

ARTICLE

## A Process Approach to Teaching Writing for Enhancing Students' Cooperation and Communication Skills

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### ABSTRACT

Cooperative learning plays a vital role in enhancing students' writing performance. A multitude of studies have demonstrated that collaborative strategies not only strengthen students' writing abilities but also enrich their social skills and teamwork attitude. This study aims to design an innovative model for writing instruction that harnesses the power of cooperative learning to elevate students' writing skills, particularly in crafting compelling academic essays. Dick and Carey's model was used as the instruction design model, which includes several steps such as needs analysis, product design and development, feasibility testing by experts, formative evaluation, product revision, and final product. The subjects of this study included lecturers and students of the English Education Department. The research instruments consisted of questionnaires, interviews, and writing tests. Based on the feasibility test by the experts and formative evaluation, the product was declared feasible for use in Essay Writing courses. The writing test results showed an improvement in the student's scores before and after the implementation of the model. It can be concluded that this new model of instruction has the potential to enhance students' academic writing skills significantly. To enhance its effectiveness, it is recommended that educators integrate this model into their curricula and provide continuous support and feedback to students throughout the writing process.

**Keywords:** Instructional Model; Cooperative Learning; Process Writing

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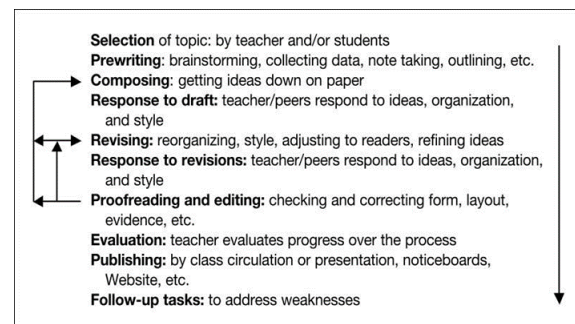
## 1. Introduction

The success of writing instruction can be influenced by several aspects such as the selection of process-oriented learning approaches, a balanced learning focus between the writing process and writing products, authentic writing activities, and the role of lecturers as facilitators<sup>[1]</sup>. Brown & Lee<sup>[1]</sup> mentioned that one of the important aspects of writing instruction is the selection of teaching approaches that are interactive and student-centered. This interactive teaching approach can be found in the writing process with student-centered learning, where students can work together in groups to share and develop writing ideas together. In ideal practice, writing is a complex and integrated process that is interactive and recursive. In practice, writing in English as a foreign language, in terms of process, refers to activities such as multidrafting, reflection, revision, and self and peer assessment<sup>[2]</sup>.

However, writing in a foreign language is viewed as the most challenging skill to teach among the three other language skills<sup>[3, 4]</sup>. The difficulties commonly experienced by foreign language learners in mastering writing skills are attributed to a limited understanding of grammatical structures and vocabulary elements<sup>[5]</sup>, along with low motivation and writing anxiety, which are influenced by ineffective teaching strategies and instructional styles that do not align with the changes of the times<sup>[6]</sup>. In addition, writing activities require a wide range of highly complex skills. Language learners in writing must navigate a range of higher-order skills, including planning and organization, alongside essential lower-order skills such as spelling, punctuation, and word choice<sup>[4]</sup>. Moreover, teaching writing skills demands a considerable investment of time, encompassing everything from preparing materials and resources to the essential processes of reading, editing, and offering personalized feedback on students' work<sup>[7]</sup>. Most lecturers rarely have enough time to attend to this process. This is due to the reality of dealing with large class sizes, which consequently reduces the time available for planning and implementing the learning process<sup>[8]</sup>. In larger class sizes, lecturers often resort to traditional teaching strategies that limit opportunities for interaction, reducing engagement between instructors and students, as well as among the students themselves<sup>[9]</sup>.

The process approach to writing is one of instructional approaches to teaching writing, which has been widely used

in writing instruction for a long time. The initial idea is not to completely separate writing from its product by simply directing students to follow the various stages of the writing process but rather to build process-based writing lessons that will affect students' writing skills<sup>[10]</sup>. In classroom practice, the writing process incorporates the four most basic writing stages such as planning, drafting, revising, and editing. There are three additional stages carried out by teachers on students' writing, namely responding, evaluating, and post-writing<sup>[4]</sup>. The writing process stages are presented in **Figure 1**.



