



**Effects of Cooperative Learning on Writing Ability of  
Thai Secondary School Students**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of  
Arts Degree in Teaching English as an International Language**

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ชื่อวิทยานิพนธ์	ผลการใช้วิธีการเรียนแบบร่วมมือต่อความสามารถทางการเขียน ภาษาอังกฤษของนักเรียนระดับมัธยมศึกษา
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สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
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### บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลการใช้การเรียนแบบครูเป็นผู้กำกับควบคุมและการเรียนแบบร่วมมือในการเขียนโดยเน้นกระบวนการต่อความสามารถทางการเขียนภาษาอังกฤษ และเพื่อศึกษาทัศนคติของนักเรียนที่มีต่อวิธีการสอนทั้งสองแบบ กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 5 ในภาคการศึกษาที่ 1 ปีการศึกษา 2552 โรงเรียนหาดใหญ่วิทยาลัย 2 จังหวัดสงขลา จำนวน 60 คน โดยแบ่งนักเรียนออกเป็น 2 กลุ่ม กลุ่มละ 30 คน ทั้งสองกลุ่มได้รับการสอนโดยผู้วิจัย กลุ่มควบคุมได้รับการสอนแบบครูเป็นผู้กำกับควบคุมในการเขียนโดยเน้นกระบวนการ กลุ่มทดลองได้รับการสอนแบบร่วมมือในการเขียนโดยเน้นกระบวนการ แต่ละกลุ่มใช้เวลาเรียน 9 คาบ คาบละ 120 นาที เครื่องมือที่ใช้ในการทดลองได้แก่ แบบทดสอบความสามารถด้านการเขียนภาษาอังกฤษก่อนและหลังการทดลอง แผนการสอน สื่อการสอน แบบสอบถาม ทัศนคติต่อวิธีการเรียน และแบบสัมภาษณ์

ผลการวิจัยสรุปได้ดังนี้

1. การเรียนแบบครูเป็นผู้กำกับควบคุมและการเรียนแบบร่วมมือในการเขียนโดยเน้นกระบวนการช่วยพัฒนาความสามารถทางการเขียนภาษาอังกฤษของนักเรียน โดยคะแนนเฉลี่ยการเขียนภาษาอังกฤษหลังการทดลองของนักเรียนทั้งสองกลุ่มสูงขึ้นอย่างมีนัยสำคัญทางสถิติ
2. พัฒนาการทางการเขียนภาษาอังกฤษหลังการทดลองของนักเรียนทั้งสองกลุ่มมีความแตกต่างกัน กล่าวคือ นักเรียนที่เรียน โดยวิธีการเรียนแบบร่วมมือในการเขียนโดยเน้นกระบวนการมีผลสัมฤทธิ์ทางการเขียนภาษาอังกฤษสูงกว่านักเรียนที่เรียนแบบครูเป็นผู้กำกับควบคุม และสามารถเลื่อนสู่ระดับความสามารถทางการเขียนในระดับสูงได้ในจำนวนที่มากกว่านักเรียนที่เรียนแบบครูเป็นผู้กำกับควบคุม ผลการวิเคราะห์โดยความแตกต่างโดยใช้ค่าที (t-test) พบว่า คะแนนเฉลี่ยหลังการทดลองของนักเรียนทั้งสองกลุ่มแตกต่างกันอย่างมีนัยสำคัญทางสถิติ

3. นักเรียนในแต่ละกลุ่มมีทัศนคติเชิงบวกต่อวิธีการเรียนที่นักเรียนได้รับการสอน ยกเว้นประเด็นความรู้สึกลบและไม่เครียดในการเรียน ซึ่งมีความแตกต่างของทัศนคติอย่างชัดเจน โดยนักเรียนที่เรียนแบบครูเป็นผู้กำกับควบคุมในการเขียนโดยเน้นกระบวนการแสดงทัศนคติเชิงลบ ในขณะที่นักเรียนที่เรียนแบบร่วมมือแสดงทัศนคติเชิงบวกต่อประเด็นนี้

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### **ABSTRACT**

The study aims to investigate the effects of teacher-directed process writing and cooperative process writing on students' English writing ability, and to investigate the attitudes of the students towards each method through which they were instructed. The subjects were sixty Mattayomsuksa Five students (Grade 11) at Hatyaiwittayalai 2 School, Songkhla, in the first semester of the 2009 academic year. The subjects were divided into two groups, each of which consisted of 30 subjects and was taught by the researcher. The control group studied writing through teacher-directed process writing and the experimental group studied writing through cooperative process writing. Each group was taught for nine periods; each period lasted 120 minutes. The instruments used were the pre- and post- tests, lesson plans, teaching materials, the attitude questionnaires, and the interview question forms.

The findings were as follows:

1. Teacher-directed process writing and cooperative process writing had improved the students' writing ability. That means that the post-test mean scores of each group increased significantly after the experiment.
2. There was a difference between the students' ability improvement in both groups after the experiment. That is, the students in the experimental group who learned writing through cooperative process writing had achieved higher level of writing ability and moved up to higher levels in greater number than those in the control group. The results of t-test indicated that the post-test mean scores of both groups were significantly different.

3. The students in each group had positive attitudes towards the teaching method they were treated with. However, the control group and the experimental group had an opposite direction of levels of agreement with one item concerning the feeling of relaxation and having no stress. The students taught through teacher-directed process writing had negative attitudes while those who studied writing through cooperative process writing had positive attitudes towards this aspect.

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# CHAPTER 1

## INTRODUCTION

This chapter presents an overview of the rationale of the study. It also includes the purposes of the study, research questions, scope and limitations, expected results, significance of the study, and definitions of terms.

### 1.1. Rationale of the Study

Nowadays, as there is a significant shift in pedagogy trends worldwide from the traditional or teacher-centered method in which learners are usually passive while teachers dominate all processes in the class to a more student-centered method which allows learners to become more active in the learning process (Altan & Trombly, 2001; Brown, 2003; Sarigoz, 2008), one popular instructional method responding to such shift in the trends is “cooperative learning”. This is a method in teaching and learning in which classroom is organized so that students work together in small cooperative teams with clearly defined roles in order to ensure interdependence, to create less threatening learning environment for students, to increase the amount of student participation, to reduce competitiveness, to reduce the teacher’s dominance, to create a student-centered environment, and to promote healthy psychological adjustment (Artzt & Newman, 1990; Beachler & Glycer-Culver, 1998; Goosell, Maher, & Tinto, 1992; Johnson & Johnson, 1987; Johnson, Johnson, & Holubec, 1987; Slavin, 1980, 1995). Its numerous techniques are designed to make learning more engaging and more successful, and can be applied to any subject depending on the nature of students and type of educational outcome to be fostered while offering teachers to freely select contents to serve the steps of the techniques (Artzt & Newman, 1990; Johnson & Johnson, 1989; Kagan, 1990; Slavin, 1995; Tippamas, 2006).

Furthermore, it can be assumed that cooperative learning can be a good representative of teaching methods to promote the Thai educational policies. The Thai

National Education Act of B.E.2542 (1999 p.12) section 22 states that Thai education should be based on the principle that all learners are capable of learning and self-development. In the teaching-learning process, learners are the most important and they should be encouraged to develop themselves to reach their best potential. Moreover, the Ministry of Education (2001) has adopted the policies for education reform based on social-constructivism teaching practice and emphasized learning new technologies (Hallinger & Kantamara, 2001 cited in Nantrakune 2008).

The shift in pedagogy trends worldwide from the teacher-centered approach to a more student-centered approach instills a shift in emphasis of composition teaching from “product approach” to “process approach”. Many writing teachers a few decades ago were mostly concerned with the final product of writing. Today many of them focus on the process of writing such as pre-writing, drafting, and rewriting, that leads to the final product (Brown, 1994; Chandrasegaran, 2002; Farris, 1987; Hairston, 1982; Zamel, 1976).

This new paradigm has been applied to ESL and EFL writing teaching (Badger & White, 2000; Mesana, 2004; Pennington & So, 1993; Raimes, 1985; Sengupta, 2000; Silva, 1993; Zamel, 1987). This study focuses on the way to improve EFL writing skills because writing is important for communication. Writing is a tool for expressing critical thinking, reasoning, discovering, creating, and sharing of ideas and knowledge, and it allows writers to present those ideas, feelings, and cultural knowledge through various kinds of writing strategies (Amatayakul, 1992; Smith, 1990, Villimil, 1991, and Wells, 1986 cited in Gooden-Jones & Carrasquillo, 1998). Therefore, developing competent writers is one crucial purpose of language teaching.

Many researchers recommend the inclusion of cooperative learning because by using cooperative learning in process writing, students not only gain the academic benefits but also social benefits. Cooperative learning promotes social interaction in language learning as students work together in asking questions, organizing ideas, deciding the best choice or concept in order to write an effective composition and help each other to learn (Adeyemi, 2008; Bermudez & Prater, 1993; Kagan & High, 2002).

In Thai context, although the process approach to writing has proven to improve the writing performance of Thai learners rather than the product approach (Preepool, 2008), English writing skills of Thai learners do not yet reach the standard and the students pay little attention to the skills because of its complexity, time consuming, and demand for intensive practice (Khamruangsri, 2005). Therefore, it is urgent to help reform the writing teaching and learning methods to make sure that Thai learners become skillful in English writing, the skill which is considered to be the most complex for Thai learners.

## **1.2 Purposes of the Study**

The study aims to investigate the effects of incorporating cooperative learning into the process writing approach or cooperative process writing (particularly the Write-Pair-Square technique), the effects of teacher-directed process writing on students' writing ability, and feelings they have towards each method through which they were instructed.

The main purposes of the study are spelled out as follows:

1. To examine whether teacher-directed process writing and cooperative process writing improve the students' writing ability
2. To examine whether there is a significant difference between writing ability improvement of students taught through teacher-directed process writing and cooperative process writing
3. To investigate the students' attitudes towards teacher-directed process writing
4. To investigate the students' attitudes towards cooperative process writing



### **1.3 Research Questions**

The purposes of this study trigger four research questions:

1. Do teacher-directed process writing and cooperative process writing improve the students' writing ability?
2. Is there a significant difference between writing ability improvement of students taught through teacher-directed process writing and cooperative process writing?
3. What are the students' attitudes towards teacher-directed process writing?
4. What are the students' attitudes towards cooperative process writing?

### **1.4 Scope and Limitations**

There are four limitations in this study.

1. This study investigates a specific group of students in a particular context: the Mattayomsuksa Five students (Grade 11) at Hatyaiwittayalai 2 School, Songkhla in the 2009 academic year. Therefore, the outcomes might not apply to all Thai students.
2. The writing ability in this study is limited to the skills in narrative genre and covers only nine essay topics. The narrative genre was chosen according to the requirement of the school curriculum which requires the students to be able to recount their own experience and past situations.
3. In this study, the students were taught and trained narrative writing through the process writing approach. Therefore, the outcomes may be different if other approaches were trained.
4. According to the schedule, the time allotment for this study was limited to only nine periods for writing training and practicing through the two teaching methods. Thus the results of the study may be different if longer periods of time were allotted.

### **1.5 Expected Results**

It is expected that the students' English writing ability and positive attitudes towards cooperative process writing can be developed through cooperative process writing. In addition, cooperative process writing would establish a positive academic learning atmosphere and increase the amount of student participation as well as create a positive interpersonal relationship among the students.

### **1.6 Significance of the Study**

The results of this study can be used as a beneficial guideline for English language teachers who are interested in using cooperative process writing to develop writing ability of Thai secondary school students. Teachers of English in Thailand may gain useful information on the effects, benefits, and important issues they need to know before applying the teaching method in teaching writing so that they can use it appropriately. Educators, administrators, policy makers, and reformers can use findings from the current study to improve the quality of curriculum and English teaching methodology. In addition, the results of this study will stimulate English teachers' or educators' interest in applying cooperative process writing to their lesson plans or school while encouraging meaningful learning for students.

## 1.7 Definition of Terms

Two key terms used in this study are defined as follows:

1. **Cooperative process writing** is a method in teaching writing in which cooperative learning techniques are incorporated into process writing approach. Therefore, the classroom is organized in such a way that students work together on writing tasks in small cooperative teams with clearly defined roles in order to ensure interdependence, to create less threatening learning environment, to increase the amount of student participation, to reduce competitiveness, to reduce the teacher's dominance, and to create a student-centered environment.

2. **Teacher-directed process writing** is a method in teaching writing through process writing approach in which instruction is closely managed and controlled by the teacher who holds power and responsibility in class, where students often respond together as a whole class to teacher questions while working independently on writing tasks. This is a teaching style in which a teacher-centered environment is created and the teacher plays the role of a controller, a decision maker, or an instructor.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter reviewed related literature and research on cooperative learning in writing teaching and learning in the language classroom. It begins with writing in ESL and EFL context, followed by two writing approaches—product and process writing approaches. Definitions, basic elements, and teacher’s roles of cooperative learning are then explored, and the studies related to the incorporation of cooperative learning into writing classroom are presented.

#### **2.1 Writing in ESL and EFL Context**

Many researchers agree that writing is a tool for critical thinking, reasoning, discovering, creating, and sharing of ideas and knowledge, and the writer can present those ideas, feelings, and cultural knowledge through various kinds of writing strategies (Amatayakul, 1992; Smith, 1990, Villimil, 1991, Wells, 1986 cited in Gooden-Jones & Carrasquillo, 1998). Flower and Hayes (1981 cited in Scott, 1996) describe writing as a highly complex, goal-directed, and naturally recursive process rather than a linear or predetermined set of activities.

Tierney (1989) states that writing is not only considered a complex cognitive skill, but it also demands students to appropriately apply cognitive strategies, intellectual skills, verbal information and motivation in composing. Writers need to compose the text following the certain rules and conventions that are specific for each type of writing such as academic writing, and apply their knowledge in creating the text (Byrne, 1993).

When compared with other language skills such as speaking, listening, and reading, writing is considered the most difficult skill for second and foreign language learners as it requires writers’ lexical and syntactic knowledge as well as principles of organization in second language to produce a good piece of writing (Tangpermpoon, 2008).

Brookes and Grundy (1998) state that the study of language in the twentieth century by many linguists from de Saussure through Chomsky tended to neglect the area of written language and the concentration tended to be on spoken language. Those linguists viewed written language as spoken language put into written form, and as a result, writing has become a neglected area in language teaching for a long time. It was also pointed out that the novice or practicing teachers should be aware that the mastery of second language writing ability is important and requires teachers' special attention because writing is not an easy skill, but it is not as difficult as many students and teachers imagine.

## **2.2 Approaches to Writing Teaching**

As writing is a complex cognitive and recursive activity, various approaches are adopted to make teaching more effective (Harmer, 2006). There are two approaches which writing teachers can adapt in their writing class:

### **2.2.1 The Product Approach**

The product approach belongs to the traditional paradigm (Hairston, 1982) which has been called by several names such as the product-based writing approach, the controlled-to-free approach, the controlled composition model, the text-based approach, and the guided composition (Kroll, 2001; Raimes, 1983; Silva, 1990). Basically, this approach aims to reinforce ESL and EFL learners writing in terms of grammatical and syntactical forms (Tangpermpoon, 2008).

