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The Correlation Between Cooperative Learning Strategy and the Students' Writing Ability of Procedure Texts at Class X RPL of SMK Negeri 6 Pekanbaru

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Abstract. This research aims to examine the correlation between cooperative learning strategy and the students' writing ability of procedure texts at class X RPL of SMK Negeri 6 Pekanbaru. This research used a quantitative method by collecting data through questionnaires and writing tests, namely Cooperative Learning Strategy Questionnaire and Students' Writing Ability Of Procedure Text in Test Writing, to measure the correlation between these two variables. The results of the hypothsis analysis show that the significance value (2-tailed) from the t test is 0.000, which is smaller than 0.005. This shows that the null hypothesis (H0) is rejected, while the alternative hypothesis (Ha) is accepted. However, based on the correlation score classification of the two instruments, the average score is in the "Low" category, namely in the range 0.200 – 0.400. Therefore, it can be concluded that there is a correlation between cooperative learning strategy and students' writing ability of procedure texts, although the level of correlation is low.

Keywords: Cooperative Learning; Correlation Analysis; Procedure Texts; Quantitative Method; Writing Ability

1. INTRODUCTION

The four primary language skills that are taught in English language instruction are speaking, writing, listening, and reading. Speaking abilities require the capacity to confidently and precisely communicate ideas and thoughts verbally, whereas listening skills entail understanding spoken communications from a range of contexts and accents. While writing skills involve the capacity to create written texts with a clear structure, proper grammar, and an appropriate style, reading skills concentrate on comprehending written texts that range from literary works to instructive writings.

Writing abilities are one of the key elements of learning English that needs extra care and attention. Writing involves more than just being able to put words together in phrases; it also involves being able to effectively and consistently communicate concepts, arguments, and information. This ability encompasses elements that are essential to reaching complete language competency, including syntax, structure, vocabulary, and appropriate writing style. Writing is crucial for effective written communication, therefore having this talent is not only a sign of general language competency but also has a big impact on both academic and professional settings. According to (Purnamasari, Hidayat, and Kurniawati 2021), students may convey their feelings, knowledge, and ideas through writing, hence developing their writing skills is essential, especially when drafting procedure texts.

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Procedure texts, which outline methodical steps to complete a task or activity, require good writing skills to ensure that directions are understood and followed appropriately. The ability to write procedure texts is an important mark of successful language use as it is a skill that is applied in a variety of academic and professional environments. A procedure text is one that provides us with instructions on how to accomplish a task (Afandi, 2020), and the method by which something is achieved by following a series of stages (Ameliah et al., 2019). Similarly, Jupri (2018) state that one of the writing competencies that students must develop or execute is the ability to write a procedure text. Therefore, the students must write about their method text using firsthand knowledge from their everyday actions (Lubis & Hasibuan, 2021).

Teachers use a number of teaching strategies to accomplish a range of learning objectives in the classroom. Problem-based, project-based, inquiry-based, concept-based, cooperative learning strategy, collaborative learning, competency-based, and technology-enhanced learning are a few of them. Every learning style offers unique benefits and strategy for promoting efficient instruction and all-around student growth. Cooperative learning strategy were selected as the primary focus of this research because of its potential to enhance students' academic performance and social engagement. This strategy not only stresses student collaboration but also gives each person the chance to actively engage in the learning process.

A small team or grouping system consisting of four to six individuals with varying origins, genders, races, and ethnicities, or heterogeneous academic talents, is used in the cooperative learning paradigm (Retnanto and Firdiansyah 2023). Education experts have advocated the implementation of the cooperative learning method a group learning strategy that has gained popularity recently. Put differently, students who participate in cooperative learning tend to acquire interpersonal communication skills more easily than students in other classroom settings (Purba 2021).

