AN ANALYSIS ON THE ADVANTAGES OF COOPERATIVE LEARNING APPROACH IN TEACHING WRITING

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This article aims to explain an analysis of cooperative learning approach advantages in teaching writing. Accordingly, learning writing by using cooperative learning makes the students easier in developing the ideas to write. This approach is more than just putting students into groups, but the students can work together, share information, and they are responsible for completion of the tasks in group as well. Besides, in this approach, the students can transfer their information and knowledge to the others and help each other in getting the ideas to develop in written communication during teaching-learning process.

Keywords: Cooperative learning approach, writing

INTRODUCTION

Nowadays, some teachers as well as language teacher have provided various materials in teaching to gain the purpose of study and to improve the students' ability in learning. They tried to create many othentic materials and bring them to the class and ask the students to master these.They are sure this situation will create good aatmosphere in the classroom to motivate their students and guide them to reach their learning goals. However, the teacher do not realize that the students need not only the contents or materials in learning but also the approaches how to present the materials.

To antisipate this problem a language teacher must be creative and innovative to choose suitable approach. One of them is communicative approach. According to some scholars it will motivate students to learn. This approach is also effective to improve students' learning ability. (Johnson and Holubec: 2006), stated that cooperative is working together to accomplish shared goals. Within cooperative situation, individuals seek outcome beneficial themselves and all other group members. Cooperative learning is instructional used small groups through which students work together to maximize their and each others' learning. It may be constructed with competitive learning in which students work against each other to achieve an academic goal such as grade of A. Thus, from the explanation it can be concluded that cooperative learning approach can help the students to solve their problem together and to achieve shared learning goals.

By implementing this approach, students will be more active . They have responsible to their own learning in their group during teaching learning process. Moreover, they feel happy and motivated to learn and try to understand the context because of their responsible as teachers to transfer information and knowledge to the others.This approach is also suitable to apply in teaching writing as well as reading, speaking, and listening.

COOPERATIVE LEARNING APPROACH

Cooperative learning approach has been defined into various definitions. Richard said that "Cooperative Language Learning (CLL) is part of more general instructional also known as Collaborative Learning (CL) and cooperative learning is an approach of teaching with activities involving in groups of the students in classroom."

(Donald et al: 2006) said that cooperative learning involved a small group of the students working together as a team to solve a problem or accomplish a common goal; it is formally called students team learning. Futhermore

Jacob mentioned that "cooperative learning is a diverse group of instructional method in which small groups of students work together and aid each other completing academic tasks. In other word, class members are organized into small group after receiving instruction from teacher. Then they work through the assignment until all group members successfully understand and complete it.

Moreover, (Larsen: 2004) stated that this type of learning essentially involves students learning from each other in group, it is not the group configuration that makes cooperative distinctive but it is the way that students and teacher work together. In cooperative learning, teachers teach students in group where they can work together more effectively. In deed cooperation is not a way of learning but also a theme to be communicated about and studied. In addition, cooperative learning also known as collaborative learning which is defined as umbrella term for variety of educational approaches involving joint intellectual effort by participants and facilitator together.

From the above explanation, it can be concluded that cooperative learning or collaboration learning can share and solve the students' problem because they work together for mutual benefit and achievement of goal. The teacher should apply an appropriate approach in teaching learning process in order to help the students in reaching their learning goals. In short, cooperative learning is an effecive approach that motivate the students to learn.

Besides, cooperative learning is also a team process where members support and rely on each other to achieve an agreed upon goal. (Richard and M. Felder: 2008) observed that cooperative learning should;

a. Develop and share a common goal.

b. Contribute your understanding of the problem, question, insights and solutions.

c. Respond to and work to understand, other's question, insights and solutions. Each member empowers the other to communicate and contribute and to consider their contributions.

d. be accountable to others, and they are accountable to you

e. tie students to depend one anothother,

Based on the statement above, it can be concluded that teamwork and collaborative are important for the students to develop their idea, to understand the problem, to analyze them, and to elaborate on solutions.