**Figure 1.** The writing process stages<sup>[11]</sup>.

Writing with a process approach is one way to create collaboration and cooperation between students. Collaborative writing is one of the important learning activities for writing classes because of its emphasis on writing as a process<sup>[12]</sup>. This activity enables lecturers to cultivate a classroom environment that mirrors the professional writing process. Students engage in collaborative groups to enhance the quality of their writing while taking ownership of their work, a practice that has been widely used in writing instruction<sup>[12]</sup>. Adopting a process-oriented approach to writing fosters a conducive, supportive, and collaborative learning environment<sup>[13]</sup>. Learning to write with a process approach allows for cooperation and collaboration between fellow students during the writing process which consists of several stages such as pre-writing, drafting, editing, and proofreading<sup>[14]</sup>. In their study, Benlaghrissi et al.<sup>[15]</sup> also highlighted that employing the writing process—encompassing planning, drafting, editing, revising, and publishing—could significantly enhance students' paragraph writing skills.

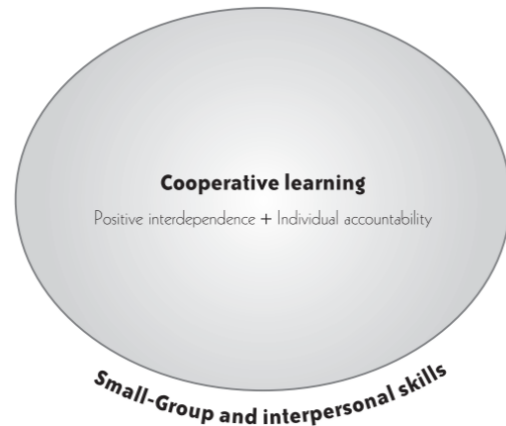
Meanwhile, one highly effective learning model that fosters collaboration among students is the cooperative learning model. This method is widely recognized as one of the most effective approaches for teaching foreign language writing, particularly in English. Cooperative learning has be-

come indispensable in the classroom because it supports the achievement of higher learning goals<sup>[16]</sup>. Writing lessons in general do not or have not provided opportunities for students to learn actively and establish meaningful communication between fellow students because the focus of learning is more on individual achievement that is oriented towards grades<sup>[17]</sup>. The cooperative learning model, one of which was popularized by Spenser Kagan, is a learning model applied to small groups of heterogeneous students who work together to achieve a common goal<sup>[18]</sup>.

The cooperative learning method is a structured and systematic instructional strategy that can be used at all levels of education and subjects<sup>[19]</sup>. Meanwhile, Johnson & Johnson<sup>[20]</sup> describe that in cooperative learning there is cooperation to achieve a common goal. In cooperative learning, individuals seek outcomes that are beneficial to themselves and all other group members. It can be concluded that cooperative learning is a learning model that uses small groups so that students can work together to maximize their learning and that of their peers<sup>[20]</sup>. Overall, the foundational definitions and descriptions of cooperative learning underscore the critical role of collaborative engagement among students in small groups. This interaction fosters a mutually supportive environment that not only enhances the acquisition of academic content but, in certain interpretations, also empowers students to actively construct their own knowledge. In addition, cooperative learning can improve students' thinking skills and help develop knowledge and strategies to improve writing<sup>[21]</sup>. In writing activities, Slavin<sup>[22]</sup> suggests that cooperative learning can increase individual commitment to working in groups and can influence individual skill improvement. Student interaction and involvement in group discussions can help students develop arguments about more complex issues and reflect on the results of writing. In line with the above opinion, cooperative learning can improve students' thinking skills and help students develop knowledge and strategies to improve their writing ability<sup>[21]</sup>.

It has been explained earlier that the basis of cooperative learning is the collaboration among students within groups to achieve both individual and collective learning objectives. In cooperative learning, group work is distinctly characterized by five essential attributes, which define its specific structure and objectives; (1) positive interdependence, (2) individual accountability, (3) group processing, (4) pro-

motive interaction, and (5) the development of interpersonal and small-group skills<sup>[22]</sup>. **Figure 2** presents an illustration of cooperative learning, accompanied by a detailed depiction of the essential skills that underpin this model.