Therefore, considering this point of view, the importance of cooperative learning techniques in generating proficiency in creating procedure texts becomes very clear. To gain a better understanding of the dynamics of students' learning and their response to cooperative learning strategies, the researcher interviewed teachers and students based on the above-mentioned parameters as well as conducted research related to the English teaching and learning process at SMK Negeri 6 Pekanbaru, specifically in class X RPL. Although cooperative learning strategies were applied, 15 students still faced difficulties in understanding procedure texts due to their varied vocational interests. These difficulties include understanding the linguistic characteristics of procedure texts, recognizing and understanding the text structure, and connecting the components in the text to create a logical and

comprehensible flow. In addition, many students still struggle with using English vocabulary to develop sentences in their procedure texts, thus emphasizing the importance of equipping students with the ability not only to understand the form of procedure texts, but also to adapt to the language and protocols relevant to their field of expertise.

Therefore, this research is important to conduct, as it can provide insights into how cooperative learning strategy can be effectively used to enhance students' understanding and writing ability of procedure texts. It aims to address the specific challenges faced by vocational students, particularly in terms of adapting language to their field of expertise. By understanding the correlation between cooperative learning and writing ability, educators can design more targeted instructional methods that support students in mastering both the language and technical aspects of procedure texts, ultimately preparing them better for their future careers.

2. LITERATUR REVIEW

Definition of Cooperative Learning Strategy

According to (Ali, 2021), a learning strategy called cooperative learning involves working in groups to accomplish predetermined objectives. Additionally, it involves using a sense of accountability and the belief that every learner has the same objective to address comprehension challenges. Small groups facilitate interactive and communicative learning for students. As part of the cooperative learning approach, students cooperate with one another to accomplish a common objective. The structure of cooperative learning aims to boost student involvement, give students experience in group leadership and decision-making, and give them the chance to connect and learn with students from various backgrounds (Afandi et al., 2013; p. 53). The reason the researcher considers this idea important is because cooperative learning strategy not only help students learn the subject matter more thoroughly, but also help them become better team, improve communication skills, and encourage more collaborative learning in the classroom. Since it allows students to overcome obstacles in writing procedure texts by working in groups, so this theory fits the research setting.

According to Tabrani & Amin, (2023), Active learning that places an emphasis on group activities rather than individual student work is known as cooperative learning. In groups, students learn life skills like problem-solving, decision-making, reasoning, cooperation, and efficient communication. Researcher believe this idea vital since cooperative learning strategy not only helps students acquire academic subject, but also teaches important skills needed in real life. By applying this idea, researcher intend to demonstrate how group

work, particularly when procedure texts are included, can enhance students' writing skills through more in-depth and significant collaborative learning.

Cooperative learning is a teaching and learning approach that places an emphasis on shared attitudes in small group systems with varying ability levels that must assist one another in grasping the subject matter (Zaman 2020).

According to the researchers, cooperative learning is a method of instruction in which students collaborate in small groups to accomplish a shared objective. With this approach, everyone in the group has a specific function and duty to encourage their friends' learning so that they can all learn from one another. Students working in groups to solve issues is a basic illustration of how cooperative learning is applied. Every group member will express their thoughts, engage in dialogue, and work together to find solutions. They can then assess one another's comprehension and support one another when needed.

Definition of Writing

Writing is a communication activity that involves conveying written words to other people (Yuningsih and Astuti 2019). The writer as the messenger, the writing's message or content, the writing medium or channel, and the reader as the message's recipient are all components of writing activities.

Several elements are crucial to writing activities. By using a specific media or channel to transmit the material or message, the writer serves as the messenger. On the other end, the reader serves as the recipient of this message, interpreting the written words and deriving meaning from them.

According to (Darminto, 2010, p. 3), writing is an activity that a person conducts to generate writing from ideas or emotions in order for writing to develop into a skill. putting down ideas or emotions in order for writing to develop into a language ability that is employed for indirect rather than direct communication. linguistic proficiency that is employed for indirect communication rather than face-to-face interactions. directly with other individuals.

Writing also functions as a form of linguistic proficiency that facilitates indirect communication. Writing enables people to communicate their thoughts and ideas without depending on in-person contacts in order to avoid the requirement for quick, direct communication with others. Writing is therefore an essential instrument for communication in a variety of settings.