In addition, (Olsen and Kagan: 1992) also proposed some key elements of successful group-based learning on cooperative learning, that is, positive independence, group formation, individual accountability, social skills, structuring and structures.

Positive independence occurs when group members feel that what help one member helps all and what hurt one member hurts all. It is created by the structure of cooperative learning tasks and building of spirit of mutual support within the group.

Group formation, leads students stay together in the same groups for a period of time so they can learn how to work better together. The teachers usually assign students to the groups so that the groups are mixed. This allows students to learn from each other and also gives them practice in how to get along with people different from themselves.

Individual accountability, involves both group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling at the students randomly on sharing information with whole class, with group member, or with another group.

Social skills, determine the way students interact with each other as teammate. Usually some explicit instruction in social skills is needed to ensure successful interaction. It also involves an explicit teaching of appropriate leader-

ship, communication, trust and conflict resolution skill so that the team can function effectively.

Structuring and structures refer to the way of organizing students' interaction. It means that the teams periodically assess what they have learn how well they are working together and how they might do better as a learning teams.

Moreover, (Harmer: 2001) stated that "group work seems to be an attractive idea for number of reason. When all students in group are working together to produce, for instance, an advertisement, they will communicate each other. Cooperative learning creates the students responsibility in problem solving.Then, through cooperative learning the students also should be able to give ideas or solutions of a problem, to listen and to appreciate their friends' idea.

Furthermore, cooperative learning is one of the instructional approaches that appear to support the success of teaching learning process. Cooperative learning attempts to redefine the roles of both teacher and learner through a methodology which relies less on teacher- directed teaching and more on groups activities. In cooperative learning, (Richard and Charles: 2006) stated that the teacher role's is to Share the responsibility for managing both interaction and learning with students. Structure the learning environment so that students cooperate to obtain learning goals. Stimulate interactive language use through group work and collaborative problem solving. Choose class task which involve information sharing, cooperative reasoning, opining sharing, values cl(arification. Coordinate group activities and provide clarification, feedback, and motivational support.

In addition, an important role for teacher is as facilitator of learning. In his or her role as a facilitator, the teacher should move around the class helping the students in groups. (Harel:2001) stated that additional roles are also assumed for teacher in cooperative learning approach, such as, interact, focus, question, clarify, support, expand, celebrate, and empathize. The teachers as facilitators are giving feedback and directing the group with the task, supplying

the material, managing conflict, observing the students, and encouraging them to think and to solve its own problem during learning process.

The role of student is that each member of group must work on task with other group members. The students have to learn teamwork skills. They also direct, monitor, and evaluate their own learning that is viewed as a compilation of lifelong learning skills. However, learning is something that requires students' direct and active involvement and participation.Therefore, cooperative learning also requires the students to be active and responsible for their learning which the students also learn to solve their own problems and have social interaction among the students in their group member.

Both teacher and students have their own tasks in the teaching learning process, which teachers create their own roles within the classroom based on the theories of teaching and learning and kinds of classroom interaction they believe best support these theories. Therefore, the teachers need to be able to manage students' interaction in the classroom which allows all the students get equal opportunities to participate; the students also need to learn how they are expected to interact in the classroom. In short, the relationship between the students and the teacher in the classroom build an effective atmosphere in the teaching learning process.

According to (Johnson & Johnson: 2009), cooperative group is defined as two to five students who are tied together by a common purpose to complete the task and to include every group member. Cooperative groups differ from typical classroom groups in the following ways:

1. In typical groups, one leader is chosen by the teacher; in a cooperative group, leadership is shared so that all students are responsible for completion of the task and all group members are included.

2. In typical groups, groups are homogeneous in nature; in cooperative groups, members are selected by the teacher. Threfore, the groups are heterogeneous.

3. In typical groups, members create their own product, have their own materials and have rewards based on individual accomplishment. In a cooperative group, the group creates one product and/or shares materials, and/or has a group reward based on the success as a group.

4. In typical groups, students are told to "cooperate" with no attempt to teach social skills. In a cooperative group, social skills are defined, discussed, observed and processed.

