowest was 72, meaning that all students exceeded the minimum passing grade of 70 and achieved 100% mastery in Cycle II. This

improvement was evident in the more complete text structure, more coherent steps, and more appropriate use of imperative verbs and temporal conjunctions. Improvements in spelling and punctuation were also more consistent because students were accustomed to editing after receiving feedback from peers and teachers. In addition, student creativity increased because the groups were encouraged to present procedures with more varied, detailed, and interesting ideas, so that the texts were no longer uniform. In general, the results of Cycle II reinforce that cooperative learning effectively improves procedural text writing skills when accompanied by structured feedback and revision mechanisms, in line with relevant research findings that report gradual improvements from pre-action to action cycles (Rahayu et al., 2025; Yusrawati, 2020).

Before presenting individual data for each student, a comparison of the pre-cycle, Cycle I, and Cycle II scores and classical completeness needs to be shown so that the improvement in student abilities can be seen comprehensively and measurably. A summary of the comparison of each student's scores and the percentage of classical completeness at each stage is presented as shown in Table 1, so that readers can trace the improvement at both the individual and class levels. The presentation of Table 1 also helps to clarify that the increase in scores did not only occur in some students but took place gradually until all students achieved the minimum passing grade in Cycle II, indicating that cooperative learning was effective. The data in this table also serves as a basis for discussing changes in the quality of writing in terms of structure, sequence of steps, linguistic accuracy, and spelling and punctuation at each stage of the action.

Table 1. Comparison of Pre-cycle, Cycle I, and Cycle II Scores

No	Students	Pre-cycle	Cycle I	Cycle II
1	Bachelor's Degree	53	60	76
2.	S2	50	65	73
3.	S3	40	72	79
4.	S4	51	70	77
5.	S5	55	67	76
6.	S6	58	72	75
7.	S7	48	78	85
8.	S8	51	77	83
9.	S9	45	69	76
10.	S10	55	67	82
11.	S11	52	66	81
12.	S12	52	67	75
13.	S13	49	59	72
14.	S14	48	64	77
15.	S15	48	69	81
16.	S16	50	64	78
17.	S17	53	70	81
Percentage of Completion		0	35	100

Table 1 explains the development of procedural text writing skills of seventh-grade students at SMP Negeri Satu Atap 5 Dusun Selatan from the Pre-Cycle stage to

Cycle II, both in terms of individual score movements and classical mastery achievement. In the Pre-Cycle stage, the students' score range was 40–58, and none of the students had achieved the minimum passing score of 70, resulting in a classical mastery rate of 0%, which indicates that the students' initial abilities were still very limited. These limitations were evident in the writing, which did not meet the requirements for text structure, the sequence of steps was not coherent, the use of linguistic elements was inconsistent, and spelling and punctuation were still weak, so the text was not effective as instructions for carrying out an activity. In Cycle I, student scores increased to 59–78 and classical mastery rose to 35%, indicating that some students were beginning to be able to write procedural texts according to the criteria, especially in terms of structural completeness and step sequence, although some students still needed guidance on linguistic aspects and editing.

Improvements in Cycle I also showed that group work and language marking activities helped students understand how to write procedures more accurately, although creativity and presentation variation were not yet consistent. In Cycle II, all students scored above the minimum passing grade with a range of 72–85 and a classical mastery rate of 100%, indicating that the application of Cooperative Learning accompanied by effective feedback and revision comprehensively improved procedural text writing skills. This improvement was not only seen in the numbers but also in the quality of the writing, which was more coherent, more linguistically accurate, neater in terms of spelling and punctuation, and more creative in the development of ideas. These results reinforce the findings of relevant studies, which also show a gradual improvement from pre-action to action cycles in procedural text writing learning (Rahayu et al., 2025; Yusrawati, 2020).

4. Conclusion

The conclusion of this study shows that the application of the cooperative learning method successfully achieved the two objectives of the study, namely improving the quality of the learning process and improving the procedural text writing skills of Grade VII students at SMP Negeri Satu Atap 5 Dusun Selatan. In terms of process, learning, which was initially teacher-centred and did not involve students much, became more active through group work, guided discussions, marking linguistic elements, framework development, presentations, and feedback and revision activities. Cooperative activities encouraged students to be more courageous in expressing their opinions, more focused in developing steps, and more accustomed to improving their writing gradually. In terms of results, this action improved the quality of students' procedural texts, particularly in terms of structural completeness, step consistency, accuracy in the use of linguistic elements, and precision in spelling and punctuation, while also encouraging the emergence of more varied ideas. Thus, this classroom action research can be declared successful because the actions implemented were able to overcome the main obstacles that arose at the beginning and produced consistent changes until the end of the cycle. The implication is that cooperative learning is recommended as an alternative

strategy for teaching procedural text writing in junior high school, especially when accompanied by clear guidance, targeted assessment criteria, and structured feedback and revision mechanisms.

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