Proponents of the product approach view that the writing process is linear, and it is in line with three teaching structures: Presentation, Practice, and Produce (Pinacas, 1982). Edelsky (1986 cited in Phonkamjad, 2008) describes a four stage linear model for the product writing approach as presented below:

- Stage 1:** Model texts are read, and then features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If studying a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.
- Stage 2:** This consists of controlled practice of the highlighted features, usually in isolation. So if students are studying a formal letter, they may be asked to practice the language used to make formal requests, practicing the 'I would be grateful if you would...' structure.
- Stage 3:** It is organization of ideas. This stage is very important. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.
- Stage 4:** This is the end result of the learning process. Students choose from a choice of comparable writing tasks. Individually, they use the skills, structures and vocabulary they have been taught to produce the product; to show what they can do as fluent and competent users of the language. (2008: 6-7)

The four stages of the product approach as mentioned above have received some criticisms. As mentioned by Brown (1994), Kröll (2001), Pincas (1982 cited in Badger & White, 2000), Raimes (1983), and Tangpermpoon (2008), this approach leads teachers to focus on the final written product and the reinforcement of language rules rather than on purposes such as addressing a topic or communicating with an audience. It is also noted that teachers do most of the evaluation by using a list of criteria including content, organization, grammar and vocabulary use, as well

as mechanics considerations such as punctuation and spelling to see how well a student imitates the 'model' composition. As a result, learners lose motivation in creating a writing text while having stress and high pressure in learning as they mostly focus on the accuracy of the language use. They mention that while focusing on the final written product, this approach neglects the strategies which are involved in the writing production, and neglects the nature of learning as well as ignores the actual process the writers use to produce written works.

Murray (1968 cited in Jeansonne, 1995) proves that teaching writing with imitating models is not the best way for students to learn how to write as he found that if he explains composition models written by professional writers to the students, and asks them to write by imitating these text models, it was an overwhelming task for the students. Therefore, Murray encourages writing teachers to treat writing as a process instead of teaching writing by presenting text models and asking the students to imitate.

For Williams (2005), in ESL and EFL context, writing teachers may find that they need to put a lot of effort to develop students' writing ability because writing is not just to produce a text; it is also a learning and thinking process in which writers may discover what they think in their compositions when they go along with the writing process.

In addition, Harris (1993) has noted that the product approach may be more suitable for students with lower English proficiency level because it requires students to practice the target language and avoid grammatical errors via the intensive practice on given exercises. However, the approach might not be suitable for learners with higher level of English as they have already acquired the basic knowledge of the target language, and they may need more freedom to perform writing tasks while applying their second language knowledge to their works.

Those criticisms above suggest that the writing procedures based on the product approach may require careful consideration by writing teachers when they prepare a lesson. In addition, it might be important that the teachers need to pay much attention to students' special needs as well as their levels of language proficiency before choosing the writing approach for a composition class.

### 2.2.2 The Process Approach

Over the past decades, there is a pedagogical paradigm shift in emphasis from the product approach to the process approach to writing teaching (Farris, 1987; Hairston, 1982, Zamel, 1976). This new paradigm has been applied to ESL and EFL writing classes (Badger & White, 2000; Mesana, 2004; Pennington & So, 1993; Raimes, 1985; Sengupta, 2000; Silva, 1993; Zamel, 1987). In addition, there has been increased consideration for writing as a process of creating and developing meaning, rather than imitating given information or learning with text models (Applebee, 2000; Bereiter & Scardamalia, 1987; Chenoweth & Hayes, 2001; Flower & Hayes, 1987; Shaughnessy, 1977).

A well-known article talking about the pedagogical paradigm shift in the field of composition and rhetoric is “The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing” written by Maxine Hairston in 1982. Hairston states that the pedagogical paradigm shift in the field of composition is similar to the paradigm shift of the hard sciences as written in *The Structure of Scientific Revolutions* in 1963 by Thomas Kuhn. She says that the most obvious paradigm shift in the composition field is the changes of the product approach to the process approach of writing.

Hairston (1982) explains that the traditional paradigm or the product approach believes that the writing process is linear. Writers know what they are going to write before they start their writing, and they learn to write by imitating model texts and learn to reduce errors by editing. She states in her work that most writing teachers have now come to pay attention to the new paradigm which is a process approach and they change the way of teaching writing and view writing as a process. This new paradigm focuses on a rhetorical act and views that the writing process is non-linear, and it supports the writer to discover their ideas and what they want to write as they write.

Many researchers see the process approach as the way writers actually do on their writing tasks since the very beginning stage to the end of the written product (Arndt & White, 1991; Hedge, 2000; Khatija 2004 cited in Ismail & Maasum,



2009; Kroll, 2001; O'Brien, 2004; Phonkamjad, 2008; Raimes, 1985; Sirikhun 2000; Tribble, 1990).

It is also noted that the process approach is not linear but recursive, unpredictable, and dynamic. When preparing a written text; students are engaged in their writing tasks through writing stages or processes. They go through every single stage of writing without teachers' expectation to complete and submit the written product in just one draft; writers can go backward and forward among the steps of writing process until they find ideas they want to express in their writing. Writers have adequate time to develop their writing by working through stages of drafting, receiving feedback from peers and/or teachers, editing or revising their drafts, and rewriting and publishing the written product.

The above views are supported by Flower and Hayes (1981: 376 cited in Scott, 1996).

Writing processes may be viewed as the writer's tool kit. In using the tools, the writer is not constrained to use them in a fixed order or in stages. And using any tool may create the need to use another. Generating ideas may require evaluation, as may writing sentences. And evaluation may force the writer to think up new ideas.

Tribble (1996) outlines the model of writing process consisting of eight stages:

**Stage 1:** Students generate ideas by brainstorming and discussion. Students could be discussing the qualities needed to do a certain job, or giving reasons as to why people take drugs or gamble. The teacher remains in the background during this phase, only providing language support if required, so as not to inhibit students in the production of ideas.

**Stage 2:** Students extend ideas into note form, and judge the quality and usefulness of ideas.

**Stage 3:** Students organize ideas into a mind map, spider-gram, or in linear form. This stage helps to make the hierarchical relationship of ideas more immediately obvious, which helps students with the structure of their texts.

**Stage 4:** Students write the first draft. This is done in class and frequently in pairs or groups.

**Stage 5:** Drafts are exchanged, so that students become the readers of each other's work. By responding as readers, students develop an awareness of the fact that a writer is producing something to be read by someone else, and thus can improve their own drafts.

**Stage 6:** Drafts are returned and improvements are made based upon peer feedback.

**Stage 7:** A final draft is written.

**Stage 8:** Students once again exchange and read each other's work and perhaps even write a response or reply.

Tribble (1996) also groups the eight stages above into four stages which are: prewriting, composing or drafting, revising, and editing. In a process approach drafting and revising stages are considered a core of the writing process as it takes time, needs patience and well trained instruction to master (Brown, 1994). Silva (1990: 15) states the following:

The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas) and for editing (attending to vocabulary, sentence structure, grammar and mechanics).

It can be assumed that knowledge of the process approach to writing could help teachers understand a student writer's mind and this also provides teachers

very useful foundation for teaching writing. It would be useful for many practitioners who just start working on it or who have made use of this approach including researchers who measure its effectiveness.

Possibly, it mostly depends on writing teachers to make a decision and choose the suitable approach to teaching writing, or even to combine the writing approaches to serve the needs in particular contexts of learning. It also depends on the genre of the text they would like to instruct as one approach may suit certain genres better than others. For example, in learning how to write a formal letter of which the pattern is fixed, the teacher may prefer to use a product approach to focus on the organization, grammar, layout, and style. However, some genres such as narrative essays may be better taught through the process approach because it helps learners focus on their purpose, theme, and ideas as a starting point rather than emphasize on the grammar use or organization at the beginning stage.

According to Kroll (2001), it has been common that teachers apply the process approach in teaching writing today as it promotes the idea of a learner-centered classroom. In addition, the process approach promotes cooperative learning because the activities in some writing stages such as brainstorming and discussing ideas in groups, or collaborative writing and exchanging of written texts among peers, reflect major characteristics of cooperative learning which will be explained in detail in the next section.

### **2.3 Cooperative Learning**

This section deals with cooperative learning. It begins with an exploration of some definitions of cooperative learning, followed by basic elements of cooperative learning. Then, it reviews cooperative learning instruction models and their applications to language teaching. Finally, teachers' roles in cooperative learning are briefly reviewed.

### **2.3.1 Definitions of Cooperative Learning**

Cooperative learning is considered one pedagogical approach for group instruction that promotes learner-centeredness. As defined by many educators, cooperative learning is an approach to teaching and learning in which classrooms are organized so that students work together in pairs or small cooperative teams, share information and help one another master academic content in order to achieve a group goal under a condition that the group's success comes from all members' success (Bawn, 2007; Brown, 1994; Johnson 2005 cited in Wichadee, 2005; Richards, Platt, & Platt, 1992; Slavin, 1995).

Cooperative learning increases students' learning since it is less threatening for students. It increases the amount of student participation in the classroom and reduces the need of competitiveness and the teacher's dominance in the classroom. Besides, cooperative learning could reflect what people do in the real world as the learning condition provides opportunities for students to form good relationship both within their group as they work together to achieve the shared goals, and between groups in the same class (Jacob & Goh, 2007).

Some people may call cooperative learning small group learning or collaborative learning. However, Johnson (2005 cited in Wichadee, 2005) states that the nature of cooperative learning shows that it is not mere group work but more structured learning since, in cooperative classes, students are clearly assigned roles and responsibilities. In addition, cooperative learning is a model of teaching for the purpose of eliminating the achievement gap. It focuses on interdependence and learning teams while the traditional method focuses on individualism which may attribute to the achievement gap (Oickle & Slavin, 1981).

In the second language learning context, Kessler (1992) states that students usually of different levels of second language proficiency work together on specific tasks, and all of them in the group benefit from the interactive experience. Many terms related to cooperative learning are introduced. In the context of teaching writing, Trent (1996) collects a number of terms used interchangeably by the practitioners to describe the strategies of cooperative learning. They are as follows: writing group, the partner method, helping circles, collaborative writing, response

groups, team writing, writing laboratories, teacherless writing classes, group inquiry technique, the round table, class criticism, editing sessions, writing teams, workshops, peer tutoring, the socialized method, mutual improvement sessions, intensive peer review, and etc.

### **2.3.2 Basic Elements of Cooperative Learning**

While there are differences among the terms used to describe the strategies of cooperative learning, the basic elements of cooperative learning are only slightly different. Kagan (1994) proposes four basic elements of cooperative learning (or the PIES principles): positive interdependence, individual accountability, equal participation, and simultaneous interaction while Johnson, Johnson, and Holubec (1993) propose five basic elements of cooperative learning: positive interdependence, individual accountability, face-to-face interaction, interpersonal skills, and group processing. The basic elements are described as follows.

#### **2.3.2.1 Four Basic Elements of Cooperative Learning (Kagan, 1994)**

**1) Positive Interdependence:** This means the learning activities cannot be successful unless the students cooperate. Positive interdependence occurs when a positive outcome or a gain for one is a gain for another. It creates the feeling that students are on the same side in order to achieve a mutual goal rather than being in competition or being set against each other. This is opposite to the negative interdependence which creates the feeling of the gain for one is a loss for another. When students experience themselves on the same side, positive interdependence creates social outcomes such as sharing, caring, helping, and empathy among the team members.

**2) Individual Accountability:** Individual accountability means a procedure to check or evaluate the quality of each member and their contribution to a group effort. All students in a team must feel that everyone is accountable for helping a team to complete a task. There are ways to promote individual accountability. For example, each student is responsible for a specific part of a task, or any of them may be randomly selected to answer questions for the team.

**3) Equal Participation:** Equal participation means that all students receive the same and equal chances to be involved in class. For example, the task for each has to be equally distributed among members and the role has to be of equal status. If students are assigned roles of unequal status such as a leader and a checker, these roles have to be rotated in the next.

**4) Simultaneous Interaction:** Simultaneous interaction means that all students are simultaneously engaged in their class activities at the same time during the class. It is not as one student out of the whole class answers a teacher's question, while the rest of them are not listening or participating.

### **2.3.2.2 Five Basic Elements of Cooperative Learning (Johnson, Johnson, & Holubec, 1993)**

**1) Positive Interdependence:** This is the first element for cooperative learning environment in which students must have a sense of "they sink or swim together". This means that students must believe that the success (or failure) of a cooperative group comes from the success and efforts of all members as a team. The students have to feel that whatever the task given, the contribution of each member is necessary for the group's success. They have to work collaboratively in order to accomplish tasks and achieve a mutual goal. Slavin (1995) suggests the use of group reward to enhance students' performance.

**2) Face-to-Face Interaction:** The second element of cooperative learning requires face-to-face interaction among group members. The interaction among group members promotes elaborative thinking for extra details, ideas, or features that make group work more special or effective. The group members encourage discussion of ideas, concept clarification, and oral summarization to make learning become active rather than passive. Moreover, it is necessary to maximize the opportunities for them to help, share, and encourage each other in order to promote the team working such as: teaching what they know to classmates, explaining concept they have learnt, checking for understanding with their classmates, and discussing how to solve problems with the team.

**3) Individual and Group Accountability:** The third element is individual and group accountability which exist when the performance of each member in a team is checked and assessed, and the group grade is frequently the results of each member's performance. Therefore, students have to teach what they have learnt to their team members and make sure that all of them really understand the lesson in order to get a good grade. Some ways to structure individual accountability is the inclusion of individual quiz taking. Teachers may randomly call any one to be a group representative to answer questions, or even ask students to summarize or teach the concepts they have learned to others.

**4) Interpersonal and Small-Group Skills:** The fourth element of cooperative learning requires interpersonal and small group skills. The team members need to develop not only language skills but also interpersonal skills, leadership skills, decision making skills, trust building skills, and conflict resolution skills. They also have to learn how to work together as a team, and learn how to help each other in a cooperative group to succeed. These skills must be taught and encouraged in cooperative learning situations.

**5) Group Processing:** The last element of cooperative learning is group processing. The team members perform group processing to reflect effectiveness of the group functioning and group interactions. All members should think about how well (or bad) they have cooperated as a team and how to enhance the group function in their future cooperation. They also need to reflect on the difficulties they encountered and how to improve.

It should be pointed out that those basic elements proposed by Kagan (1994) and Johnson, Johnson, and Holubec (1993) share the idea that students work together to learn and must be responsible for their team and their own learning. Especially, the two elements—positive interdependence and individual accountability—are obviously the shared elements while Kagan's simultaneous interaction seems very close to Johnson, Johnson, and Holubec's (1993) face-to-face interaction as they promote interaction of students during class activities.

As Ismail and Maasum (2009) have pointed out, teachers play an important role to incorporate elements of cooperative learning and make sure that students know how to work cooperatively under certain cooperative learning conditions. It is also noted that the absence of even one element in the learning would contribute to non-cooperative environment. That is, when implementing a cooperative learning lesson, whatever model it is, if any elements of the cooperative learning instruction models are excluded, cooperative learning cannot effectively take place.