5. In typical groups, the teacher interrupts group work to solve problems, warn students and remind them. In a cooperative group, the teacher encourages group problem-solving. He is an instructor rather than an intervener.

6. In a typical group, the top priority is to accomplish the task get the job done. In a cooperative group, the top priority is to accomplish the task and to include every member through each person's use of social skills.

THE ADVANTAGES OF COOPERATIVE LEARNING APPROACH

(Harmer: 2009) explained that there are some advantages in teaching learning process in cooperative learning approach (learning in group). The advantages are as the following;

1. Groups can help the students develop communication skill, leadership skill, and cooperation skill.

2. Groups motivate the students who are bored.

3. Groups allow the students to work and interact independently without necessary guided of teacher, thus promoting the students independence.

4. It recognizes the old maximum that 'two heads are better than one' and in promoting cooperation helps the classroom to become a more relaxed and friendly place.

5. It is relatively quick and easy to organize.

6. Group can improve students' achievement.

Based on the above explanation, It can be concluded that the advantages of cooperative learning activity are that the students are easy to take part in a discussion. It helps the students to express their idea, enjoy the discussion and share the knowledge.

THE DISADVANTAGES OF COOPERATIVE LEARNING APPROACH

Based on the advantages mentioned above cooperative learning approach also have some weaknesses. The disadvantages of cooperative learning are as follow;

1. Time consuming to organize a group work.
2. The teacher has less control over what students are doing in group work than in a normal class.
3. Group work in a large class will be noise.
4. Not all students enjoy it since they would prefer to be focus on the teachers' attention rather than working in their group.
5. During the group activity, the teacher cannot control the language used by the students.
6. The actual choice of pair group or group work can be problematic, especially if students frequently find themselves working with some they are not keen on.

However, these disadvantages can be overcome both by teacher and the student; for example, the teacher gives an interesting topic to the students, in order to motivate them to enjoy the discussion in teaching – learning process. Therefore, the teacher and the student can anticipate the problems during the teaching learning process.

WRITING

Writing, as one of important skills in English, plays an important role in language learning process. The aim of teaching writing is to help the students to understand and recover meaningful information for various purposes. Writing is different with speaking. In speaking the speaker can use the intonation and stressing to give more explanation to what they say, but in writing the writer needs to think how to show ideas and language to make the reader understand what they mean.

Writing is a way to communicate that cannot be explained by speaking. Halliday as stated in(Nunan : 2001) suggested that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.

Furthermore, writing is also a verbal way to communicate with others, as stated by (Meyers: 2005) .It is a way to produce language, which you do naturally when you speak. It is also communicating with others in a verbal way. Writing in this case is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping them.

In addition, writing is not an easy and spontaneous activity. It needs some steps before we consider it a good one. It is needed some strategies to compose and develop the text. In line with this, (Harmer : 2006) argued that a piece of writing, however, with mistakes and half-finished sentences, etc. would be judged by many native speakers as illiterate since it is expected that writing should be 'correct'. Furthermore, (Hedge: 2000) also stated that writing is the result of employing strategies to manage the composing process, which is one gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers.

On the other hand, writing can be used to perform acts and ideas. Byrne defined, "Writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication". Another definition of writing is given by Michael stated in Syahid, "Writing can be a systematical visible and permanent representation of this explanation, it can be concluded that writing is the speech that written in paper, it is a permanent form of communication.

Writing as stated above is a productive skill that is written to show the language ability of student. According to Enre the aims of writing are:

a. Desire to explain or to inform
b. Desire to tell something as it was looked and heard
c. Desire to tell something about something happened
d. Desire to convince someone.

Moreover, writing gives a range of functions in modern world. It gives an important contribution to human work. It can be a sign, information and entertainment. Writing is an active process which requires the writer to be active in his writing for getting information.

TEACHING WRITING THROUGH COOPERATIVE LEARNING APPROACH

Teaching learning process which is done by a teacher should have a goal to be achieved at the end of class because teaching is an attempt which is consciously done systematically to the improvement of students' knowledge and behavior. This improvement should be done through the teaching-learning process.