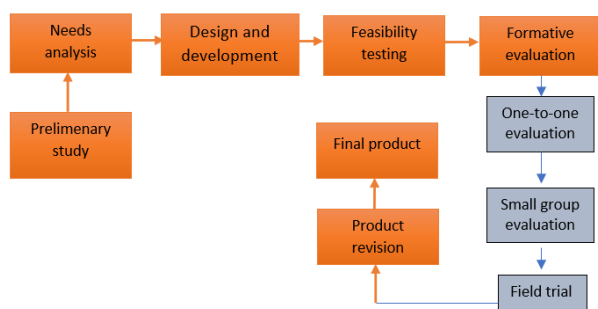
**Figure 2.** The cooperative learning social skills<sup>[23]</sup>.

Studies related to the use of cooperative models in learning English writing at the university level generally show significant results in improving student learning outcomes as well as improving aspects of communicative skills. Some studies focus on the effectiveness of using cooperative models to improve students' academic writing skills, including<sup>[17, 24–29]</sup>. Meanwhile, research on the application of cooperative learning models in writing based on online media was conducted by<sup>[16, 30, 31]</sup>.

Previous studies on cooperative models in writing learning mentioned above generally aim to see the effects of learning models on students' writing performance as well as on improving students' writing skills and learning motivation with various approaches and strategies. Studies that focus on developing a writing instructional model using a cooperative learning approach are still unexplored. In an intriguing exploration of writing activities, Leonard<sup>[32]</sup> conducted a study centered on cooperative learning. However, his approach was limited to the pre-writing phase, leaving critical stages of the writing process unaddressed. This gap underscores the pressing need to develop a comprehensive cooperative learning model that spans all stages of writing. Thus, the purpose of this study is to create an innovative teaching model for academic writing that incorporates a process-oriented approach through cooperative learning—ultimately enhancing students' academic writing skills.

## 2. Methods

The present study employed the Research and Development from Dick & Carey’s study<sup>[33]</sup>. The steps consisted of preliminary studies and needs analysis, product design and development, feasibility testing by two subject matter experts (SMEs), formative evaluation (one-to-one, small group, and field trial), product revision, and final product. There were three universities in Banten province participated in the preliminary study, while only one university was used for formative evaluation and field trial. For the purpose of the field trial, the study involved a total of 30 students and one lecturer, as it was designed to be a small-scale trial. The data were collected from three instruments which were questionnaires, interviews, and writing tests to measure the students’ writing skills improvement before and after using the model. The research workflow is shown in **Figure 3**.



**Figure 3.** Research workflow.

Following the stage of design and development, the product then was validated by external subject matter experts (SMEs). The validation was conducted by two experts in the field of English teaching and instructional design from two universities in Banten province. The feasibility of the product then was validated by using a five-point Likert-scale instrument. The purpose of the validation testing was to gather feedback to enhance the developed product and make

it more suitable for use, along with some suggestions for improvement. After the feasibility testing was completed and some improvements were made, the formative evaluation proceeded. The formative evaluation consisted of three stages; one-to-one evaluation, small group evaluation, and field trial. The purpose of the one-to-one evaluation stage is to identify and rectify the most evident errors in the product, as well as to gather initial performance feedback and reactions from learners regarding the content. Three representative students were chosen as the respondents to participate in filling out the questionnaire. They were from beginner, intermediate, and advanced level. A five-point Likert-scale instrument was used in the one-to-one evaluation.

After some information was collected and some improvements were made, then it was continued with the small group evaluation. This evaluation involved more respondents as many as eight respondents. The main purpose of small group evaluation was to assess the impact of modifications implemented after the one-to-one evaluation and pinpoint any additional learning challenges that learners might still face<sup>[33]</sup>. Once the small group evaluation was completed and some revisions were made, the developed model was tried out in the field trial stage. Field trial is the final stage of the formative evaluation. One purpose of the field trial is to evaluate the effectiveness of the instructional changes made after the small-group stage. Another purpose is to assess the suitability of the instruction for its intended context. As many as 30 students and one lecturer participated in the field trial. Along with the field trial, there were pretest and posttest before and after the implementation of the model to evaluate the students’ writing skill progress. A questionnaire was given to the participants to collect data for making final adjustments. Changes were implemented in the developed model after analyzing the data obtained from identifying issues during the trial period. The instrument details are shown in **Table 1**.