### **2.3.3 Cooperative Learning Instruction Models and their Applications to Language Teaching**

A variety of cooperative learning instruction models have been developed and applied to many subject areas and class levels, such as the Structural Approach (Kagan, 1989), Curriculum Packages (Slavin, Leavey, & Madden, 1986), Learning Together (Johnson, Johnson, & Holubec, 1991, 1992, 1994), Group Investigation (Sharan & Sharan, 1992), Student Team Learning (Aronson, Blaney, Stephan, Sikes, & Snapp, 1978; Slavin, 1995), and etc.

The three most popular models: Structural Approach (Kagan, 1989), Learning Together (Johnson, Johnson, & Holubec, 1991, 1992, 1994), and Curriculum Packages (Slavin, Leavey, & Madden, 1986) are reviewed in this section.

The first model is Kagan's (1989) model called "**Structural Approach**". This model is based on the creation, analysis, and systematic application of structures. The Kagan's model is a repeatable, step-by-step, content-free way to structure the students' interaction in classrooms. Over 150 Kagan's structures are adopted as teaching techniques or instructional strategies to guide the interaction of students with each other. It aims at building team spirit and positive relationships among students, information sharing, critical thinking, communication skills, etc. Moreover, students work together following steps of structures, using material or content selected by the teacher or by students themselves. Four Kagan's basic elements (the PIES principles) which are: positive interdependence, individual accountability, equal participation, and simultaneous interaction are to be followed.



Popular Kagan structures include: “*Numbered Heads Together*” in which students are placed in groups and each person is given a number. After the teacher asks a question, students write their own answer, discuss the answer in their groups, signal that they are ready, and the teacher calls a number. The student with that number answers the question. “*Timed-Pair-Share*” requires one to talk for specified time and the other listens. Then they switch roles. “*RallyRobin/ RallyTable*” requires students to take turn listing ideas or giving possible answers, so that everyone will receive an equal chance to participate.

The second model is “**Learning Together**” (Johnson, Johnson, & Holubec, 1991, 1992, 1994) which is a cooperative learning model in which students in heterogeneous group of four or five members work together on a given task. Five basic elements which are positive interdependence, individual accountability, face-to-face interaction, interpersonal skills, and group processing, are to be kept. In this model, the teacher plays an important role as a monitor who helps students work together while training them to work cooperatively. The model can be applied to various subjects and levels (Kessler, 1992).

The last model is “**Curriculum Packages**” (Slavin, 1995) which is content-bound and age-grade specific. This model is based on curriculum packages that have cooperative learning structured into the material specifically designed for specific content areas. Kagan (1990 cited in Tippamas, 2006) states that this model integrates one or more Kagan’s structure with curriculum materials specially designed for cooperative learning. The model is usually used in specific levels and curriculum, so they are not generalized for all grades and curriculum (Kessler, 1992).

Some sample techniques are “*Team Accelerated Instruction (TAI)*” (Slavin, Leavey, & Madden, 1986) which is a combination of individualized instruction and team learning specially designed for elementary and middle school mathematics classes where all students should not be taught the same materials at the same rate, so they work at their own levels and rates in the same heterogeneous teams according to a placement test.

Another technique is “*Cooperative Integrated Reading and Composition (CIRC)*” (Madden, Slavin, & Stevens, 1986) which is a comprehensive program for teaching reading and writing in the upper elementary grades. Students work in a group of four as a cooperative learning team doing activities including reading to one another, making predictions about how a narrative story will come out, summarizing the story to one another, writing responses to the story, and practicing spelling and vocabulary. During language arts periods, students engage in writing drafts, revising and editing one another's work, and preparing team to publish their work.

In teaching writing, some specific designs and learning structures are adopted in composition classes. The three common cooperative learning structures which can be applied in a compositions class are Think-Pair-Share (Lyman, 1981), Write-Pair-Square (Jacobs & Goh, 2007), and Collaborative/Cooperative Writing and Peer Response (Crandall, 1999; Harmer, 2004).

### **1) Think-Pair-Share (Lyman, 1981)**

Think-Pair-Share (or its variation Write-Pair-Share) first proposed by Lyman provides students with an opportunity to think about a given key question, idea, or issue, and share their thoughts with a partner before having a small or large group discussion. There are three main steps for this technique. The first step is the *think* (or *write*) step. While a question is posed, students are given some time to *think* (or *write*), take note, and learn to listen without a response. Next, students *pair* with a partner and discuss and share what they have just thought or written. This is the *write* step. Then, in the *share* step, they *share* their responses with the whole class, so that all students have an opportunity to think, share, and talk.

This learning structure provides students with time to think and focus on key information and concepts, and relate ideas to what they have already known which they recall and use for their learning. The Think-Pair-Share technique enables students to formulate, share, and correct errors in a non-threatening environment while engaging everyone in the group discussion. It is suitable for teachers and

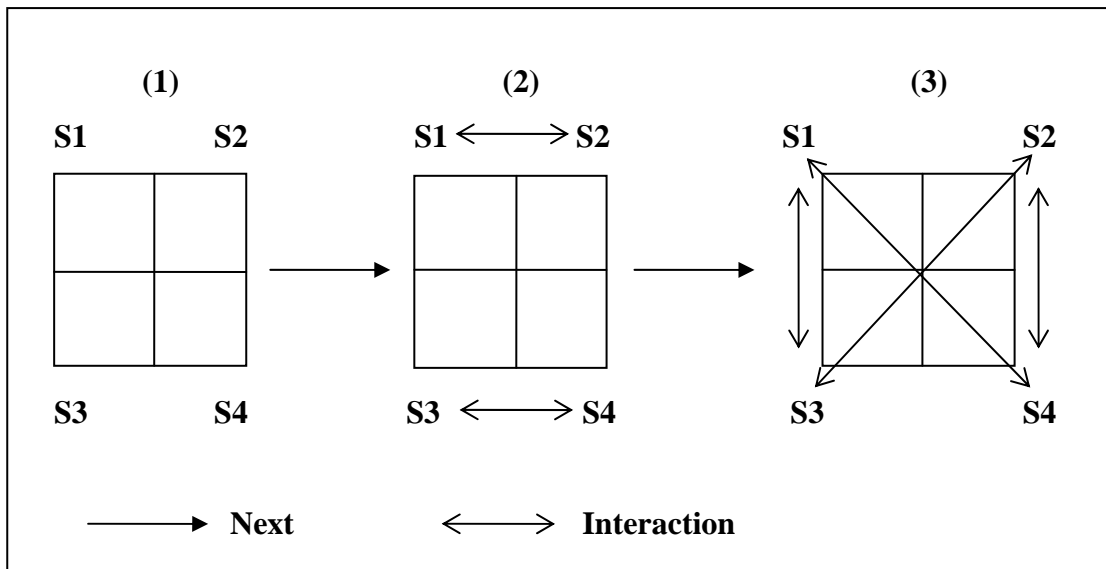
students who are new to cooperative learning since the technique can be used with almost any curriculum content and instruction.

## 2) Write-Pair-Square (Jacobs & Goh, 2007)

This is a technique used for a small group of four that can be divided into pairs. Students can work with partners within their group. They can switch or square the different members of the foursome. In the first step, each member in a group of four works individually to *write* answers. After that, students *pair* with a partner and share their work or answers. Then, the two pairs of the foursome combine (*squaring*), and take turns to share and discuss what they had just thought or written. The team members try to help one another by giving comments to improve their works. This current study is based on this design. Figure 2.1 below can better demonstrate those steps.

**Figure 2.1**

*Write-Pair-Square (Jacobs & Goh, 2007: 7)*



Furthermore, Jacobs and Goh (2007) give an example activity which illustrates the cooperative learning technique: Write-Pair-Square.

- i. Students are in group of four. Each student works alone to write about what they do at home to improve their English (or whatever language they are studying). That is the Write step.
- ii. In the Pair step, each student tells his one partner what s/he wrote. The partner gives comments and asks questions.
- iii. The two pairs in the foursome come together. Each student tells the other pair about their partner's idea (not their own idea) for improving their English at home. The other pair comments and asks questions. (2007:7)

### **3) Collaborative/Cooperative Writing and Peer Response (Crandall, 1999; Harmer, 2004)**

This technique refers to activities involved in the production of a piece of writing by more than one writer and they have pre-draft discussions and arguments as well as post-draft analyses and debates. The pattern for collaborative writing is that the team plans and outlines the writing task, and then each student writer prepares his or her own part. Next, the group compiles those individual parts. The team edits and revises the draft with or without the original writer (Ede & Lunsford, 1990).

Bruffee (1984) suggests that collaborative learning is particularly effective in composition instruction because talking gives students an opportunity to internalize language and later becomes externalized in writing. Therefore, students trained with this technique could develop their writing skills through interpersonal interaction—debating and discussing ideas.

Moreover, Crandall (1999) and Harmer (2004) have noted that, in the writing process approach, cooperative learning can be incorporated into every single step: planning and brainstorming, drafting, revising and editing, rewriting and publishing the product. That is, through the writing process, the learner begins with planning and discusses for an appropriate topics. Then, they try to brainstorm and

organize ideas, and think of possible vocabulary for the first draft. After the first draft is finished, they can work in pairs or groups to edit and provide feedback for more effective writing. It was also pointed out that these techniques help students develop negotiation and social skills while promoting interaction among students and increasing motivation in the classrooms.

### **2.3.4 Teacher's Roles in Cooperative Learning**

For teacher's roles in structuring cooperative learning in the classrooms, Johnson and Johnson (1987) point out five major concepts that teachers need to know for structuring cooperative learning class: (1) clearly specifying the objective for the lesson; (2) making decisions about placing students in learning groups before the lesson is taught while allowing teams to remain stable long enough until they successfully learn and resolve problems in collaborating with each other; (3) clearly explaining the task, goal structure, and learning activity to students; (4) monitoring the effectiveness of the cooperative learning group and intervening to provide task assistance (e.g. answering questions, reviewing task procedures and strategies, teaching interpersonal or group skills); and (5) evaluating students' achievement and helping them discuss how effective they cooperated with each other.

In addition, when applying cooperative learning activities in class, teachers need to ensure that each learner within the group has a specific role because assigning roles to students is one way to encourage positive interdependence, face-to-face interaction, and group processing, which are among the five key elements of working in groups (Johnson, Johnson, & Holubec, 1987). It is also noted that if each member cannot fulfill his or her role, the team will not meet the cooperative learning objective. There are many roles such as group leader, time keeper, quiet captain, checker, facilitator, recorder, summarizer, reporter, and etc.

Arends (1994), and Jacobs and Goh (2007) suggest that, in general, four members is a good size for groups because after dividing into a pair and working with one partner, learners can work with other members of their foursome.

For the current study, the researcher incorporated cooperative learning into process writing approach and thus called it “cooperative process writing”. This is defined as a method in teaching writing in which cooperative learning techniques are incorporated into process writing approach. The classroom is organized in such a way that students work together on writing tasks in small cooperative teams with clearly defined roles in order to ensure interdependence, to create less threatening learning environment, to increase the amount of student participation, to reduce competitiveness, to reduce the teacher’s dominance, and to create a student-centered environment.

The students trained with cooperative process writing worked in cooperative teams following the Write-Pair-Square technique through stages of planning, drafting, receiving feedback from peers and/or teachers, revising and editing, and rewriting and publishing the written product. They worked and developed their writing by going through every single stage of writing. The students could go back and forth among the steps of writing process until they came up with ideas to express in their writing.

In addition, the researcher incorporated five essential elements of cooperative learning—positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small-group skills, and group processing—to make group work more effective (Johnson, Johnson, & Holubec, 1987). The students in heterogeneous groups of four or five members (high, moderate, and low achievers) worked together on a given task. They were also assigned roles and responsibilities—one way to encourage positive interdependence, face-to-face interaction, and group processing.

## 2.4 Related Research Studies

A meta-analysis of 122 studies that compare cooperation, competition and individualistic learning conducted by Johnson and his colleagues from 1924 to 1980 found that 65 studies confirmed that cooperative learning contributed to higher achievement of learners than a competitive learning method. Only eight studies were found to have an opposite result, and no differences in using these two methods were found in the remaining 49 studies (Johnson, Johnson, & Holubec, 1987; Johnson, Johnson, & Stanne, 2000).

According to Duin (1984), some 800 studies show that students who study through cooperative learning as compared to competitive or individualistic learning achieve more academic performance. Students have more positive attitudes towards schools, subject areas, each other, and teachers, regardless of their background and ability.

Brown (2008) surveyed 300 students' perceptions of collaborative learning using interview and questionnaire administered to first year ESL students at the University of Botswana. The subjects had taken one EAP course during the first semester and one EAP course in the second semester. Fifty respondents were randomly chosen from each of the six faculties: Science, Social Sciences, Humanities, Engineering, Business and Education. The data showed that most students gained academic benefits such as better comprehension and improved performance, and acquired the communication and problem-solving skills. About half of the respondents indicated that they gained social skills, found collaborative learning enjoyable and made new friends. Most of them agreed that collaborative learning should be encouraged and continued.

Ghaith (2001) investigated the perceptions of the cooperative learning experience of a group of 61 Lebanese learners who studied the rules and mechanics of English as a foreign language through Student Teams Achievement Divisions (STAD) cooperative strategy for 12 weeks. The findings indicated that the students were generally positive about their experience and showing a suggestion to use STAD in other classes. Interestingly, the results revealed that male learners perceived better about the procedure of STAD than the females did, and the males

had learned more than the females. Moreover, the findings also indicated that high achievers felt that they had contributed to the learning more than their low-achieving classmates.

In Thailand, Khamruangsri (2005) conducted a study with 18 Grade Seven students in Traimitrpittaya School, in Chaiyaphum, during the second semester of the 2004 academic year in order to investigate the students' learning achievement in English language, and to study students' cooperative working behavior using Student Teams Achievement Divisions (STAD) Cooperative Learning Model. The findings indicate that the students who received instruction through the cooperative learning model improved significantly better in their performance. Moreover, the students performed very well under the cooperative learning conditions as they were more responsible for completing work that had been assigned to them. They participated more in class activities than ever, and displayed both roles of a leader and a follower very well, while each member in groups supported, helped and advised their peers regularly.

In the field of composition, the use of cooperative learning to foster students' improvement of writing in a composition class has been studied. The following studies can be the evidence that demonstrate the benefits of cooperative learning in promoting students' writing ability in writing classrooms.

In Botswana, a study by Adeyemi (2008) attempted to find out which of the two strategies of the teaching and learning of composition writing in the classroom setting: individualized and the cooperative strategies is more effective than the other, and to find out whether male or female students in a Form One class at a junior secondary school in Gaborone, Botswana would perform better by using the two strategies to write a composition on the topic "My First Day at School". Forty-one students made up of 21 male and 20 female students participated in this study. The results revealed that while the use of the cooperative approach to composition writing was more successful than the individualized one, the female students performed better in composition writing using either of the two strategies.



In Malaysia, Ismail and Maasum (2009) conducted a study to investigate the effects of cooperative learning in enhancing the writing performance of Form One students (Grade Seven) in an urban school. The research instruments used were the pre-test and post-test of narrative essay. The findings show the positive effects of cooperative learning in enhancing writing performance. The students in this study performed better not only in the composite scores but also in the five components of writing (content, vocabulary, organization, grammar, mechanics) in the post-test compared to the pre-test after the incorporation of cooperative learning in the writing classes.