Therefore, it can be concluded that writing is a communication activity that not only functions to convey messages, ideas, or emotions in writing, but also involves various important elements such as the writer as the sender of the message, the content of the writing

as the message, the medium or channel used, and the reader as the recipient of the message. Writing is also a skill that develops along with the use of language in indirect communication, allowing the delivery of messages without the need for face-to-face interaction. Therefore, writing has an important role as a communication tool in various contexts, both to convey information and to express the writer's feelings and thoughts to the reader.

Definition of Procedure Text

Procedure texts, according to (Aditia, Dian, and Sari 2023), are texts that have systematic instructions laid out in command sentences, imperative verbs, conjunctions indicating the order of actions, and time markers. Procedure/direction texts are among the factual genre of the procedure subgenre's texts that aim to instruct or teach about the steps of doing anything, which can be one of the experiments or observations (Mahsun, 2014; p. 30).

A procedure text is a text that provides instructions on how to do a task or create a product (Suryani, 2021). Procedures, or procedural texts, are defined by Elang Yudantoro (in Sulistyowati, 2018) as texts that provide a step-by-step explanation of how to accomplish a task. A procedure text is a document that outlines the steps necessary to complete an activity (Wijayanti, W., Zulaeha, I., & Rustono, 2015).

Procedure text is a type of text that contains instructions or steps to do something. The main purpose of this text is to tell the reader how to make or do something in a clear and easy-to-follow order. Simple examples of procedure text are recipes, assembly instructions, or instructions for using a tool.

Relevant Research

There are several studies that have been conducted by other researchers that are relevant to this one. The first one is the research conducted by (Huda 2024) titled “The Influence of Using Cooperative Learning (Think Pair Share Technique) Towards Students Writing Ability at the First Semester of the Eight Grade at SMP Negeri 19 Bandar Lampung”. The research methodology used was a quasi-experimental design. The population was the students of the Eighth grade consisted of 330 students. There were eleventh classes and the researcher chose two classes of them as the sample, they were VIII 11 as experimental class and VIII 10 as control class. The instrument was a writing form for pre- test and post-test were used to collect the data. Pre-test was conducted to measure the students’ descriptive text writing ability before the treatment and post-test was conducted to find out students’ descriptive writing ability after the treatment. The data was analyzed by using SPSS. The difference between this research and (Huda 2024) lies in the dependent variable. While (Huda 2024) found that cooperative learning (think pair share technique) was the independent variable and students' writing ability as the

dependent variable, the researcher's research found that Cooperative learning strategy are the independent variable and the ability to write procedure text is the dependent variable. The similarity between these two studies is that they both use cooperative learning. Therefore, in (Huda 2024) research there was an influence using think pair share technique towards students' writing ability in descriptive text.

The research "Students' Perception On The Use Of Cooperative Learning in Writing Activity at State Islamic Senior High School 1 Kuantan Singingi" conducted by (Wulandari 2021). Finding out how students at Madrasah Aliyah Negeri 1 Kuantan Singingi felt about cooperative learning's application to writing assignments was the aim of this research. The research's population comprised seven classes of grade XI students from SMAN 1 Kuantan Singingi. The proportionate stratified random sampling approach was used by the researcher to collect samples for this investigation. Thus, out of the entire population, 119 students made up the sample for this research. Data were collected using a questionnaire with 20 statement items that were taken from (Kharisma and Hidayati 2018) research. The indicators included perceptions of individual contribution, perceptions of autonomous learning, perceptions of peer learning, and perceptions of accountability and communication skills. In this research, data analysis was conducted using the SPSS software and descriptive quantitative methods. The data analysis results indicated that, with a percentage of 79.8%, students' perceptions of the usage of cooperative learning were in the extremely positive category. The researcher's research and (Wulandari 2021) research differ in certain ways, particularly with regard to the dependent variable. (Wulandari 2021) uses students' perceptions of the usage of cooperative learning as the dependent variable. The dependent variable in the researcher's research was the students' proficiency in producing procedural texts. The researcher's research and (Wulandari 2021) research are similar in that they both focus on cooperative learning methodologies and use high school students as research subjects.