**Table 1.** Data collection instruments.

| Research Stages                    | Data Collection Techniques         | Research Instruments                                    | Data Sources  |
|------------------------------------|------------------------------------|---|---|
| Preliminary study & Needs analysis | Observation<br>Interview<br>Survey | Observation sheet<br>List of questions<br>Questionnaire | Students<br>Lecturer  |
| Design and Development             |                                    |   |   |
| Expert judgment                    | Survey                             | Questionnaire   | Experts in the field of English Teaching and Instructional Design |

Table 1. Cont.

| Design and Development   |             |                          |          |
|--|-------------|--------------------------|----------|
| Formative evaluation ( <i>one-to-one, small group, field trial</i> ) | Survey Test | Questionnaire Test sheet | Students |

### 3. Findings and Discussion

#### 3.1. Findings

Based on a preliminary study that involved observations and interviews with both lecturers and students concerning the current state of academic essay writing instruction, it could be concluded that the pedagogical model employed by lecturers was suboptimal in enhancing students' essay writing skills. Consequently, there was a pressing need for initiatives aimed at refining and optimizing the instructional model utilized in this context. In light of this, it was essential to enhance and adapt the instructional model employed by lecturers to better align with the learning requirements specific to academic essay writing. This new learning model aimed to enable students to learn to write academic essays more optimally following the learning objectives that had been set. In addition, based on the results of interviews conducted with lecturers, a learning model was needed that emphasizes the process or stages in writing by emphasizing the aspects of cooperation among fellow students in academic writing. Subsequently, a new instructional model was developed that employed a cooperative framework aimed at teaching academic writing by utilizing a process-oriented approach. **Figure 4** presents the components of the writing instructional model based on the process approach using cooperative learning.

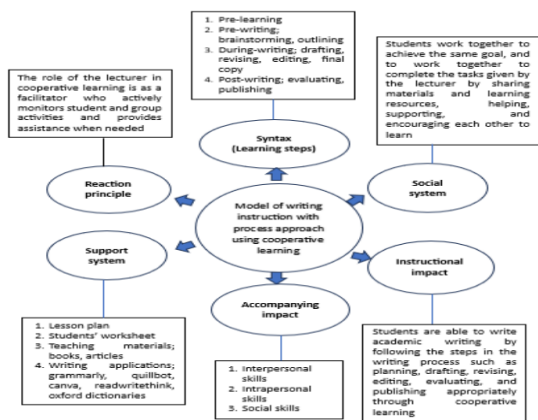


Figure 4. The components of writing instructional model based on process approach using cooperative learning.

In general, the learning scenario consists of the following stages (as shown in **Figure 5**):

#### 1) Pre-learning Stage

The pre-learning stage is the initial stage before writing-learning activities are carried out. At this stage, the lecturer provides directions and instructions related to the course of the learning process. There are several activities carried out by lecturers at this stage including determining learning objectives, making decisions, communicating tasks, goal structures, and learning activities.

#### 2) Pre-writing Stage

The pre-writing stage is the initial activity before writing which aims to explore writing ideas, motivate students to write, and prepare students with the skills and sub-skills needed for the main task of writing. There are two main activities in the pre-writing stage, namely exploring writing ideas and organizing writing ideas in the form of a writing outline.

#### 3) The During-Writing Stage

The during-writing stage is an activity where students develop ideas obtained at the pre-writing stage into writing. There are three main activities in the writing stage, namely drafting, revising, and editing.

#### 4) Post-writing Stage

The post-writing stage is a post-writing activity carried out by lecturers and students on the finished writing. There are two main activities in the post-writing stage, namely evaluating writing (evaluating) and presenting writing (publishing).

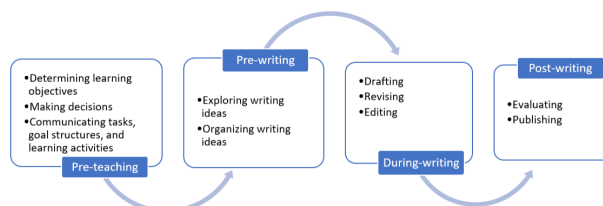
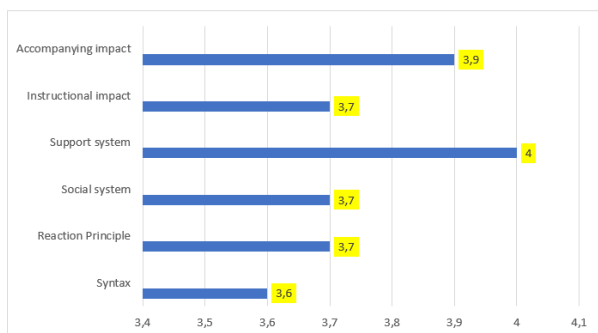


Figure 5. The syntax of the cooperative model to teaching writing with process approach.