Amare and Nowlin (2003) conducted a study at University of South Alabama which was primarily experimental in nature to study whether cooperative argumentative writing, in contrast to competitive individual writing, brings positive effects on students' performance and attitudes. The student questionnaires, journals, and interviews (n = 73) were adopted to assess the students' attitudes towards cooperative learning. The study revealed that by using cooperative groups to write an argumentative essay, cooperative learning can become a valuable pedagogical tool when integrated into the college writing classroom. Although the qualitative data revealed that the students' responses were somewhat negative to certain aspects of cooperative learning, their attitudes did not obstruct their writing quality, and many of them acknowledge that their overall learning experience was positive.

Gooden-Jones and Carrasquillo (1998) conducted their study in the college level and found that ten limited English proficient (LEP) community college students who were taught English through a cooperative learning approach showed their writing skills improvement during the four months that they worked together using brainstorming techniques and collaborative reading and writing tasks.

In Thai context, Pankoson (1999) compared creative writing achievements of 70 Grade Nine students from two equivalent classes in Khuangnai Charoenrat School, Ubon Ratchathani. One class was randomly assigned as the experimental group learning under cooperative condition, and the other class was the control group learning through the conventional condition. Research instruments included the creative writing lesson plan and the creative writing achievement test. It was found that the creative writing achievement of the experimental group taught

with cooperative method was significantly higher ( $p < 0.01$ ) than that of the control group taught with the conventional method.

Sirikhun (2000) investigated the development in English writing competence and learning behaviors of students learning writing through Cooperative Integrated Reading and Composition Strategy (CIRC Program) at Nongsonghong Wittaya School, Khon Kaen. It was found that the use of CIRC technique, with twenty Mattayomsuksa Four students (Grade Nine) selected by the purposive sampling method could contribute to the improvement of the students' writing competence especially in the aspects of content, organization, and vocabulary. After the students participated in all activities through the writing process, they were enthusiastic and showed interest in English composition at a high level.

Chitmana (2005) conducted her study to investigate the effects of cooperative learning on English writing ability with Mattayomsuksa Two students (Grade Eight) who were studying at Suankularb Wittayalai Rangsit School, Pathumthani. The research instruments used were the pre- and post- writing proficiency tests. The findings showed the positive effects of cooperative learning in enhancing students' writing performance. The resulting t-test indicated a statistically significant difference ( $p < 0.05$ ). This means that the students in this study performed better in the post-test compared to the pre-test after the incorporation of cooperative learning in the writing classes.

Yimsiri (2005) investigated the effects of Student Teams Achievement Divisions (STAD) Cooperative Learning Model on students' English writing ability. The subjects were twenty-eight Mattayomsuksa Three students (Grade Nine) who were studying at Subnoinouewitthayakom School, Muaklek, Saraburi, in the first semester of the 2004 academic year. It was found that after the experiment the students' writing achievement was significantly higher ( $p < 0.05$ ) than before they were trained to write through the STAD technique.

In addition, Bhurisobhit (2008) conducted a study with forty-four Mattayomsuksa Four students (Grade Ten) who were studying at Buakhao School, Kalasin, in the 2008 academic year in order to investigate the effects of Student Teams Achievement Divisions (STAD) Cooperative Learning Model on Students' English writing ability, and to study the students' attitudes towards this teaching

method. The instruments used were pre- and post- writing tests, a training package for STAD model used as a teaching material for writing instruction, and the attitude questionnaire. The findings indicated that after being trained with STAD Cooperative Learning Model, the students' writing performance improved significantly ( $p < 0.01$ ). Moreover, they showed positive attitudes towards STAD cooperative learning model at high levels.

Kaewcharoen (2009) conducted her study in order to investigate the development of students' English writing ability in the ENG41101 class by using cooperative learning, and investigated their attitudes towards cooperative learning. The subjects were forty-eight Mattayomsuksa Four students (Grade Ten) who were studying at Chinorot Wittayalai School, Bangkok, in the 2008 academic year. The instruments used were pre- and post-tests, lesson plans and teaching materials for English writing instruction, and the attitude questionnaire. It was found that the students' writing performance improved significantly ( $p < 0.01$ ). That is, the students in this study performed better in the post-test compared to the pre-test after the incorporation of cooperative learning in the writing class. The findings also indicated that the students had positive attitudes towards cooperative learning at high levels. Particularly, it was found that the students showed their highest level of agreement towards the aspect which stated that cooperative learning promotes relaxed atmosphere in learning.

In another study, Mulmanee, (2009) studied the effect of cooperative learning technique on English writing ability of Mattayomsuksa One students (Grade Seven) who were studying at Khlongkum School, Bangkok, in the 2008 academic year. The samples were randomly selected from a population whose English writing proficiency was low. The subjects were divided into two groups of 16 students studying through two different teaching methods—cooperative and non-cooperative learning. The research instruments were the cooperative learning program and pre-post writing tests. It was found that the English writing ability of the students exposed to the cooperative learning technique significantly increased at .01 level while that of another group significantly increased at .05 level. The results also indicated that the English writing ability of the students taught by cooperative learning technique was significantly higher than that of another group at .01 level. This means that the

students who were studying writing through cooperative learning techniques developed their writing ability more than the students who were not.

The above review indicates that cooperative learning brings a number of positive results to the language learners as it creates the potential for students to become more accountable for their own learning while improving academic performance, social skills, and self-development. Likewise, cooperative learning is advantageous since it increases students' positive reaction and attitudes towards the class. Furthermore, most of the above studies conducted in Thai context show improvement in the learning achievement of Thai learners after they were trained with cooperative learning, especially through the STAD Cooperative Learning Model which seems to be the most popular techniques used by Thai teachers in writing classes. However, based on the researcher's knowledge and experience, the investigation of the effects of incorporating Write-Pair-Square cooperative learning technique into the process writing approach which is referred to in this study as the "cooperative process writing" has not yet been investigated in Thai context. Therefore, it should be worthwhile to conduct a study addressing this technique with Thai students. The outcomes are expected to offer a useful guideline for English teachers teaching English writing in Thailand to use this teaching method appropriately.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the design and procedures of the study. It consists of five sections: the subjects, the research instruments, pilot study, data collection, and data analysis.

#### 3.1 Subjects

Eighty-two Mattayomsuksa Five students (Grade 11) studying at Hatyaiwittayalai 2 School, Songkhla in the first semester of the 2009 academic year were selected by the purposive sampling method. They were from two classes of 45 and 37 students totaling 82 students studying in English-Mathematics Program. They were all Thai native speakers and of mixed gender. The average age was 17. They had studied English for approximately 12 years. All of the students had not had experience in learning writing through cooperative learning techniques before, and they had never been trained with the Write-Pair-Square Technique—the cooperative learning technique used in this present study.

After the selection procedure, to ensure that the subjects of both classes had similar level of English writing ability, all subjects were asked to take the pre-writing proficiency test one week prior to the treatment period (see details in the research instruments section). Then their test scores were arranged from the highest to the lowest. The subjects with comparable scores were then paired. A subject in each pair was assigned to the experimental group, studying writing through cooperative process writing and the other one to the control group, studying writing through teacher-directed process writing. However, it was found that there were only 30 pairs that could be matched. Therefore, the sixty subjects with equal writing ability measured by the pre-test were selected to participate in this study. The subjects in both groups were then taught writing through two different teaching methods—teacher-directed process writing and cooperative process writing—in their extra sessions by the researcher.

Table 3.1 below shows the statistics of writing ability of the subjects of both groups before the experiment compared by using the independent samples t-test.

**Table 3.1**

*Writing Ability of Both Groups before the Experiment*

<b>Group</b>	<b>Total Score</b>	<b>Mean Score</b>	<b>S.D.</b>	<b>df</b>	<b>t-value</b>	<b>Sig. (2-tailed)</b>
Control Group	5	1.93	.868	58	0.000	>.05
Experimental Group	5	1.93	.868			N=30

Table 3.1 shows that the means scores of the pre-test of the experimental and control groups were equal. The results of t-test did not indicate a statistically significant difference in writing ability between both groups at a level of 0.05 ( $p > .05$ ). Thus, it could be assumed that their writing ability prior to the experiment was at the same level ( $\bar{x} = 1.93$ ) and the mean scores of the pre-test of both groups were lower than the mid score range.

### **3.2 Research Instruments**

To investigate English writing ability under the use of different teaching methods: teacher-directed process writing and cooperative process writing including the attitudes towards these two teaching methods of the subjects, four instruments were used in this study: the identical pre- and post- writing proficiency tests, the teaching materials for writing instruction, the attitude questionnaires for both groups, and the interview question forms for both groups.

#### **3.2.1 The Identical Pre- and Post- Writing Proficiency Tests**

The pre-writing proficiency test (see Appendix A) was used as an instrument in order to place the subjects in two comparable groups, and compare the subjects' English writing ability before and after the experiment. For the test, the subjects were required to write a three-paragraph narrative essay with approximately

100-150 words within 60 minutes on the topic of “My Happiest School Break”. This topic was adopted according to the school curriculum which requires the students to be able to recount their own experience and past situations. The post-writing proficiency test, which was identical to the pre-writing proficiency test, was then used again to evaluate the subjects’ writing ability after the experiment.

In order to evaluate the subjects’ writing proficiency levels, the *iBT TOEFL Test: Independent Writing Rubrics* developed by Education Testing Service (2004), as presented in Table 3.2 below, was used. The writing scores ranged from zero to five points.

**Table 3.2**

*iBT TOEFL Test: Independent Writing Rubrics by Education Testing Service*

Score	Task Description
5	<p><b>An essay at this level accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>• effectively addresses the topic and task</li> <li>• is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details</li> <li>• displays unity, progression, and coherence</li> <li>• displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors</li> </ul>
4	<p><b>An essay at this level accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>• addresses the topic and task well, though some points may not be fully elaborated</li> <li>• is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details</li> <li>• displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections</li> <li>• displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning</li> </ul>

Score	Task Description
3	<p><b>An essay at this level is marked by one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• addresses the topic and task using somewhat developed explanations, exemplifications, and/or details</li> <li>• displays unity, progression, and coherence, though connection of ideas may be occasionally obscured</li> <li>• may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning may display accurate but limited range of syntactic structures and vocabulary</li> </ul>
2	<p><b>An essay at this level may reveal one or more of the following weaknesses:</b></p> <ul style="list-style-type: none"> <li>• limited development in response to the topic and task</li> <li>• inadequate organization or connection of ideas</li> <li>• inappropriate or insufficient explanations, exemplifications, or details to support or illustrate generalizations in response to the task</li> <li>• a noticeably inappropriate choice of words or word forms</li> <li>• an accumulation of errors in sentence structure and/or usage</li> </ul>
1	<p><b>An essay at this level is seriously flawed by one or more of the following weaknesses:</b></p> <ul style="list-style-type: none"> <li>• serious disorganization or underdevelopment</li> <li>• little or no detail, or irrelevant specifics, or questionable responsiveness to the task</li> <li>• serious and frequent errors in structure or usage</li> </ul>
0	<p><b>An essay at this level</b> merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>



### **3.2.2 The Teaching Materials for Writing Instruction**

The teaching materials for nine periods (1 period lasted 120 minutes) for each subject groups were developed.

#### **3.2.2.1 Nine Essay Worksheets**

Nine essay worksheets for nine writing topics were developed (see Appendix B) and used in both groups during the nine periods. The lessons covered nine different writing topics which are listed below:

Lesson 1: Experience I Will Never Forget

Lesson 2: My Favorite Trip

Lesson 3: My Beloved Teacher

Lesson 4: My Most Memorable Day in My Secondary School

Lesson 5: A Night to Remember

Lesson 6: My Childhood Secret

Lesson 7: My Biggest Regret

Lesson 8: My Most Embarrassing Day

Lesson 9: My Favorite Movie

The topics above were adopted according to the school curriculum which requires the students to be able to recount their own experience and past situations. The students' English textbooks they had used in the previous English courses were investigated, and then topics related to what they had learned were created, so that the students could use their background knowledge such as vocabulary, and tenses gained from the courses in their writing. Those writing topics were adopted and revised under the supervision of the researcher's advisors and a lecturer in the Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus before being used in the main study. The sample lesson plan showing the teaching procedure for each research group is shown separately (see Appendix C for the sample lesson plan of the control group, and Appendix D for that of the experimental group).

### 3.2.2.2 Self-Editing Checklist

A “Self-editing Checklist” (adapted from Adeyumi, 2008) consisting of eight items concerning the subjects’ views on their own essays was developed and used with both groups for subjects to check their own essays. Adeyumi (2008) states in her study that “to be successful at self-editing, students need reminders of what they should look for as they revise and edit their work.” Therefore, the self-editing checklist in the teaching instruction to help the students write more effectively was added. The self-editing checklist is shown in Table 3.3 below (see Appendix E for the Thai version).

**Table 3.3**

*Self-Editing Checklist*

<p><b>Name:</b> _____ <b>Student Number:</b> _____</p> <p><b>Class:</b> _____ <b>Date:</b> _____</p> <ol style="list-style-type: none"> <li>1. _____ Each sentence begins with a capital letter.</li> <li>2. _____ Each sentence ends with a (.), (?), or (!).</li> <li>3. _____ Names of people and places are capitalized.</li> <li>4. _____ I have used (“ ”) to show when someone is talking.</li> <li>5. _____ A line is skipped to indicate each new paragraph.</li> <li>6. _____ I have corrected all misspelled words.</li> <li>7. _____ I have included introduction, body, and conclusion.</li> <li>8. _____ I have re-read my writing and checked it.</li> </ol>
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*(Adapted from Adeyemi, 2008)*

### 3.2.2.3 Peer-Editing Form

A “Peer-editing Form” (adapted from Adeyumi, 2008) was developed and used only in the experimental group for the subjects to edit their peers’ essays and give comments and suggestions. Adeyumi (2008) noted that “in peer-editing groups, students work together to edit each other’s writing, revising without the teacher’s help. This peer-editing form guides students in formulating specific comments that will provide useful observations and suggestions.” Therefore, the peer-editing form by Adeyumi (2008) was adapted for use in the teaching instruction to help the students do group work more effectively. The peer-editing form is shown in Table 3.4 below (see Appendix F for the Thai version).

**Table 3.4**

*Peer-Editing Form*

<p>The piece I read was written by_____.</p> <p>The best thing about this piece of writing is _____</p> <p>_____</p> <p>_____</p> <p>If the writer wants to change something, I will suggest _____</p> <p>_____</p> <p>_____</p> <p><b>Peer Editor:</b> _____ <b>Student Number:</b> _____</p> <p><b>Class:</b> _____ <b>Date:</b> _____</p>
--

*(Adapted from Adeyemi, 2008)*

### 3.2.3 The Attitude Questionnaires

The attitude questionnaires were used to elicit the subjects' attitudes towards two different teaching methods: teacher-directed process writing and cooperative process writing. Most of the statements in the questionnaire were adapted from Brown's (2008).

For the control group, there were two main parts in the attitude questionnaire. The first part of the questionnaire consisted of items 1- 9 with four-point rating scale questions (a Likert-type attitude scale) asking the students to rate their opinions towards teacher-directed process writing, and the second part was item 10 which was an open-ended question asking the students to give their comments and suggestions on teacher-directed process writing (see Appendix G).