Next research by (Juliati 2019) titled "Improving Students' Writing Skills Using Cooperative Learning at SMPN 2 Sukodomo". This research was conducted to find out whether the use of Cooperative Learning is effective to improve students' writing skills or not. The research methodology used in this research is Classroom Action Research (PTK). The subjects of this research were students of class VII-H junior high school consisting of 33 students, one English teacher as a collaborator and the researcher himself who was involved in this research. In the research was found that this research both used Cooperative Learning as the independent variable, while in the dependent variable the researcher had differences, the research used students' writing skills as the dependent variable. While the researcher uses the ability to write

student procedure texts as the dependent variable. In this research, the same researchers used 2 variables, but the research subjects are different, because the researcher uses SMK Negeri 6 Pekanbaru students as research subjects while (Juliati 2019) research subjects are students of SMP Negeri 2 Sukodono. From these results, (Juliati 2019) concluded that the application of cooperative learning can improve the writing ability of seventh grade students of SMPN 2 Sukodono.

3. METHODS

This research uses quantitative research method, to determine the correlation between cooperative learning strategy and the students' writing ability of procedure text. According to (Amruddin et al., 2022:3) Quantitative methods are research techniques that are grounded in the positivist philosophy and are used to study specific populations or samples, gather data using research equipment, and analyze quantitative and statistical data in order to evaluate preconceived assumptions. Correlation research is the research design employed in this research.

Cooperative learning strategy serves as the independent variable (X) in this research, while the ability to write procedure text serves as the dependent variable (Y).

The graphic below, according to (Amruddin et al., 2022; p. 48), shows how two variables correlate with one another:

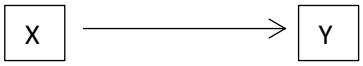

Figure 1. Research Design.

Notes :

X: Cooperative Learning Strategy

Y: The Students' Writing Ability Of Procedure Texts

4. RESULT AND DISCUSSION

This research was conducted on class X RPL of SMK Negeri 6 Pekanbaru using a census technique, where the entire population of 68 students was taken as the sample. The researcher used two type of instrument for both variables under research, a questionnaire on cooperative learning strategy and a writing test on writing ability of procedure text. The measurement results of these two variables were correlated to determine their significance for pronunciation ability. To ensure the accuracy of the results, data analysis was performed using the SPSS statistical application version 2.5.

A total of 20 items of questionnaires and writing tests were distributed to 68 respondents. All the questionnaires and tests were successfully returned (68 questionnaires and tests), so there were no non-returns (0 questionnaires and tests). After checking, all returned questionnaires and tests could be used for further analysis. This indicates an excellent participation rate of 100% with no missing data, supporting the accuracy and validity of the results.

The Description of Research Data

The Result of Cooperative Learning Strategy Questionnaire

Data were collected from the questionnaire results in both classes X RPL, the variable (X) in this case is the cooperative learning strategy. The researcher employed a questionnaire to gauge the pupils' utilization of this strategy. The detailed questionnaire results can be identified as follows:

Table 1. The Descriptive Result of Procedure Text.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative Learning Strategy	68	60	95	82.41	7.944
Valid N (listwise)	68				

Source: Output IBM SPSS Statistic 25.

The results of this questionnaire were taken from all the statements contained in it. The questionnaire consisted of 20 statements, each with a score between 1 to 5. The total score of each statement was then summed to produce the values presented in the table.