To find out the needs of students towards the Essay writing learning model was done through distributing a ques-

tionnaire. The distribution of the questionnaire was carried out to know the students' needs for the Essay Writing learning model which became the basis for the development of the Essay Writing learning model. The questions contained in the questionnaire were arranged based on the components of the learning model which contained the following aspects: a) syntax; b) principle of reaction; c) social system, d) support system, e) instructional impact, and f) nurturing impact. **Figure 6** shows the results of the needs analysis.



Description: 4.2 to 5.0 = urgently needed, 3.4 to 4.2 = needed, 2.6 to 3.4 = moderately needed, 1.8 to 2.6 = less needed, 1.0 to 1.8 = not needed

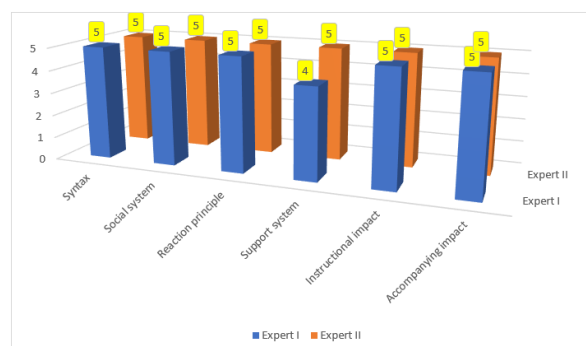
**Figure 6.** Results of the needs analysis.

Based on the data presented in Graphic 1, it is evident that students require the comprehensive integration of all components within the academic writing learning model, particularly when implemented through a cooperative framework. Each item analyzed in the needs assessment questionnaire falls within the “needed” category, indicating a strong demand for these elements. This conclusion was further substantiated by the average scores attributed to each component of the learning model, which ranged from 3.4 to 4.2, consistently reflecting a “needed” category. After the needs analysis was done, the developed model was examined by the experts. The expert evaluation summary indicated that the findings were categorized as “very good,” with a few recommended revisions for improvement. The summary of the experts' evaluation is shown in **Figure 7**.

Following the feedback received from the experts and some revisions were made, the process of model development continued with formative evaluation. The results of the formative evaluation are shown in **Figure 8**.

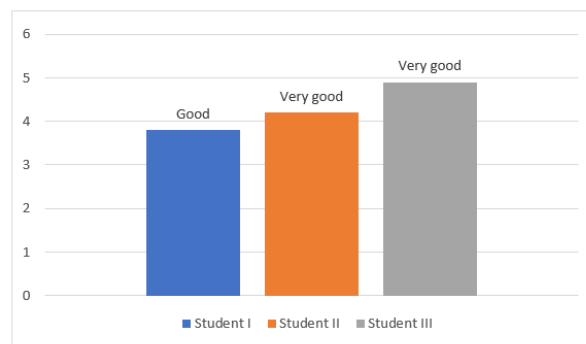
Following the one-to-one evaluation, the results fell into the “good” and “very good” categories, albeit with a few necessary revisions. This promising feedback paved the way for the next phase, which involved a small group evaluation aimed at further refining and enhancing the outcomes. The summary of the small group evaluation is shown in **Figure 9**.

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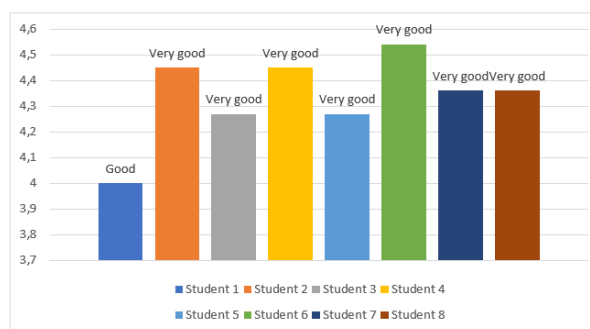
Description: 4.2 to 5.0 = very good, 3.4 to 4.2 = good, 2.6 to 3.4 = fair, 1.8 to 2.6 = not good, 1.0 to 1.8 = not very good