For the experimental group, the first part of the questionnaire consisted of items 1- 15 with four-point rating scale questions asking the students to rate their opinions towards cooperative process writing, and the second part of the questionnaire consisted of items 16-18 which were open-ended questions asking the students to give their comments and suggestions on cooperative process writing (see Appendix H).

The questionnaires were constructed and revised based on comments and suggestions by the researcher's advisors and a lecturer in the Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus before being used in the main study. They were constructed both in Thai for subjects in both groups in order to avoid the confusion or any misunderstandings, and in English for any interested readers. All rating items were weighted following Likert's four-point rating scale (a Likert-type attitude scale). The levels of agreement varied from 4 (strongly agree), 3 (agree), 2 (disagree), to 1 (strongly disagree). The questionnaires were administered to both groups one week after they took the post-writing proficiency test.

### **3.2.4 The Interview Question Forms**

Apart from the questionnaires, the questions for an interview (see Appendix I) were used to gather in-depth information on subjects' opinions about teacher-directed process writing and cooperative process writing. The subjects of each research group were randomly picked out for informal group interviews after they took the post-test.

### **3.3 Pilot Study**

The pilot study was conducted before the main study in the first semester of the 2009 academic year. The writing proficiency test was tried out with a group of 32 students of Mattayomsuksa five students (Grade 11) in regular classrooms at Hatyaiwittayalai 2 School, Songkhla. Their learning backgrounds were similar to the subjects in the main study; however, they were not involved in the current study.

The students were asked to write a three-paragraph narrative essay with approximately 100-150 words on the topic "My Happiest School Break". The time allotment for the pilot test was 60 minutes. They were not allowed to use dictionaries, grammar books, or to consult their friends during the test. It was found that the students could finish writing the essay within the time provided and the test topic and its instruction did not cause any confusion to them.

The piloted essays were individually scored by two raters who were experienced teachers and specialists in the field of English as a foreign language. The two raters were trained to mark the essays following the scoring guideline which was the holistic marking method. The scores of the two raters on the essays were computed for inter-rater reliability using Cronbach's alpha coefficient. It was found that the inter-rater reliability was 0.96. It should be noted that these two raters also individually scored the pre and post-tests in the main study.

### 3.4 Data Collection

This study was conducted for a period of 12 weeks during the first semester of academic year 2009. The data collection procedures were divided into three main stages: pre-treatment period, treatment period, and post-treatment period.

#### 3.4.1 Pre-treatment Period (Week 1)

In the first week of the main study, the pre-test was administered to all 82 Mattayomsuksa Five students (Grade 11) in order to pair the subjects with comparable scores. After being scored by the two raters using the *iBT TOEFL Test: Independent Writing Rubrics*, there were 30 pairs whose scores could be matched. As stated above, a subject in each pair was assigned to the experimental group, studying writing through cooperative process writing and the other one to the control group, studying writing through teacher-directed process writing.

After the selection of subjects, an orientation was arranged for the experimental group a week before the first lesson began. The researcher explained concepts and strategies of cooperative process writing before assigning the students to teams. Building strong positive attitudes and good feelings of collaboration to the class while giving students opportunities to practice the skills needed to begin working in teams could facilitate them a lot in their learning experience.

Within the experimental group, there was a small group placement by the researcher on the basis of their pre-test scores. The researcher organized thirty students into small groups of four for five groups and groups of five for two groups by using Slavin's guide (1997) that the average performance level of all the teams in the class should be about equal, so no team has an academic performance advantages. Each group of four consisted of one high achiever, two moderate achievers, and one low achiever. For a group of five, it consisted of two high achievers, and three low achievers.

The reason for assigning the students to groups and emphasizing heterogeneity of students—placing high, moderate, and low ability students within the same learning groups is because the student-selected groups often are homogeneous

with high achieving students work with other high-achieving students, males (or females) working with other males (or females). Importantly, having students selected their own groups could cause the inequality of the average performance level of all the teams in the class. Johnson, Johnson, and Holubec (1987) suggest that teacher-made groups often have the best mix since the teacher can put together optimal combinations of students.

Furthermore, to promote positive interdependence, the teacher also assigned roles for the students, and the roles were rotated so everyone had a chance to play every role. The four assigned roles that the researcher used to train the students (adapted from Jacobs & Goh, 2007) were described below:

1. *A Group Leader* whose role is to get things started and to direct discussion and participation of group members
2. *A Time Keeper* who encourages the group to stay on task and complete the task in the available time
3. *A Quiet Captain* who encourages everyone to use a group-size voice
4. *A Checker* who makes sure that all group members have understood

These four roles were selected to promote positive interdependence and interaction since they would help students overcome some difficulties in working as a team which involves deciding on when and how to perform the assigned roles. The students would have opportunities to experience a multitude of roles and learn how to accomplish the role demands. They would develop their management and academic skills through the roles of a leader and a checker. In addition, the students would develop their social skills when they perform the role of a time keeper and a quiet captain.

In addition, students needed to learn how to compete for fun and enjoyment while learning how to work together and to give each other support in learning (Johnson, Johnson, & Holubec, 1987). By doing so, they were allowed to compete among groups from time to time. Bonus points were given if all members in teams reached a goal preset by the teacher so that the students could see the importance of having a good team work, and could learn how to solve problems together.

### **3.4.2 Treatment Period (Week 2 – 10):**

The main study was conducted for nine weeks totaling nine periods; each period lasted 120 minutes. Each group was taught writing by the researcher. During the treatment period, the control group had studied English writing through the teacher-directed process writing while the experimental group was taught by using cooperative process writing. Under the different learning conditions, the subjects from both groups were taught nine writing lessons following the process approach: planning, drafting, revising and editing, and rewriting and publishing. The class met two hours a week and each week covered one lesson.

The lesson plans for both the control and experimental groups were written by the researcher following the three Ps procedure: presentation, practice, and production stages.

#### **3.4.2.1 Presentation Stage**

At the first stage, the objectives of the lesson were explained in order to let the students know what and why they would have to learn. The sample narrative essays and the basic knowledge of English such as grammar and vocabulary related to the writing topics were presented to both groups in the same procedure of the presentation stage. At this stage, a narrative essay containing vocabulary and some grammatical aspects were presented and explained to the students in order to elicit their background knowledge. The teacher also explained the new language including both its meaning and form, and how to say and write it correctly. Moreover, the teacher demonstrated some necessary information related to the writing topics while spending this period to recap students' errors in writing to the whole class. The teacher at this stage performed as a classroom presenter and instructor. Within the experimental group, the students had to perform the assigned roles and help the teams learn. Within the control group, the students studied individually without role assignment.



### 3.4.2.2 Practice Stage

At the practice stage, the new language that the teacher had just presented and explained in the presentation stage was practiced in both groups. Specifically, the students in the experimental group under cooperative learning conditions in groups of four (or five) with the assigned roles worked in teams to practice the new language. At this stage, the teacher asked students in both control and experimental groups to produce sentences and answer questions to demonstrate that they understood how to use the language correctly. Error correction was most important at this stage. In addition, the teacher summarized and reviewed the characteristics of narrative writing again before asking the students to write their own essay in the production stage.

### 3.4.2.3 Production Stage

At the production stage, the students were given opportunities to use the language in a more flexible way in order to build their confidence in their writing. The students at this stage could try using language through writing, and could experiment with the language. For example, they could use the new vocabulary to make a story. The teacher as a facilitator and a language resource person would not correct their errors if it was not necessary during this stage, but only observed and gave students feedback at this stage. It should be noted that the students in the experimental group were in group of four (or five) using the Write-Pair-Square technique with the process approach (cooperative process writing) in the production stage. First, each student worked alone to write about the topic given. That is the *Write* step. Then, in the *Pair* step, each student told his one partner what s/he had written. The partner gave comments and asked questions. Next, in the *Square* step, the two pairs in the foursome came together and each student told the other pair about their partner's idea (not their own idea). The other pair gave comments, asked questions, and took turn to discuss their ideas and tried to develop their writing even better. On the contrary, the students in the control group taught through teacher-

directed writing process method wrote individually following the process approach—planning, drafting, revising and editing, rewriting and publishing.

### **3.4.3 Post-treatment Period (Week 11 – 12):**

At the end of the course, the post-test was administered to both groups. The students were individually tested for the overall writing achievement and the learning progress by writing an essay within 60 minutes on the topic “My Happiest School Break” which was the same as that in the pre-test. Then the same raters marked the essays by using the *iBT TOEFL Test: Independent Writing Rubrics*. To elicit more information, the subjects in both groups were given the questionnaires to express their attitudes towards the learning they were treated with. In addition, nine students consisting of three low achievers, three moderate achievers, and three high achievers, were randomly picked out of each group for the informal group interviews after they took the post-test. Table 3.5 shows a summary of the research procedures of the study including the instruments used and their purposes.

**Table 3.5***Summary of Data Collection Procedures*

Week	Group		Procedure	Instrument	Purpose
	Control	Experimental			
1	✓	✓	<ul style="list-style-type: none"> <li>- The pre-test was administered to all 82 Mattayomsuksa Five students.</li> <li>- Only 30 pairs whose scores could be matched were selected to participate in the study.</li> </ul>	1. Pre-Writing Proficiency Test on the topic “My Happiest School Break” (60 minutes)	<ul style="list-style-type: none"> <li>- To collect pre-test scores in order to pair the subjects with comparable scores</li> </ul>
		✓	<ul style="list-style-type: none"> <li>There was an orientation for the experimental group.</li> </ul>		<ul style="list-style-type: none"> <li>- To introduce cooperative process writing method</li> <li>- To assign the students to teams</li> </ul>

Week	Group		Procedure	Instrument	Purpose
	Control	Experimental			
2	✓	✓	Lesson 1: Experience I Will Never Forget	1. Nine essay worksheets for nine writing lessons/topics	- To expose students to writing training: teacher-directed process writing and cooperative process writing (Each lesson lasted 120 minutes)
3	✓	✓	Lesson 2: My Favorite Trip	2. Self-editing	
4	✓	✓	Lesson 3: My Beloved Teacher	Checklist (used in both groups)	
5	✓	✓	Lesson 4: My Most Memorable Day in My Secondary School	3. Peer-editing Form (used only in the experimental group)	
6	✓	✓	Lesson 5: A Night to Remember		
7	✓	✓	Lesson 6: My Childhood Secret		
8	✓	✓	Lesson 7: My Biggest Regret		
9	✓	✓	Lesson 8: My Most Embarrassing Day		
10	✓	✓	Lesson 9: My Favorite Movie		

Week	Group		Procedure	Instrument	Purpose
	Control	Experimental			
11	✓	✓	The post-test was administered to both groups. The students were individually tested.	1. Post-Writing Proficiency Test	- To collect post-test scores in order to evaluate the subjects' writing ability after the experiment
12	✓	✓	The questionnaires were administered and there were the informal group interviews.	1. The Attitude Questionnaires for both groups 2. Interview Question Forms (used by the researcher)	- To gather in-depth information on students' opinion. - To elicit the students' attitudes towards two different teaching methods

### 3.5 Data Analysis

In this study, the independent variables were the two different teaching methods: the teacher-directed process writing and cooperative process writing methods. The dependent variables were students' writing scores on the pre- and post-tests rated by two raters, and students' attitudes towards learning English writing through teacher-directed process writing of the control group and through cooperative process writing of the experimental group measured by their responses to the attitude survey questionnaires.

The data in this study were analyzed using the following methods:

1. To answer the first research question asking whether teacher-directed process writing and cooperative process writing improve the students' writing ability, the means and standard deviations of scores on the pre- and post-tests of the experimental group and the control group were analyzed by using the SPSS/PC (Statistical package for the Social Sciences) program and a t-test was used to determine whether there were any significant differences in students' English writing ability after studying writing through teacher-directed process writing and cooperative process writing.

2. To answer the second research question asking whether there were any significant differences between writing ability improvement of students taught through teacher-directed process writing and cooperative process writing, the means and standard deviations of writing scores on the pre- and post-tests of both groups were computed by using SPSS/PC program and compared using a t-test to determine whether they was any significant difference between the scores.

3. To answer the third research question asking what the attitudes of the students towards teacher-directed process writing were, the data from the interviews were grouped and tallied for frequency and then calculated for percentages and finally discussed quantitatively. The data obtained from the first part of the questionnaire which elicited the students' level of agreement based on the four-point

rating scale were analyzed to find the mean scores item by item using the criteria for interpreting the level of agreement as presented in Table 3.6 below:

**Table 3.6**

*Criteria for Rating Scale Interpretation*

<b>Range of the Total Mean Value (<math>\bar{X}</math>)</b>	<b>Level of Agreement</b>
1.00 – 1.75	Strongly Disagree
1.76 – 2.50	Disagree
2.51 – 3.25	Agree
3.26 – 4.00	Strongly Agree

The data derived from the second part of the questionnaire which consisted of open-ended questions were grouped and tallied for frequency and then calculated for percentages and finally discussed quantitatively.

4. To answer the fourth research question asking what the attitudes of the students towards cooperative process writing were, the data from an interview and the two-part questionnaire were analyzed by using the same statistical methods and criteria for rating scale interpretation as described in the third research question above.

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

This chapter presents the research findings and a discussion of the findings. First the analysis of the pre-test and post-test results of the two groups learning writing through two different teaching methods, teacher-directed process writing and cooperative process writing, will be presented and discussed. Then the findings on the attitudes of each group towards the two teaching methods will be discussed.

#### **4.1 Writing Ability of the Two Groups**

This first section focuses on the effects of two different teaching methods, teacher-directed process writing and cooperative process writing, on students' writing ability. To answer the first research question of this study asking whether teacher-directed process writing and cooperative process writing improve the students' writing ability, and the second research question asking whether there is a difference between writing ability improvement of students taught through teacher-directed process writing and cooperative process writing, the writing ability of the two groups are presented and discussed in three sections. The first section presents the writing ability of the control group before and after the experiment. Next, the writing ability of the experimental group before and after the experiment is presented and finally a comparison of the writing ability between the control and experimental groups after the experiment.

##### **4.1.1 The Writing Ability of the Control Group before and after the Experiment**

The mean scores of the pre-test and post-test of the control group were compared by using paired samples t-test to determine whether there was any significant difference in the English writing ability of the students in this group. Table 4.1 demonstrates the pre-test and post-test mean scores of the control group.



**Table 4.1***Writing Ability of the Control Group before and after the Experiment*

<b>Test</b>	<b>Total Score</b>	<b>Mean Score</b>	<b>S.D.</b>	<b>df</b>	<b>t-value</b>	<b>Sig. (2-tailed)</b>
Pre-test	5	1.93	.868	29	-5.037	< .05*
Post-test	5	2.87	.819	29		N=30

\*p &lt; .05.

Table 4.1 shows that the pre-test and post-test mean scores of the control group were significantly different ( $p < .05$ ). That is, the writing ability of the control group increased significantly after the group was taught writing through teacher-directed process writing.

#### **4.1.2 The Writing Ability of the Experimental Group before and after the Experiment**

The mean scores of the pre-test and post-test of the experimental group were compared by using paired samples t-test to see whether there was any significant difference in the English writing ability of the students in this group. Table 4.2 presents the pre-test and post-test mean scores of the experimental group.