The Results of Writing Ability of Procedure Text

Data were collected from the writing test results in both classes X RPL, the variable (Y) in this case is the ability to write procedure text. The researcher used a writing test to the students to measure their ability in writing procedure text. The detailed writing tests results can be identified as follows:

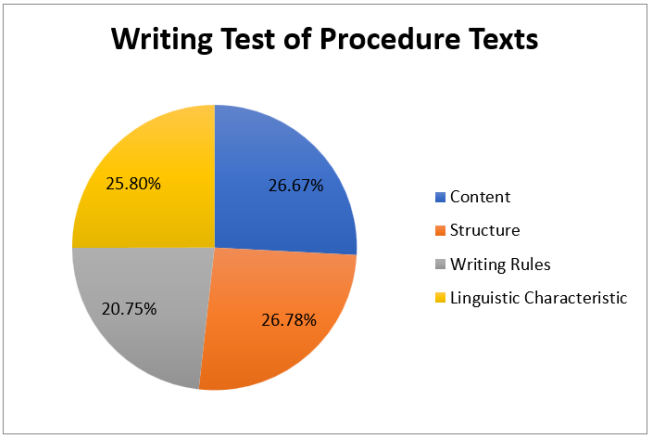

Figure 2. The Descriptive Writing Result of Procedure Texts.

From the results obtained in this writing test, calculations were made based on the writing assessment rubric, where the writing formula consists of content, structure, writing rules, and linguistic characteristics using the 4-point Likert scale method range so that the average results are obtained as shown in the table above.

Data Analyzing

After collecting data from the questionnaires and writing tests, the analysis was conducted using SPSS 25 with the following steps:

Normality Test

The normality test is a method used to determine whether or not the data of the variable under study follows a normal distribution (Sugiyono 2017). The purpose of the normality test is to determine whether the regression model that is produced is normally distributed or abnormally distributed. In this research, researchers used a normality test using the Kolmogorov-Smirnov and Shapiro-Wilk tests with a significance value > 0.05, where if the data value > 0.05, then the data is normally distributed, otherwise if the data < 0.05, then the data is not normally distributed. The normality test in this study uses the Kolmogorov-Smirnov test, which can be seen in the following table:

Table 2. Kolmogorov-Smirnov Normality Test Result.

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			68
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		11.93174133
Most Extreme Differences	Absolute		.145
	Positive		.093
	Negative		-.145
Test Statistic			.145
Asymp. Sig. (2-tailed)			.001[c]
Monte Carlo Sig. (2-tailed)	Sig.		.105[d]
	99% Confidence Interval	Lower Bound	.097
		Upper Bound	.113

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Based on 10000 sampled tables with starting seed 624387341.

Source: Output IBM SPSS Statistic 25.

Based on table 4.3 above, it can be seen that from the results of the normality test using the Kolmogorov-Smirnov statistical test, a significance value was greater than 0.05. It can be

seen from the results of the table above has a significance value of 0.105, which is 0.105 > 0.05, which means variable has a normal distribution.

Linearity Test

According to Putra & Uyun, (2020), The linearity test can be used to determine whether or not there is a substantial linear relationship between the independent variable and the attached variable. The purpose of this test is to ascertain whether the nature of the relationship between the research variables is linear. This linearity test is based on the assumption that there is a linear connection between the independent and dependent variables if the significance value of the deviation from linearity < 0.05. On the other hand, there is no linear correlation between the independent and dependent variables if the significance value of the divergence from linearity < 0.05.

Table 3. Results of Linearity Test.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Cooperative Learning * Writing Abilty Procedure Text	Between Groups	(Combined)	4610.441	21	219.545	1.565	.102
		Linearity	1523.139	1	1523.139	10.861	.002
		Deviation from Linearity	3087.302	20	154.365	1.101	.381
	Within Groups		6451.250	46	140.245		
	Total		11061.691	67			

Source: Output IBM SPSS Statistic 25.

Based on the table above, it can be seen that in the "sig. deviation from linearity" section, the significance value is 0.381 > 0.05. Therefore, it can be concluded that the variable Writing Ability of Procedure Text and the variable Cooperative Learning Strategy in this research have a linear correlation.