**Figure 7.** Summary of expert evaluation.



Description: 4.2 to 5.0 = very good, 3.4 to 4.2 = good, 2.6 to 3.4 = fair, 1.8 to 2.6 = not good, 1.0 to 1.8 = not very good

**Figure 8.** Summary of one-to-one evaluation.

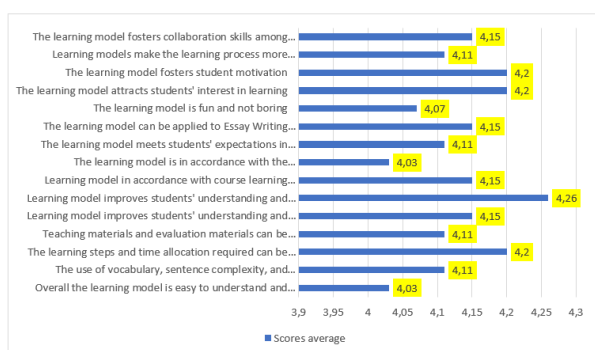


Description: 4.2 to 5.0 = very good, 3.4 to 4.2 = good, 2.6 to 3.4 = fair, 1.8 to 2.6 = not good, 1.0 to 1.8 = not very good

**Figure 9.** Summary of small group evaluation.

The results of the small group evaluation indicated that the model being developed was in the “very good” category. Seven out of eight students stated that the model was in the

“very good” category and could be used in the field trial stage. Then, the last stage of formative evaluation is field trial. A total of 30 students and one lecturer participated in the field trial, which was conducted for four sessions, each adhering to the stages of the process writing approach. Each session lasted for three periods of 50 minutes each. Upon conclusion of the field trial, students were administered a questionnaire designed to evaluate the efficacy of the model’s implementation. The summary of field trial evaluation results is shown in **Figure 10**.



Description: 4.2 to 5.0 = strongly agree, 3.4 to 4.2 = agree, 2.6 to 3.4 = disagree, 1.8 to 2.6 = disagree, 1.0 to 1.8 = strongly disagree

**Figure 10.** Summary of the field trial evaluation.

According to the findings presented in Graphic 5, the majority of students expressed positive responses regarding the implementation of the model. The predominant responses fell within the categories of “agree” and “strongly agree,” demonstrating a favorable perception among participants. This outcome suggested that students held a positive perception of the model under development, believing it had the potential to enhance their academic writing skills. To evaluate the extent of improvement in these skills, both a pretest and a posttest were administered before and following the field trial. The summarized results of these assessments are presented in **Table 2**, illustrating the measurable progress achieved throughout the study.

Based on the information presented in **Table 2**, there is a noticeable rise in the average scores from the pretest to the posttest, indicating improved learning outcomes following the implementation of the learning model. The average score for the pretest was 80.73, compared to a posttest average of 93.83. These findings suggest that the cooperative teaching model using a process approach is effective for teaching academic writing. Each stage of the process contributes significantly to the enhancement of students’ writing performance.

**Table 2.** Summary of pretest and posttest results.

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pretest scores     | 30 | 58      | 94      | 80.73 | 8.200          |
| Posttest scores    | 30 | 84      | 98      | 93.83 | 3.563          |
| Valid N (listwise) | 30 |         |         |       |                |

### 3.2. Discussion

The cooperative learning model of English essay writing based on the process approach that was developed resulted from several revisions in the previous stages to obtain the desired final model. In general, the model consists of six main components of learning model, namely: 1) syntax, 2) social system, 3) principle of reaction, 4) support system, 5) instructional impact; and 6) nurturing impact<sup>[34]</sup>. The final product of this research and development is a cooperative learning model of English essay writing with a process approach. The model consists of two products: (1) The semester learning plan, consisting of a syllabus and a unit of lecture program, and (2) the design of a learning scenario. The instructional model development based on these six components is in line with the study conducted by Hafina

et al.<sup>[35]</sup>, who developed the Character Education Model. The model consisted of several components such as focus (model objectives), syntax (instructional and process), principles of reaction (teachers’ reactions to student responses), social systems (activities), support systems (teaching materials), and applications. This study also supports another study conducted by Usman & Anwar<sup>[36]</sup> who designed and developed a teaching material using Borg and Gall’s design model of instruction. The development followed several stages such as (1) preliminary studies and needs analysis, (2) product design and development, (3) evaluation, field test, and product revision, (4) and product refinement and dissemination.