**Table 4.2***Writing Ability of the Experimental Group before and after the Experiment*

<b>Test</b>	<b>Total Score</b>	<b>Mean Score</b>	<b>S.D.</b>	<b>df</b>	<b>t-value</b>	<b>Sig. (2-tailed)</b>
Pre-test	5	1.93	.868	29	-8.437	< .05*
Post-test	5	3.43	.935	29		N=30

\*p &lt; .05.

As shown in Table 4.2, the pre-test and post-test mean scores of the experimental group were significantly different ( $p < .05$ ). This means that the writing ability of the experimental group increased significantly after the group was taught writing through cooperative process writing.

### 4.1.3 A Comparison of the Writing Ability between the Control and Experimental Groups after the Experiment

The post-test mean scores of the control and experimental groups were compared by using the independent samples t-test to see whether there was a significant difference. Table 4.3 shows the post-test mean scores of both groups after the experiment.

**Table 4.3**

*Writing Ability of Both Groups after the Experiment*

Group	Total Score	Mean Score	S.D.	df	t-value	Sig. (2-tailed)
Control Group	5	2.87	.819	58	-2.496	< .05*
Experimental Group	5	3.43	.935			N=30

\*p < .05.

As shown in Table 4.3, the post-test mean score of the experimental group is higher than that of the control group. The post-test mean score of the control group is 2.87 while that of the experimental group is 3.43. The resulting t-test of the post-test mean scores of both groups indicates a statistically significant difference ( $p < .05$ ). This indicates that after the two groups were taught with two different teaching methods, teacher-directed process writing and cooperative process writing, the writing ability of the students in the experimental group was improved more greatly than that of the control group. It is clear that teacher-directed process writing and cooperative process writing showed a different effect on students' writing ability.

It should be pointed out that there is a noticeably greater improvement in writing ability of the experimental group than that of the control group. The rate of improvement in the experimental group is 1.50 (pre-test:  $\bar{x} = 1.93$ , post-test:  $\bar{x} = 3.43$ ,  $t = -8.437$ ,  $p < .05$ ) while that of the control group is 0.94 (pre-test:  $\bar{x} = 1.93$ , post-test:  $\bar{x} = 2.87$ ,  $t = -5.037$ ,  $p < .05$ ). It is possible that this greater improvement of writing ability in the experimental group was a result of learning writing through cooperative process writing. Therefore, it could be interpreted that the students

studying writing through cooperative process writing developed their writing ability more than the students studying through teacher-directed process writing.

To further investigate the differences in writing score levels between the experimental and control groups, the numbers of the students at each level of both groups before and after the experiment were compared. The data are presented in Figure 4.1 and Figure 4.2.

**Figure 4.1**

*Number of the Students at Each Level of Both Groups before the Experiment: Pre-test*

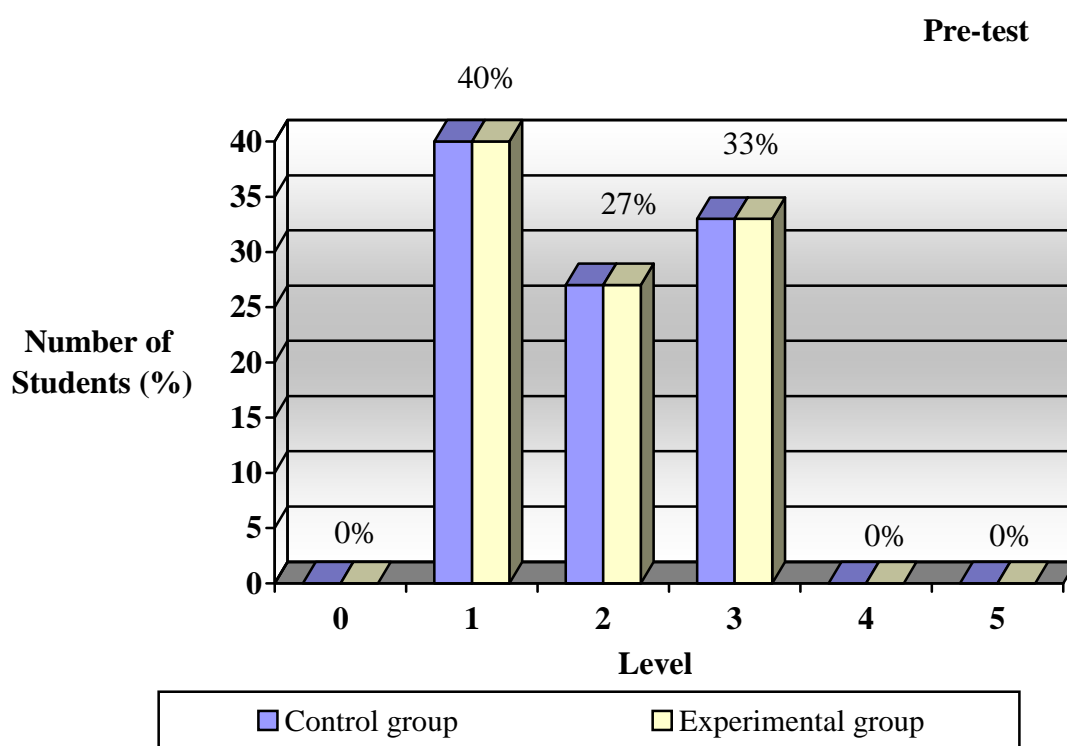


Figure 4.1 shows that before the experiment, the numbers of the students in both groups at each level were equal. That is, 33% of the students of each group who scored at level 3 which was the mid score range of the pre-test could pass the test, while more than half of the students (67%) in each group who scored at the lower levels than the mid level failed the pre-test. In the pre-test, the students in both groups scored only at levels 1 to 3. None of the students in both groups scored at level zero in the pre-test (and so in the post-test, see Figure 4.2). According to the ETS'

iBT TOEFL Test: Independent Writing Rubrics, this means that none of the students' essays merely copied words from topic, rejected the topic, or was otherwise not connected to the topic, was written in a foreign language, consisted of keystroke characters, or was blank. Thus, it can be said that all students could write something related to the topic given.

**Figure 4.2**

*Number of the Students at Each Level of Both Groups before and after the Experiment: Post-test*

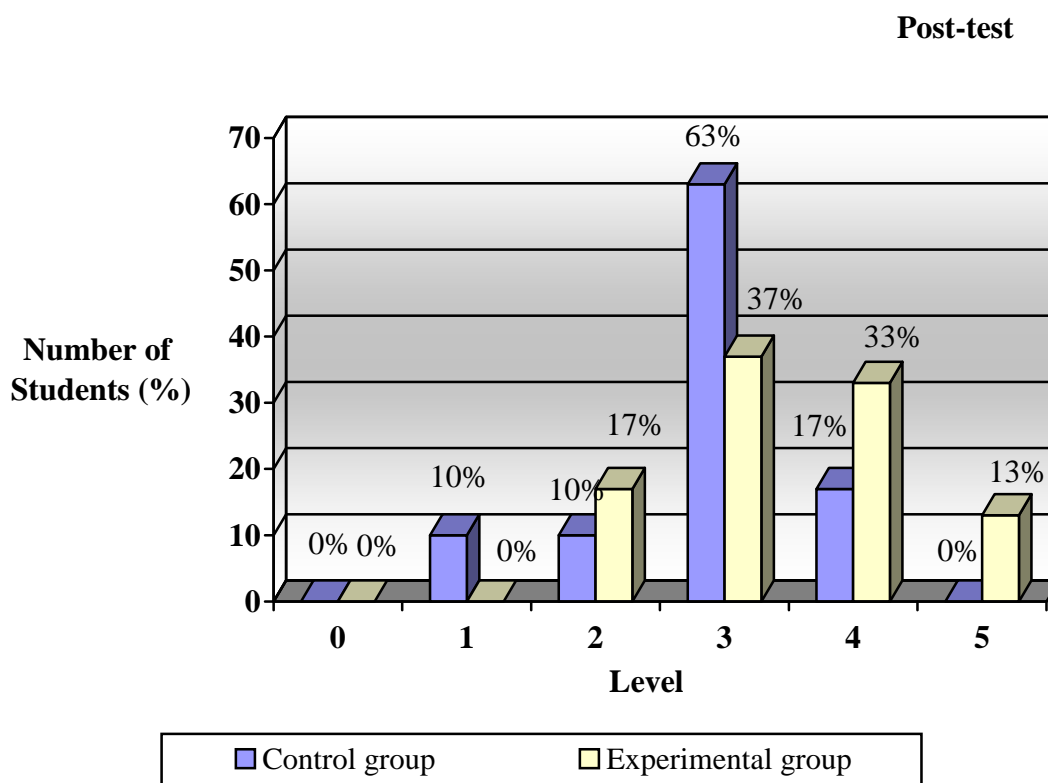


Figure 4.2, however, indicates that the students in the control group achieved levels 1 to 4 while those in the experimental group could achieve levels 2 to 5 in the post-test. Moreover, the number of the students in the experimental group was more spread out. As can be seen, 17%, 37%, 33%, and 13% of the students in the experimental group scored at levels 2, 3, 4, and 5 respectively while 10%, 10%, 63%, and 17% of the students in the control group scored at levels 1, 2, 3, and 4 respectively. It can be seen in Figure 4.2 that, after the experiment, 83% of the

students in the experimental group could reach among the high score levels in the post-test (level 3 = 37%, level 4 = 33%, and level 5 = 13%), while 80% of those in the control group could reach (level 3 = 63%, level 4 = 17%, and level 5 = 0%). However, it should be pointed out that only the students in the experimental group could reach the highest score level and the number of the students in the experimental group at the low levels are also smaller than those in the control group. They even managed to completely leave level 1.

Detailed investigation reveals that, in the pre-test, 40% of the students, which was the majority of the students of each group, scored at level 1. In the post-test, however, 10% of the students in the control group remained in this level while none of the students in the experimental group did. This reveals that after the experiment, 40% of the students in the experimental group achieved higher levels than those 10% in the control group whose essays were in level 1 meaning that 10% of the essays in the control group were seriously flawed by one or more of the following weaknesses: serious disorganization or underdevelopment; little or no detail, or irrelevant specifics, or questionable responsiveness to the task; serious and frequent errors in sentence structure or usage. It can be seen that essays at this level are still full of weaknesses both in terms of language and organization but the students trained with cooperative process writing had overcome all these flaws.

As shown in Figure 4.2, the highest score level is 5. After the experiment, none of the students in the control group reached this highest score while 13% of the students in the experimental group did. It could then be claimed that the ability of the students in the experimental group was improved more greatly than those in the control group. Based on the ETS' iBT TOEFL Test: Independent Writing Rubrics, the essay which was rated 5 largely accomplished all of the followings: effectively addressing the topic and task; being well-organized and well-developed, using clearly appropriate explanations, exemplifications, and/or details; displaying unity, progression, and coherence; displaying consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors. This means that writers at level 5 have full control of both content and language, and successfully tackled their writing task. In this experiment, only students trained with cooperative learning could

achieve this highest level. The following sample essays written by the student taught through cooperative process writing in the pre- and post-tests can better illustrate the writing improvement after the experiment from level 2 to level 5.

***Pre-test (scored at level 2, experimental group, subject no. 16)***

*Last month, I was very happy because family and me Bangkok. I and family funny with went the park. I and brother played Vortex, Giant, Big Boom, Viking, Boomerang. Mother and me played swimming the pool. My mother is shopping at Siam Paragon. I and family went to the zoo.*

***Post-test (scored at level 5, experimental group, subject no. 16)***

*My happiest school break is when my family and I went to Pattaya in Chonburi province.*

*When I was 15 years old, I went to Pattaya in Chonburi province with my family. My father and my mother tooe me there. I traveled to many interesting places but the most impressing place for me and family is Jomtian beach. Because there had many people. The sea water is very beautiful and there had many fun activities. My family was very happy and fun after we swam in the sea together. My brother and I were very glad. At night, Pattaya open 24 hour. At midnight, I saw many people danced in bar. I like traveled midnight. This trip is my favorite trip. I was very excited. It was my happy times. I will keep everything in my memories.*

*This trip was impressing so much. It made me love my family more and more. I want to tell everybody that I feel good and I don't forget it. "My Happiest School Break"*

The sample essays above show the effectiveness of cooperative process writing on improving writing ability of this student who could control her writing task quite well both in terms of grammar and content.

Interestingly, while the majority of the students in both groups scored at level 1 in the pre-test, after the experiment, most of them scored at level 3. However, the number of the students in the control group scoring at level 3 was much

greater than that of the experimental group (63% in the control group and 37% in the experimental group) because the students in the latter group were spread out to other higher levels. According to the ETS's task descriptions, an essay falling in level 3 was considered by one or more of the followings: addressing the topic and task using somewhat developed explanations, exemplifications, and/or details; displaying unity, progression, and coherence, though connection of ideas might be occasionally obscured; possibly demonstrating inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning; and possibly displaying accurate but limited range of syntactic structures and vocabulary. This is the mid score range at which more than half of the students (63%) in the control group scored. It shows that the majority of writers taught through teacher-directed process writing could moderately control their language, content, and organization in the essays while many of those taught through cooperative process writing could leave this level and reach the upper levels, so the number of the students in the group scoring at this level was lower than that of the control group.

Additionally, Figure 4.2 shows that 17% of the students in the experimental group scored at level 2 after the experiment while 10% of those in the control group did. The students' essays which were rated two might reveal one or more of the following weaknesses: limited development in response to the topic and task; inadequate organization or connection of ideas; inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task; a noticeably inappropriate choice of words or word forms; an accumulation of errors in sentence structure and/or usage. It is interesting to note that more students in the experimental group scored at this level which was their lowest. It was probably because they all managed to move up from level 1 so there were more of them on level 2 than the control group.

Moreover, 33% of the students in the experimental group scored at level 4 while 17% of those in the control group achieved this level. It could be seen that after the experiment, the students in the experimental group could achieve this score level in larger number than those in the control group. Essays scored at level 4 largely accomplished all of the following: addressing the topic and task well, though some points might not be fully elaborated; being generally well-organized and well-

developed, using appropriate and sufficient explanations, exemplifications, and/ or details; displaying unity, progression, and coherence, though they might contain occasional redundancy, digression, or unclear connections; displaying facility in the use of language, demonstrating syntactic variety and range of vocabulary, though they would probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that did not interfere with meaning. Level 4 is almost the highest level and only 17% from the control group could reach it and it was the highest that they could achieve. On the contrary, 33% from the experimental group reached this level. The following essays written by the same student taught through cooperative process writing which demonstrates the improvement from level 1 to level 4 are provided as follows.

***Pre-test (scored at level 1, experimental group, subject no. 11)***

*end. I was very happy here in the my home and summer because I am going to pattalong. I am going visit my aunt. and My aunt do cooking at home. I was so funny is my aunt.*

***Post-test (scored at level 4, experimental group, subject no. 11)***

*My happiest school is in summer. I went to Phuket. I went there with my friend. we were excited. whan we saw the sun set at Lairmpromtaib. I was happy in summer.*

*My friend didn't has the map, so I called her, Sunisa, by phone to see me in front of the tourist in formation office. I gave her a guided tour of Phuket. Then we went to explor the city. I went to the phuket beaches, I welked along the beaches and found mollusks and shell fish. There the ocean was deep blue, I went to the Port. I and my friend can find tug and stevedove at the port. I and my friend bought from the Phuket beach. I took photo of my friend at Lairmpromtaib. Then I went bach home.*

*End happiest school break in summer. I was happed because, I saw the wonderfal beach.*



The above essays could be a proof of success of using cooperative process writing on developing students' writing ability because after the experiment the students trained with this method obviously demonstrated the improvement in writing performance especially in terms of content and organization.