Hypothesis Test

A hypothesis is a short-term solution to a research problem formulation, where the problem is expressed as a questioning sentence. Because the responses are based solely on pertinent theory and not on empirical facts gathered through data collecting, it is referred to as transitory. Therefore, a hypothesis, which is not yet an empirical answer, can also be defined as a theoretical response to the phrasing of a research problem (Sugiyono, 2017: 64).

Hypothesis testing is conducted to evaluate the relationship between variable X (Cooperative Learning Strategy) and variable Y (Writing Ability of Procedure Text) using simple correlation tests. The researcher utilizes IBM SPSS Statistics 25 to analyze data systematically and accurately.

The statistical hypothesis of this research can be viewed as follows:

1. If significance > 0,05 it means H_a was rejected
2. If significance < 0,05 it means H_a was accepted

Where:

H_a: There is a correlation between cooperative learning strategy and the ability of procedure texts.

Table 4. Results of Hypothesis Test.

One-Sample Test						
	Test Value = 0.05					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Cooperative Learning Strategy	85.544	67	.000	82.411	80.48	84.33
Writing Ability of Procedure Text	52.767	67	.000	82.220	79.11	85.33

Source: Output IBM SPSS Statistic 25.

Based on Table 4.7, the Paired t-test analysis results for the variable Cooperative Learning Strategy have a significance value (2-tailed) of 0.000, where 0.000 < 0.05. Furthermore, for the variable Writing Ability of Procedure Text, the significance value (2-tailed) is also 0.000, where 0.000 < 0.05. This means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It can be concluded that there is a significant correlation between Cooperative Learning Strategy and Writing Ability of Procedure Text.

Classification of Correlation Level

The results of the correlation analysis in this study showed a significant relationship between cooperative learning strategies and students' procedure text writing ability. The data obtained through questionnaires and writing tests were analyzed in depth to identify the pattern of relationship between the two variables. The correlation test results can be identified in detail as follows:

Table 5. Results of Correlation Test.

Correlations			
		X	Y
X	Pearson Correlation	1	.371**
	Sig. (2-tailed)		.002
	N	68	68
Y	Pearson Correlation	.371**	1
	Sig. (2-tailed)	.002	
	N	68	68

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Output IBM SPSS Statistic 25.

In Table 4.6 above, the Pearson Correlation result has a score of 0.371. In this case, the value or score (r) of 0.371 is interpreted as "Low" correlated. This is because 0.371 falls within the range of 0.200 - 0.400 for the correlation coefficient (r). Therefore, it can be concluded that Cooperative Learning Strategy and Writing Ability of Procedure Texts at Class X RPL of SMK Negeri 6 Pekanbaru correlate at a "Low" level.

Discussion

The purpose of this research was to ascertain how the Cooperative Learning Strategy and the students' writing ability of procedure texts in class X at SMK Negeri 6 Pekanbaru were related. The researcher computed and analyzed data in order to identify correlations in this research using SPSS version 25. The results of this research show a low correlation between students' proficiency in writing procedure texts and their use of the cooperative learning strategy.

From the results in that both the questionnaire and the writing test have a normal distribution, the questionnaire and writing test score is 0.105. Additionally, the Cooperative Learning Strategy and students' Writing Ability of Procedure Text have a linear correlation in the linear correlation test, with a Deviation from Linearity score of 0.381. The alternative hypothesis (Ha) is accepted based on the hypothesis test, which shows that the significance value (2-tailed) for both variables is 0.000. The last is correlation test employed in this research, shows a rather high degree of correlation, with a significance value (2-tailed) of 0.000 for both variables and a Pearson correlation value of 0.371 for both variables.

The results of the research conducted by the researcher show that the application of cooperative learning can improve the writing skills of seventh grade students of SMPN 2 Sukodono. This is supported by research conducted by Juliati (2019) which showed students' achievement in writing skills has reached the success indicator by using cooperative learning. This is also supported by research conducted by Huda (2024) which found there is an influence

of using the think pair share technique on students' writing abilities in descriptive texts. This is further supported by research conducted by Wulandari (2021), which found that students' perceptions of the use of cooperative learning were in the strong positive category.