Before teaching learning process occurred, the teacher should make a lesson plan in preparing the implementation of cooperative learning approach. The following are the ways of the teacher in carrying out writing classroom through cooperative learning;

1. Preparation of teaching material

The teacher should prepare the material before coming into the class. The materials could be various; it depends on the students' ability, environment and interest. Those are intended to make the teaching learning process to be more active. Then, the teacher gives instruction to the students on how doing the writing assignment.

2. Explanation of the context

The teacher may begin the lesson with a short introduction such as inntroduce the students to unfamiliar cultural aspects and explains unfamiliar words and phrases in order to comprehend the context. After knowing the context, the students are easy to develop the idea to write.

3. Asking questions

In order to know whether the students have understood the writing material given, the teacher asks some questions. Based on the students' answer, the teacher knows the students' ability, and gain the purpose of learning writing.

The steps above are important, and the teacher is suggested to run them in teaching learning process. The teacher can use one of the varieties of writing tasks to evaluate the students in comprehending the context. By using one of the writing tasks, the teacher will find out the students' ability in writing.

In teaching and learning process, students should follow the steps of writing when they produce a paragraph or text since the students should have used all aspects included in writing. Brown mentions that those writing aspects consist of content, organization, discourse, vocabulary, syntax, and mechanics. All of them are taught in several levels in learning. In first level, commonly students focus on writing a complete sentence grammatically with proper punctuation, capitalization, and spelling. They also learn to choose the proper word for the certain purposes. Later, they will learn to connect the sentences with proper connecting word to make the paragraph. They will learn to add some details

related to the topics to support their paragraph as well. Then they will try to organize some paragraphs into the logical and coherent text. In this level, students are able to follow the writing steps since they have found out the aspects in writing.

Brown divides writing performance into four categories to make students easier to master each aspect of writing. Each category reflects the uniqueness of the skill area; that is imitative, intensive, responsive, and extensive writing. He explains that in imitative writing students are focused on basic tasks of writing letter, words, punctuation, and very brief sentences. It means that the students' mastery of mechanics have been begun in this level. In intensive writing, students are expected to produce the written language to show their competence in grammar, vocabulary, idiom, and sentence formation.

Then in responsive writing, Brown argues that students begin to connect some sentences to be a paragraph logically. The genres of writing such as narrative, descriptive, report, summary, brief responds to reading and interpretation of charts of graphs are introduced in this level. In extensive writing, the students involve in longer texts such as full-length essays, papers, project reports, theses, and dissertations. The focus on this writing is achieving the purposes, organizing and developing ideas logically, using details to support or illustrate the ideas.

In responsive and extensive writing, students become involved in the process of writing, all aspects in writing should also be considered by the students because they will produce a real writing. In addition these pieces of writing are considered as a progressive activity. This means when students write something, such as an essay, they have something in mind to be conveyed, have been thinking about what they want to say, and to whom they want to say it. After finishing this activity, they should read over what they have been written and make some changes and corrections. Therefore, writing is not a one-step action but it has several ones.

a. Categories of evaluating writing are the components of writing that is needed to make a good writing. According to (Brown: 2009) there are five categories that can be used to evaluate writing, they are organization, logical development of ideas, grammar, punctuation/ spelling/mechanics, and style/quality of expression. Each category of this assessment has different score. There are 30 point for content, 25 point for Organization, 10 point for Vocabulary/ Diction, 25 point for Grammatical Rules/ Sentence Structure , 10 point for Spelling

b. Content: A writer needs to master this component. Content is expanding of ideas that are written trough personal experience, illustration, facts and opinions. To write content, the writer needs to develop their thoughts and think creatively. As Heaton stated, "treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.

c. Organization: Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by using of appropriate transition signals.

d. Vocabulary/Diction: Vocabulary is an important role in a language, especially in writing activity. The choice of vocabulary could describe the writer's knowledge. To master the vocabulary we can use reading or listening.

e. Grammatical Rules/Sentence Structure: This rule consists of phonology, morphology and syntax. In writing, phonology rule has no role at all, while morphology and syntax rules have very important roles. It deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

f. Spelling: One of the most difficult and confusing aspects of the English language is spelling system. There is often a difference between the

pronunciation of a word and its spelling. We cannot always know how to spell a word by its pronunciation and vice versa. So the writer needs to be aware of this aspect.