The learning framework established in this model is informed by a thorough analysis of the situational context and conditions, as well as an assessment of student needs

related to academic essay writing. The instructional design for developing academic writing skills, specifically in the context of crafting academic essays, comprises six fundamental stages, namely: 1) planning, 2) drafting, 3) revising, 4) editing, 5) evaluating, and 6) publishing<sup>[2, 4]</sup>. These six fundamental stages are systematically integrated into three key activities of the writing process: pre-writing activities, during-writing activities, and post-writing activities. This confirms the California State University, Stanislaus in Celce-Murcia et al.<sup>[37]</sup> states that there are three stages of activities in writing, namely pre-writing, while-writing, and post-writing.

This study supports previous research which stated that before writing, student writers use strategies by preparing writing materials and organizing writing ideas, planning a writing framework, and setting writing goals<sup>[38]</sup>. Another study also supports the current findings, which was conducted by Chien<sup>[39]</sup>. Upon completing the first draft, student writers engage in a thorough review of their work, taking into account feedback received from lecturers and peers. They then make necessary revisions to ensure their writing meets the established criteria for quality and correctness, while also aligning with the intended purpose of the writing task<sup>[39]</sup>. In line with this study, research conducted by Albeshar<sup>[40]</sup> on writing with the process and cooperative approach showed that students who wrote essays cooperatively produced better-written texts (in the aspects of development, cohesion, and organization) than students who wrote essays alone. Another study on the process approach was also discussed by Auliyah & Arrasyid<sup>[41]</sup>, who stated that the process-based stages play a significant role in essay writing, with over half of the efforts involved in creating an essay being attributed to these stages, indicating that they are highly beneficial for students, as highlighted by the author.

Besides learning achievement, this learning model also has a positive effect on students' attitudes towards writing. Because the principle of cooperative learning is to work together so that individual and group goals are achieved, it requires considerable interaction between fellow students. This makes this learning model student-centered. As mentioned by Jacobs & Renandya<sup>[42]</sup>, that one of the elements of student-centered learning is student-student interaction. According to Jacobs & Renandya<sup>[42]</sup>, interaction allows students to learn from fellow students and develop the skills

needed to learn together. In this case, learning by working together is the main key in this cooperative learning model. Through cooperative learning, students create strong friendships and mutual respect through group interaction which causes the classroom environment and students' positive attitudes toward learning to improve<sup>[43]</sup>. While the results of research from Tran<sup>[44]</sup> proved that collaborative interactions that occur among students in groups strengthen cooperation which can increase learning motivation for the better.

Based on the results of the current study, cooperative learning also has a positive impact on students' learning achievement. This is indicated by the improvement of the writing test scores before and after the implementation of the model. A meta-analysis study conducted by ÖZTÜRK<sup>[45]</sup> on the effect of cooperative learning models between 2010–2021 on student learning outcomes showed that cooperative teaching has a positive impact on student learning outcomes. The impact of employing a cooperative learning model in writing can be further elucidated by the findings of a study conducted by Khan<sup>[17]</sup>, which highlighted how collaborative approaches in writing not only enhance students' engagement but also improve their writing skills and overall academic performance. A systematic review analysis research on writing approaches employed in ESL classrooms done by Selvaraj & Aziz<sup>[46]</sup>, showed that the process approach has predominantly been utilized in teaching writing in ESL contexts at both secondary and tertiary levels. The results demonstrated that scaffolding cooperative learning, along with feedback from teachers and peers, contributes to enhancing the writing skills of ESL students. Based on this explanation, it can be concluded that cooperative learning serves as an effective technique for teaching essay-writing skills to students. This approach fosters collaboration, encourages peer feedback, and ultimately enhances students' writing abilities.