5. CONCLUSION AND SUGGESTION

Conclusion

Students in Class X RPL of SMK Negeri 6 Pekanbaru showed notable progress in their ability to write procedure texts following the introduction of cooperative learning strategies, particularly the Group Investigation. Prior to the implementation of this strategy, students encountered difficulties in organizing their thoughts, collaborating with peers, and producing coherent procedure texts. These challenges often resulted in low participation and limited opportunities to practice writing during class activities. However, the use of cooperative learning encouraged students to work better in teams, communicate more effectively, and develop stronger critical thinking skills. This was reflected in their ability to plan, draft, and improve procedure texts with greater proficiency. The improvement was also seen from their test results, which showed a significant increase after applying the cooperative learning strategy of group investigation. Initially hesitant, students gradually gained confidence in sharing their ideas, both individually and in groups. These findings highlight the effectiveness of cooperative learning strategies in enhancing students' writing abilities and promoting active engagement in the classroom.The purpose of this research is to investigate the correlation between cooperative learning strategy and students' writing ability of procedure texts. These variables have a substantial association, according to the data. For both variables, the Pearson correlation analysis yields a significance value (2-tailed) of 0.000, where $0.000 < 0.05$. This shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. Additionally, in the classification of correlation test, the significance value (2-tailed) for both Cooperative Learning Strategy and Writing Ability of Procedure Texts is 0.002, which is smaller than 0.05, indicating a correlation in this research. The "low" Pearson correlation coefficient, which falls between 0.200 - 0.400, is 0.371. As a result, cooperative learning strategy and students' writing ability of procedure text are significantly and low. In conducting research at SMK Negeri 6 Pekanbaru on the correlation between cooperative learning strategies and the ability to write procedure texts of students in class X RPL, the researcher faced several challenges and difficulties. One of the difficulties encountered was the students' lack of engagement when filling out the questionnaire and taking the writing test. This may be due to a lack of understanding of the importance of this research or boredom with activities that are considered

formal. In addition, time management was also a challenge because the research had to be adjusted to the schedule of teaching and learning activities at school. Researchers need to coordinate with teachers and school authorities to organize data collection time without disrupting the learning process. Then the problem regarding the uneven understanding of the concept of procedure text among students. The researcher needed to provide additional explanations before the writing test was conducted to ensure students understood their task correctly. Not only that, the researcher also experienced difficulties in coordinating with the school regarding permits, schedules, and access to the data needed. Despite the difficulties encountered, this study was successfully completed with the support of teachers and active participation of students, and provided valuable insights into the correlation between cooperative learning strategies, particularly the Group Investigation method, in improving students' writing skills.

Suggestions

Based on the results of this research, the researcher would like to offer some suggestions for: Students: Students are encouraged to participate actively in cooperative learning activities, like Group Investigation, as these strategy can enhance their writing skills while also improving their teamwork and communication abilities. They should view group assignments as valuable opportunities to share ideas, learn from one another, and develop their critical thinking skills. Furthermore, students are advised to practice writing consistently, particularly in crafting procedure texts, to improve their understanding of structure, vocabulary, and coherence.

Teachers: Teachers are recommended to integrate cooperative learning strategy, such as Group Investigation, into their instructional strategy to promote active student engagement and enhance writing skills. By establishing a supportive and collaborative classroom atmosphere, teachers can motivate students to share their ideas and boost their confidence in writing. Additionally, teachers should offer clear instructions, provide constructive feedback, and design engaging writing activities to help students better grasp and apply the principles of writing procedure texts.

Future Research: Future researchers are encouraged to investigate the effectiveness of cooperative learning strategies in other areas of language learning, such as reading comprehension, speaking, or listening skills. Furthermore, similar research can be conducted using different types of texts or within diverse educational settings to gain a broader perspective on how cooperative learning strategy influences students' overall language development. Researchers may also consider employing larger sample sizes or integrating both quantitative

and qualitative methods to obtain a more comprehensive understanding of the advantages and challenges associated with cooperative learning strategies.

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