To conclude, the first and second research questions of this study can be answered as follows. Teacher-directed process writing and cooperative process writing had improved the students' writing ability. However, there is a difference between the students' ability improvement in both groups. The students in the experimental group who learned writing through cooperative process writing had achieved a higher level of writing ability and moved up to higher levels in greater number than those in the control group who studied through teacher-directed process writing method. In other words, after the experiment, the writing scores of the students studying writing through cooperative process writing are one level higher and the students in the experimental group who reached the highest level of writing are in larger number than those of the control group. The findings prove that cooperative process writing brought significantly positive outcomes when incorporated into teaching writing for narrative genre.

The fact that the students in the present study gained the cooperative learning benefits and improved their writing ability was consistent with the previous research conducted by Pankoson (1999) and Adeyemi (2008) which revealed a significant increase in writing achievement of the experimental group after incorporating cooperative learning into the writing class, and the results also confirm that the writing achievement of the experimental group was significantly higher than that of the control group which received conventional learning method.

Furthermore, the findings seem to be in agreement with Gooden-Jones and Carrasquillo (1998), Amare and Nowlin (2003), Ismail and Maasum (2009), Sirikhun (2000), Chitmana (2005), Yimsiri (2005), Bhurisobhit (2008), Kaewcharoen (2009), and Mulmanee, (2009). All these studies show improvement of the students' achievement in learning writing through cooperative learning methods. They indicate that the students perform better in the post-test compared with the pre-test after the inclusion of cooperative learning in the writing classes. This study, however, pinpointed the different levels of effectiveness of two teaching methods, teacher-

directed process writing and cooperative process writing and the results were still the same that cooperative learning method enabled students to achieve better.

## **4.2 Attitudes of the Two Groups towards Two Different Teaching Methods**

This second section reports the attitudes of the students towards two different teaching methods, teacher-directed process writing and cooperative process writing. To survey the students' attitudes towards two different teaching methods, all students from the control and experimental groups were asked to respond to the questionnaires at the end of the experiment.

In order to answer the third research question of the study, 'What are the attitudes of the students towards teacher-directed process writing?', and the fourth research question, 'What are the attitudes of the students towards cooperative process writing?', the students' responses to the questionnaires were analyzed for the mean scores using SPSS/PC program. The mean scores of the responses on two different teaching methods are presented and discussed in two sections. The attitudes of the control group towards teacher-directed process writing will be presented, followed by the attitudes of the experimental group towards cooperative process writing.

### **4.2.1 Attitudes of the Control Group towards Teacher-Directed Process Writing**

There were two main parts in the attitude questionnaire. The first part of the questionnaire consisted of items 1- 9 with four-point rating scale questions asking the students to rate their opinions on teacher-directed process writing. The second part of the questionnaire was item 10 which is an open-ended question asking the students to give their comments and suggestions for the learning. However, not all students responded to the open-ended question. Only the responses given were grouped and tallied for frequency and then calculated for percentages. The data from the questionnaire will be discussed in details in two parts: the attitudes towards teacher-directed process writing (items 1-9), and the comments and suggestions of the control group (item 10).

#### 4.2.1.1 Attitudes towards Teacher-Directed Process Writing (Items 1-9)

The responses of the control group to the questionnaire items 1-9 were analyzed to find out their attitudes towards teacher-directed process writing and presented in Table 4.4.

**Table 4.4**

*Attitudes of the Control Group towards Teacher-Directed Process Writing*

No.	Statement	Mean	Level of Agreement
1.	Your writing skills were improved.	2.97	Agree
2.	You asked questions and expressed your ideas in learning English writing.	2.73	Agree
3.	You had freedom and creativity to learn English writing.	2.90	Agree
4.	English writing was an interesting activity for you.	2.70	Agree
5.	You used knowledge and experience about writing to do activities.	3.23	Agree
6.	You felt relaxed and had no stress in learning.	2.00	Disagree
7.	You had self-responsibility in learning.	2.80	Agree
8.	You had confidence and courage to ask questions.	2.90	Agree
9.	You could do self-correction for your own writing.	2.80	Agree
<b>Average</b>		<b>2.78</b>	<b>Agree</b>

According to the results presented in Table 4.4, the mean scores of the students' responses range from 2.00 to 3.23 which fall into the levels of "agree" and "disagree". The students studying through teacher-directed process writing agreed that their writing skills were improved (item 1,  $\bar{x} = 2.97$ ), they asked questions and expressed ideas in learning English writing (item 2,  $\bar{x} = 2.73$ ), they had freedom and creativity to learn English writing (item 3,  $\bar{x} = 2.90$ ), English writing was an interesting activity for them (item 4,  $\bar{x} = 2.70$ ), they used knowledge and experience about writing to do activities (item 5,  $\bar{x} = 3.23$ ), they had self-responsibility in learning (item 7,  $\bar{x} = 2.80$ ), they had confidence and courage to ask questions (item 8,  $\bar{x} = 2.90$ ), and they could do self-correction for their own writing (item 9,  $\bar{x} = 2.80$ ). However, they disagreed that they felt relaxed and had no stress in learning (item 6,  $\bar{x} = 2.00$ ). The average mean of these nine items was 2.78 which falls into the level of "agree". It could thus be interpreted that the students had positive attitudes towards learning writing through teacher-directed process writing, as most of them agreed that it supported their learning despite the fact that they did not feel relaxed and had stress in learning.

#### **4.2.1.2 Comments and Suggestions of the Control Group (Item 10)**

The students' comments and suggestions on the open-ended question – item 10—for learning writing through teacher-directed process writing were analyzed and discussed in this section. The findings were listed in Table 4.5 in percentages of occurrence.

**Table 4.5***Comments and Suggestions of the Control Group*

No.	10. Comments/ Suggestions	Number of Responses
<b>Positive Comments</b>		
10.1	I found the activities helped me write better and I did my best to improve my English writing.	2 (11.8%)
10.2	I found English writing sometimes was not difficult as I thought especially when I tried my best, had confidence, and not afraid of making mistakes in writing.	1 (5.9%)
10.3	I had more confidence to write and communicate in English.	1 (5.9%)
10.4	I felt I did good enough to do self-correction.	1 (5.9%)
<b>Total</b>		<b>5 (29.50%)</b>
<b>Negative Comments</b>		
10.5	I felt confused about sentence structures and word ordering.	2 (11.8%)
10.6	My writing didn't improve because I didn't know vocabulary.	1 (5.9%)
10.7	Learning writing almost every week was a hard job for me and I needed a break.	1 (5.9%)
10.8	I could not study grammar on my own because I didn't understand and remember it.	1 (5.9%)
<b>Total</b>		<b>5 (29.50%)</b>
<b>Suggestions</b>		
10.9	I would like to learn more about grammar.	2 (11.8%)
10.10	The teacher should be closer to students.	1 (5.9%)
10.11	I would like the teacher to teach not only writing, but also other skills.	1 (5.9%)
10.12	The teacher should review a little more about writing before starting the next lesson.	1 (5.9%)
10.13	I would like to practice more about vocabulary.	1 (5.9%)
10.14	If learners had more self-responsibility and efforts in their learning, their English would be improved.	1 (5.9%)
<b>Total</b>		<b>7 (41.30%)</b>

The data gained from this open-ended question (item 10) could be grouped into three main categories: positive comments (items 10.1 – 10.4), negative comments (items 10.5 – 10.8), and suggestions (items 10.9 – 10.14) about learning writing through teacher-directed process writing.

The first category is the students' positive comments (items 10.1 – 10.4) totaling 29.50% of the students' responses. The students mentioned that the activities helped them write better. They felt that they did their best to improve their English writing. They had more confidence to write and communicate in English, and were not afraid of making mistakes in writing. Also they were satisfied with their self-correction ability. These comments could imply that the students were able to reflect their own performance in learning and saw their improvement in learning English writing.

For the students' negative comments (items 10.5 – 10.8) totaling 29.50% of the responses, the students complained that it was a hard job for them when they had to practice writing almost every consecutive week. They also stated that after learning writing through teacher-directed process writing methods, they were still confused about sentence structures, word order, and vocabulary. This might be due to the fact that the teacher and students did not have enough consultation time about the specific problems they faced. Hence, the students' problems were not solved and this made them feel that writing was hard for them.

The last category is the students' suggestions (items 10.9-10.14) totaling 41.30% of the responses. The students suggested that the teacher should teach more about grammar, vocabulary, and add some other skills in the lessons. This point was in concordance with the negative comments above that the students need more guidance about sentence structures, word ordering, and vocabulary. The students also suggested that the teacher should review a little more about the steps in writing process before starting a new lesson. In addition, the teacher should be more relaxed with them in order to create relaxed atmosphere in learning so that the students would have more confidence to ask questions. These comments and suggestions reveal that the teacher might not have monitored the class effectively enough. The comments also imply that the students needed longer periods of time to study not only writing skill but also other language aspects. As the time allocated for learning and practicing

writing during the treatment period was limited, this might affect their learning especially of grammar, vocabulary, and other language skills. This could make them suffer from stress and anxiety. In addition, the students pointed out that if learners had more self-responsibility and efforts in their learning, they would perform better on writing and their English would be improved. This might show that the students could reflect on their own weak points, so they know how to improve themselves.

To elicit more information, the students in the teacher-directed process writing condition were randomly picked out for informal group interviews after they took the post-test. For each group interview, nine students were grouped according to their writing proficiency levels: three low achievers, three moderate achievers, and three high achievers. The students studying through teacher-directed process writing stated that their writing skills were improved but there were some problems about vocabulary and grammar such as “tenses” that were still unclear. Many of them faced a problem that they had no idea of what to write. They said that the ideas did not come out when they wanted to write. They usually got stuck during writing because they did not know vocabulary. They suggested that the teacher should let them practice more about tenses and give them more vocabulary for each lesson. This could imply that when the students were not familiar with the topics assigned, they could not come up with ideas or vocabulary needed for their writing. Thus, they were unable to write.

In addition, one point that the students would like to improve was about their misbehavior in learning as they confessed that when they had writing problems they were not confident to ask the teacher for help even they all agreed that the teacher was friendly and could help them solve their problems. Moreover, they preferred asking friends to looking for words in a dictionary by themselves. Also, during the class activities, most of them usually worked independently, so there were not much sharing and exchanging ideas among the students. These factors might have obstructed their learning.

To conclude, the third research question of the study asking about the attitudes of the students towards teacher-directed process writing can be answered as follows. The control group had positive attitudes towards learning writing through teacher-directed process writing even though they still needed help for solving the

problems about grammar, vocabulary, and other language skills. Another point that should be emphasized is that the students in the control group did not feel relaxed and they had stress in learning although they were satisfied with this teaching method and agreed that it supported their learning.

#### **4.2.2 Attitudes of the Experimental Group towards Cooperative Process Writing**

There were two main parts in the attitude questionnaire. The first part of the questionnaire consisted of items 1- 15 with four-point rating scale questions asking the students to rate their opinions on cooperative process writing. The second part of the questionnaire consisted of three items (16-18) which were open-ended questions asking the students to give their comments and suggestions for the learning. However, not all students responded to the open-ended questions. Only the responses given were grouped and tallied for frequency and then calculated for percentages.

The data from the questionnaire are discussed in details in three parts. The first part is about attitudes towards cooperative process writing (items 1- 14). The second part is about attitudes towards each assigned role (item 15). The last part is about advantages, disadvantages, comments and suggestions of the experimental group (items 16-18).

##### **4.2.2.1 Attitudes towards Cooperative Process Writing (Items 1-14)**

The experimental group's responses to questionnaire items 1-14 were analyzed to find out their attitudes towards cooperative process writing. The results are shown in Table 4.6.



**Table 4.6***Attitudes of the Experimental Group towards Cooperative Process Writing*

<b>No.</b>	<b>Statements</b>	<b>Mean</b>	<b>Level of Agreement</b>
1.	Cooperative process writing helped you improve writing skills.	3.20	Agree
2.	Cooperative process writing enabled you to participate in learning process.	3.20	Agree
3.	You had freedom and creativity to learn when you did group activities.	3.10	Agree
4.	Cooperative process writing enabled you to discuss and exchange ideas among group members.	3.23	Agree
5.	You had more interests in English writing when you worked in group.	3.17	Agree
6.	Cooperative process writing fostered you to use knowledge and experience about writing to do group activities.	3.33	Strongly Agree
7.	Cooperative process writing made problem-solving easier.	3.23	Agree
8.	Cooperative process writing enabled you to help weaker learners and receive help from other group members.	3.50	Strongly Agree
9.	The group size was suitable for group activities.	3.30	Strongly Agree
10.	You were more relaxed and had no stress when you did group activities.	3.23	Agree
11.	Cooperative process writing helped you have greater responsibility for yourself and your group.	3.30	Strongly Agree
12.	Cooperative process writing made you have more confidence and courage to ask questions.	3.10	Agree
13.	Cooperative process writing enabled you to do self-correction in your writing.	3.50	Strongly Agree
14.	Roles should be rotated in the group.	3.40	Strongly Agree
<b>Average</b>		<b>3.27</b>	<b>Strongly Agree</b>

Table 4.6 shows that the average mean of the attitude questionnaire items 1 to 14 was 3.27 which falls into the level of “strongly agree”. The findings show that the students had positive attitudes towards cooperative process writing. The mean scores of the students’ responses fall between 3.10 – 3.50 under the “agree” and “strongly agree” levels.

Regarding the students’ responses, they strongly agreed with six items (6, 8, 9, 11, 13, 14) that described cooperative process writing as the method that fostered them to use knowledge and experience about writing to do group activities (item 6,  $\bar{x} = 3.33$ ), enabled them to help weaker learners and receive help from other members (item 8,  $\bar{x} = 3.50$ ), helped them have greater responsibility for themselves and their groups (item 11,  $\bar{x} = 3.30$ ), enabled them to do self-correction in their writing (item 13,  $\bar{x} = 3.50$ ). They also strongly agreed that the group size was suitable for group activities (item 9,  $\bar{x} = 3.30$ ), and the roles should be rotated in the group (item 14,  $\bar{x} = 3.40$ ). There were eight items (items 1- 5, 7, 10, 12) the students agreed with. The students agreed that cooperative process writing helped them improve writing skills (item 1,  $\bar{x} = 3.20$ ), enabled them to participate in learning process (item 2,  $\bar{x} = 3.20$ ), made them have freedom and creativity to learn English writing when they did group activities (item 3,  $\bar{x} = 3.10$ ), enabled them to discuss and exchange ideas among group members (item 4,  $\bar{x} = 3.23$ ), made them have more interests in English writing when they worked in groups (item 5,  $\bar{x} = 3.17$ ), made problem-solving easier (item 7,  $\bar{x} = 3.23$ ), made them more relaxed and have no stress when they did group activities (item 10,  $\bar{x} = 3.23$ ), and made them have more confidence and have courage to ask questions (item 12,  $\bar{x} = 3.10$ ).