Escalante<sup>[47]</sup> mentioned in her study that students enhanced their writing skills by implementing process-based approach strategies. The findings showed that most of the students gained improvements in the organization and content of their written work. This reflected a more effective communication of ideas in the foreign language. In the current study, it is shown that the developed model of instruction can lead to students understanding of the academic content as well as motivation to learn. This aligns with the research conducted by Alexon et al.<sup>[48]</sup>, which highlighted the criti-



cal importance of developing teaching materials. Research showed that the developed teaching materials could foster a supportive environment for both students and teachers, as it significantly motivated students to engage with and master the English language. Another study conducted by Caux & Pretorius<sup>[49]</sup> showed that collaborating with one another promoted trust, collegiality, and group learning. Collaborative peer feedback was seen by participants as a means of enhancing academic writing skills, boosting confidence, and boosting self-esteem. However, a study on cooperative learning conducted by Tamimy et al.<sup>[50]</sup> found that teachers' knowledge, beliefs, and implementation issues prevent cooperative learning from being widely and consistently implemented in the classroom, despite the positive perceptions of its advantages.

The development of a cooperative learning model for academic essay writing is expected to have a nurturing impact on students. Among the nurturing impacts are interpersonal and intrapersonal skills such as leadership, decision-making, building trust, communication, and conflict management skills<sup>[51]</sup>. In addition, students are expected to have good social skills such as problem-solving, openness to suggestions and criticism, and creative and critical thinking<sup>[22]</sup>. In this study, the nurturing impact of the learning model includes social skills which consist of exchanging ideas and thoughts, exchanging information, reference sources, and learning materials, giving and receiving constructive feedback, taking turns talking with their partner in the group, working together with their partner in the group in completing the writing task, providing constructive support in completing the writing task, showing a positive attitude while working together in the group, being a good listener to their group mates/partners, and respecting the different opinions of their group mates.

The results of this current study are in line with the research conducted by Leonard<sup>[32]</sup>, who used social networking applications in cooperative writing learning. The social networking application makes writing activities, especially pre-writing activities, more interactive, interesting, and transparent and motivates students. Wiboolyasarini et al.<sup>[52]</sup> also discussed the role of AI tools in the writing process, noting their positive impact on specific aspects of collaborative writing interventions that are enhanced by AI-generated feedback. This study has important implications for both research and teaching practices, providing valuable insights into en-

hancing second language writing skills through targeted AI feedback and structured collaborative efforts. Meanwhile, research conducted by Hung<sup>[53]</sup> showed that students gained additional skills in working in groups, including problem-solving skills and increasing self-confidence. Meanwhile, a study conducted by Bashiri & Shahrokhi<sup>[54]</sup> showed that the process-based approach had a beneficial impact on learners' writing skills, critical thinking abilities, and their sense of autonomy.

## 4. Conclusions

This research aims to design and develop an instructional model for academic writing with a process approach that utilizes a cooperative learning approach. This innovative model seeks to integrate the process approach to writing, which emphasizes the stages of writing development, with cooperative learning methodologies as a pedagogical strategy. This synthesis represents a significant advancement in writing instruction, offering a novel framework for enhancing student engagement and collaborative skill development in the writing process. The model consists of several structured stages such as pre-learning, pre-writing, during-writing, and post-writing. These stages are aligned with the principles of cooperative learning, which include setting goals, making decisions, communicating tasks, establishing goal structures, engaging in learning activities, monitoring progress, intervening when necessary, and conducting evaluations. To assess the effectiveness of the developed model, feasibility testing is conducted involving expert evaluations and it is followed by formative evaluation. Both the evaluation results show that the developed model is feasible and effective to use in academic writing classes. These steps are crucial and are undertaken in subsequent phases of the research to ensure that the model meets the educational needs and improves the learning outcomes for students in academic writing. The developed model shows that cooperative learning together with the process approach in writing can improve writing skills so that this model can be applied to writing learning contexts in general. It is recommended that further research be conducted to assess the effectiveness of this model across a broader spectrum, encompassing a diverse range of participants, research focuses, and sub-focuses, as well as various research contexts.

## Author Contributions

Conceptualization, I.A. and I.I.; methodology, H.; validation, H. and I.I.; formal analysis, I.I.; investigation, I.A.; resources, I.A.; data curation, I.A.; writing—original draft preparation, H.; writing—review and editing, I.I. and H; visualization, I.A.; supervision, H. and I.I.; project administration, I.A.; All authors have read and agreed to the published version of the manuscript.

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## Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki, and approved by the Institutional Review Board of Universitas Negeri Jakarta (on 31 January 2024).

## Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

## Data Availability Statement

All data generated or analyzed during this study are included in this article. Further enquiries can be directed to the corresponding author.

## Conflicts of Interest

The authors declare no conflict of interest.

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