Furthermore, if the teacher does not pay more attention and make a good preparation during the group activity process, the students face several difficulties, such as the students prefer to work alone, and do not want to work together in their group so that the teacher may require further counseling and give explanation to the students about the importance working together among them. Therefore, the teacher has to create well-organized learning environment in the classroom during teaching learning process. In this light, the chosen of approach is very important.

One of the appropriate approaches that might be applied in teaching writing is cooperative learning. Helmet : 2010) stated that the key to success in this area include explaining clearly what students are to do and how to do it before moving to another group, circulating, around the room at times to monitor seat-work and to give feedback to students in different group, explaining a head of time what students are to do if they finish an assignment early, and preparing all materials ahead of time to ensure smooth, systematic transition from working one group to work with another. It means that the teachers should follow certain step. So that, learning writing by using cooperative learning can help the students to solve their problem together and to achieve sharing learning goal.

In other words, learning writing by using cooperative learning makes the students easier. Its approach is more than just putting students into groups, but the students can work together, share information, and they are responsible for completion of the task in group also. In this approach, the students are transferring their information and knowledge to the others and help each other in developing the ideas to write during teaching- learning process.

From the explanation above, it can be concluded that applying cooperative learning approach is very useful to motivate the students to write and to de-

velop the ideas communicatively, because the students can discuss together and solve their problems in their own group.

Learning is an active process of a student in developing his knowledge. Therefore, it is not passive process where the student just accepts speech from teacher. As a consequence, if learning does not give opportunity to student to share actively, the study opposes concept of learning; Active student is importance for the agenda of forming creative generation, productive that benefit him and others.

Therefore, learning does not only mean to hear teacher's reading and his describing for items, but also to transfer knowledge from teacher to students. In the opposite, learning means to facilitate students with experiences that support them to actively construct their understanding, manage it to be a skill, applies it and uses it as a source for proper behavior in their life.

Teacher has to create various activities in teaching-learning process that support different student competencies; students product also should be assessed and showed out in front of class or in announcement board of school . Students are forced to be productive as according to their potency. Difference of existing potency does not be made as obstacle, but it is exactly made opportunity for worthwhile product to each other learning and equipping.

Creative learning tends not to be a learning dogmatically. The students are forced to be sceptic toward material of learning. They are offered opportunity to find out truth in their way that more useful and quicker. Students are invited to look for alternative, to study positive and negative side, take decision as well as conclusion of the study.

In an effective learning, students need to be involved actively in learning process, because they are the centre of learning and activity. Students have to participate in directional question and answer, and look for resolving to various learning problem. Educational participation must be forced to students to interpret and mind the information that can accept by common sense. This strategy

needs mutual-transfer of mind between students and teachers, discussion, and debate to reaching same understanding to each standard item through effective and meaningful learning. Through effective learning, knowledge and competences of students would be improved, saved in brain and would shape their personalities through "sensible process".

Good planning is highly recognized as the underlying strength to successful teaching. Inspiration and spontaneity are sprinted, energizing qualities that add high interest to many lessons. However without a solid, functional plan there is no guarantee that effective instruction will automatically occur. Teacher must have a process to guide in teaching learning to create a plan for interaction that help students learn, and will let them evaluate their learning success.

Based on the explanation above, it can be concluded that applying cooperative learning approach is very useful to increase the students' ability in reading, because they can discuss the ideas that they have read together and solve their problems in their own group.Morever, all students are responsible for completion of reading task and all group members are included.This situation directs the students to have positive independence, group formation, individual accountability, social skills, structuring and structures.

CONCLUSION

Based on the explanation above, it can be concluded that applying cooperative learning approach is very useful to increase the students' ability in writing, because they can discuss the ideas that they have read together and solve their problems in their own group.Morever, all students are responsible for completion of writing task and all group members are included.This situation directs the students to have positive independence, group formation, individual accountability, social skills, structuring and structures.

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