Interestingly, although both students in the control and experimental groups had positive attitude towards the teaching methods they were treated with, the students’ attitudes levels towards some similar aspects in the questionnaires were different. Table 4.7 below can demonstrate this well (See the Criteria for Rating Scale Interpretation in Table 3.6, p.33).

**Table 4.7***Comparison of Attitudes of both Groups towards Similar Aspects*

Aspect	Control Group			Experimental Group			t	Sig. (2-tailed)
	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level		
1. Ability to do self-correction	2.80	.761	Agree	3.50	.572	<b>Strongly Agree</b>	-4.026	<b>.000**</b>
2. Using knowledge and experience about writing	3.23	.568	Agree	3.33	.547	<b>Strongly Agree</b>	-.695	.490
3. Self-responsibility in learning	2.80	.610	Agree	3.30	.651	<b>Strongly Agree</b>	-3.068	<b>.003**</b>
4. Feeling of relaxation and no stress	2.00	.643	<b>Dis-agree</b>	3.23	.728	Agree	-6.95	<b>.000**</b>
5. Writing skills improvement	2.97	.556	Agree	3.20	.551	Agree	-1.633	.108
6. Asking questions and expressing ideas in learning	2.73	.691	Agree	3.20	.484	Agree	-3.028	<b>.004**</b>
7. Students' interests in English writing	2.70	.750	Agree	3.17	.592	Agree	-2.676	<b>.010**</b>
8. Freedom and creativity to learn	2.90	.481	Agree	3.10	.803	Agree	-1.171	.247
9. Confidence and courage to ask questions	2.90	.662	Agree	3.10	.662	Agree	-1.171	.247
<b>Average mean scores</b>	<b>2.78</b>		<b>Agree</b>	<b>3.24</b>		<b>Agree</b>		

df = 58 \*\*p &lt; .01.

The average mean scores of the attitude questionnaire of both groups towards nine similar aspects (items 1-9) were compared by using the independent sample t-test to see whether there was a significant difference. According to the findings shown in Table 4.7, there was a statistically significant difference between the mean scores ( $\bar{x}$ ) obtained from the students in both groups at 0.01 level ( $p < .01$ ), in the levels of agreement among the five items (1, 3, 4, 6, and 7). Therefore, it could be interpreted from the t-test results that the students studying writing through cooperative process writing had positive attitudes towards these five aspects at the higher level than those of the other group.

As can be seen in Table 4.7, although the levels of agreement of the experimental and the control groups of item 2 fall into the different levels—“strongly agree” and “agree” respectively—there was no statistically significant difference between the mean scores obtained from the students taught through teacher-directed process writing and cooperative process writing. In other words, the students’ attitude mean scores of both groups towards “using knowledge and experience about writing” did not indicate a statistically significant difference in spite of the fact that the levels of agreement are different.

On the other hand, the levels of agreement of both groups towards the two aspects of items 6 and 7, which fall into the level of “agree”, are the same in both groups, but there were statistically significant difference between the mean scores at a level of 0.01 ( $p < .01$ ). This means that the students’ attitude mean scores of both groups towards “Asking questions and expressing ideas in learning” and “Students’ interests in English writing” indicated a statistically significant difference despite of the fact that the levels of agreement are the same.

Nonetheless, the levels of agreement of the first three items (1-3) are in a positive direction while the fourth item is the only item in which the experimental group and the control group have an opposite direction of levels of agreement. Thus, it can be said that it is the students’ attitudes towards the feeling of relaxation and having no stress that distinguishes cooperative process writing and teacher-directed process writing.

In addition, it can be noticed that the levels of agreement of the students studying writing through cooperative process writing for the three items (1, 3, and 4) are one level higher than those of the other group, but the levels of agreement of the last five items (5-9), which fall into the level of “agree”, are the same in both groups. This means that learning writing with the process approach through cooperative process writing (the write-pair-square technique) supported the students in the experimental group in doing self-correction, and created the feeling of relaxation and no stress because the nature of cooperative learning provides friendly and relaxed atmosphere under which the students can do activities.

In particular, throughout the cooperative learning process, the students had to work together as a team and keep all members on task in order to complete the assigned jobs. Besides, everyone had a chance to speak and ask other members for help. Consequently, they felt relaxed and had no stress in learning writing. These could be the essential factors which helped them greatly improve their writing performance and overcome fears in learning which might create an affective filter to block their learning.

On the other hand, the fourth item reveals that the atmosphere in the control group was not as relaxed as that in the experimental group. This was probably because the students had fewer opportunities to share ideas in the learning process due to the nature of the teaching method which did not promote student-centeredness. As a result, the students in this group show negative attitudes while those in the experimental group show positive attitudes towards the aspect of feeling of relaxation and no stress.

To conclude, in general, although both groups' responses showed positive attitudes towards these nine aspects, the levels of agreement of the students studying writing through cooperative process writing in the three aspects (items 1, 3, and 4) are one level higher than those of the control group. Most importantly, the response to item 4 is the only one on which the experimental group and the control group have an opposite direction of levels of agreement (towards feeling of relaxation and having no stress)—the experimental group had a positive level of agreement while the control group showed a negative one.

#### 4.2.2.2 Attitudes of the Experimental Group towards Each Assigned Role

The responses to the questionnaire Item 15 indicating the students' attitudes towards each assigned role in cooperative process writing are presented in Table 4.8.

**Table 4.8**

*Attitudes of the Experimental Group towards Each Assigned Role*

No.	Statements	Mean	Level of Agreement
15.	You did best in the following role:		
	15.1 A time keeper	3.33	Strongly Agree
	15.2 A quiet captain	3.07	Agree
	15.3 A group leader	2.73	Agree
	15.4 A checker	2.63	Agree
	<b>Average</b>	<b>2.94</b>	<b>Agree</b>

Based on the data in Table 4.8, the students “strongly agreed” that they did best as a time keeper (item 15.2,  $\bar{x} = 3.33$ ). Moreover, they only “agreed” with the role of a quiet captain (item 15.3,  $\bar{x} = 3.07$ ), a group leader (item 15.1,  $\bar{x} = 2.73$ ), and a checker (item 15.4,  $\bar{x} = 2.63$ ).

The possible reasons why the students “strongly agreed” that they did best as “a time keeper” while only “agreed” with the roles of “a quiet captain”, “a group leader”, and “a checker” might be because of the differences in task demands of each role. For “a time keeper” the students clearly understood what this role was and they could imagine how it should be performed. This role also did not involve language use. So, it was easy for the students to perform.

However, the task of “a quiet captain” was more demanding than that of the time keeper because it is related to social skills. A quiet captain needed to know when and how to interrupt group members when the noise level was too high and told

them to use a group-sized voice, the voice that could still be heard by group mates. Sometimes, the noise might make it difficult for some students to focus on learning and it might disturb other groups, so a quiet captain needed to be careful about this.

Taking the roles of a group leader and a checker might be more difficult because they were complex tasks, and demanded language ability and high level skills. For example, a group leader needed to get things started, direct group discussion, and enhance participation of the team members; and a checker needed to make sure that all group members had understood the lesson, check their understanding and clarify the lesson to the team. Therefore, the students needed to use both academic and social skills.

In sum, it can be noticed that the students' preferences for each assigned role were related to the difficulty of the task demands. The students mostly prefer the role of a time keeper since this role required less complex skills. However, the other three roles—a group leader, a checker, and a quiet captain—were more demanding. They required social skills, linguistic knowledge, and personal experience, which seemed to be very complicated for them. As a result, the students only rated them as “agree”. It could then be claimed that the task demands of the assigned roles could lead the students into different degrees of role preferences.

#### **4.2.2.3 Advantages, Disadvantages, Comments and Suggestions of the Experimental Group**

The students' responses to the open-ended question which are items 16-18 are presented in percentage of occurrence and discussed in this section to investigate their opinions about advantages, disadvantages, comments and suggestions towards using cooperative process writing.

#### 4.2.2.3.1 Advantages of Cooperative Process Writing (Item 16)

The experimental group's responses on the advantages of cooperative process writing are presented in Table 4.9.

**Table 4.9**

*Advantages of Cooperative Process Writing*

No.	16. Advantages of Cooperative Process Writing	Number of Responses
<b>Academic Benefits</b>		
16.1	Cooperative process writing helped poor learners receive help from other members.	11 (21.15%)
16.2	Cooperative process writing helped me share my ideas and know others' ideas.	10 (19.23%)
16.3	Cooperative process writing helped me write better.	3 (5.77%)
16.4	Cooperative process writing helped me know more vocabulary.	3 (5.77%)
16.5	I had freedom to think and learn.	2 (3.85%)
16.6	Cooperative process writing helped me have more participation in learning process.	1 (1.92%)
16.7	Cooperative process writing helped me exchange ideas with other groups.	1 (1.92%)
16.8	Cooperative process writing was suitable for secondary school students.	1 (1.92%)
16.9	Cooperative process writing made me interested more in English writing when I worked in group.	1 (1.92%)
16.10	Cooperative process writing helped me save time to work and finish the work in time.	1 (1.92%)
<b>Sub-total</b>		<b>34 (65.38%)</b>



No.	16. Advantages of Cooperative Process Writing	Number of Responses
<b>Social Benefits</b>		
16.11	Cooperative process writing enabled us to focus not only on individual efforts, but also on collective efforts.	5 (9.62%)
16.12	I felt more relaxed when I worked in group.	3 (5.77%)
16.13	Cooperative process writing made me know how to solve problems and deal with conflicts in my group.	3 (5.77%)
16.14	Cooperative process writing helped me have greater responsibility for the team.	1 (1.92%)
16.15	Cooperative process writing enabled students to have a closer relationship in group.	1 (1.92%)
16.16	Cooperative process writing made learners have good attitudes to the group members whom they used to dislike, and know how to adjust themselves to others who were not their close friends.	1 (1.92%)
16.17	Cooperative process writing helped me understand that everyone in team was important.	1 (1.92%)
<b>Sub-total</b>		<b>15 (28.85%)</b>
<b>Self-development</b>		
16.18	Cooperative process writing helped me have greater self-responsibility.	2 (3.85%)
16.19	Cooperative process writing provided opportunities to find and address my strengths.	1 (1.92%)
<b>Sub-total</b>		<b>3 (5.77%)</b>
<b>Total</b>		<b>52 (100%)</b>

As presented in Table 4.9, the students' responses on the advantages of cooperative process writing could be grouped into three main categories: academic benefits (65.38%), social benefit (28.85%), and self-development (5.77%).

For the first category, the top five academic benefits of cooperative process writing stated by the students in the experimental group were that it helped poor learners receive help from other members (21.15%); it helped them share ideas and know others' ideas (19.23%); it made them write better (5.77%) and know more vocabulary (5.77%); and they had freedom to think and learn (3.85%). In the second category, the three major social benefits of cooperative process writing reported by the students in the experimental group were that cooperative process writing enabled them to focus not only on individual efforts, but also on collective ones (9.62%) and made them feel more relaxed when they worked in group (5.77%). It made them know how to solve problems and deal with conflicts in their groups (5.77%). The last category is about self-development. The major benefits about these skills stated by the students in the experimental group were that cooperative process writing improved their self-responsibility (3.85%), and about 1.92% of all responses viewed that cooperative process writing provided opportunities to find and address their strengths.

The rest of the responses of the academic benefits were individual opinions which constituted about 1.92% of all responses per item. For example, cooperative process writing helped students to participate more in learning process. It helped students in exchanging ideas with other groups. Cooperative process writing was suitable for secondary school students. It made them interested more in English writing when they worked in group and helped save their time in working and helped them finish the work in time. Moreover, the rest of the responses to the social benefits were individual opinions which were about 1.92% of all responses per item. They were, for example, cooperative process writing helped them build greater responsibility for their teams and enabled them to have closer relationship in groups. It helped cultivate good attitudes towards the group members whom they used to dislike, and they knew how to adjust themselves to others who were not their close friends as well as helped them understand that everyone in team was important.

Interestingly, the data in the first category show that 21.15% (the highest percentage) of the students' responses perceived that cooperative process writing helped poor learners receive help from other members. This is consistent with the students' responses to the four-scale rating question Item 8 in the attitude questionnaire (Table 4.6) with which the majority of the students "strongly agreed"

that cooperative process writing enabled them to help weaker learners and receive help from other members ( $\bar{x} = 3.50$ ). This finding is in line with the result stated by Arends (1994) who found that the students studying through cooperative process writing have an opportunity to ask for or provide help to their group members. This is also consistent with the results of the study conducted by Sirikhun (2000) indicating that her students improved in their writing performance, had more interaction, and assisted each other in the writing class. This implies that learning English writing through cooperative process writing could help students learn and benefit from each other without much interference of the teachers. The teacher as a facilitator may help them when necessary. Thus, it may be said that cooperative process writing could improve students' interpersonal skills and create good relationship among them.

In addition, 19.23% (the second-highest percentage) of the students' responses in the first category show that cooperative process writing helped students share their ideas and know others' ideas. This finding was related to the students' responses to the four-scale rating question item 4 (Table 4.6) on which they agreed that cooperative process writing enabled them to discuss and exchange ideas among group members.

It should be pointed out that the students' responses about the advantages of cooperative process writing above are related to Johnson's model of 'Learning Together' which suggests the five elements of cooperative learning: positive interdependence, individual and group accountability, face-to-face promotive interaction, social and collaborative skills, and group processing (Johnson, Johnson, & Holubec, 1994). The relevance of the students' responses to the five elements of cooperative learning can be delineated as follows.

First, the responses reflect that the students knew the success of a team came from the success and efforts of all group members as a team. Cooperative process writing made students understand that everyone in team was important. This is related to the first key element of the positive interdependence.

Secondly, the responses reveal the students' perception that cooperative process writing enabled them to have greater self and team responsibility. They also focused not only on individual efforts, but also on collective efforts in order to achieve the team's goal. Especially, the poor learners received help from other

members and were not left behind, so they wrote better and had more interests in writing when they worked in group. These are related to the second element which is the individual and group accountability.

Thirdly, the students' responses indicated that group members helped, shared, encouraged, and supported one another in order to achieve the shared goal. This is in line with the third key element of face-to-face promotive interaction.

Fourthly, the students stated that cooperative process writing promoted social benefits in that they felt more relaxed and had a closer relationship among team members. They had good attitudes to the group members and adjusted themselves to the others. Moreover, cooperative process writing enhanced their ability to solve problems and to deal with conflicts in their groups. These responses matched with the fourth key element which is the social and collaborative skills.

Lastly, the students' responses show their ability to reflect on the effectiveness of group functioning and group interactions. The students could reflect that cooperative process writing was suitable for them and it also helped them find and address their own strengths when they worked in team. In addition, they could reflect on some difficulties they encountered and knew the way to improve themselves or solve the problems. Such problems were about conflicts in group and the attitudes towards other friends. These are related to the fifth key element of cooperative learning which is group processing.

#### **4.2.2.3.2 Disadvantages of Cooperative Process Writing (Item 17)**

The students' responses on disadvantages of cooperative process writing are listed in Table 4.10.

**Table 4.10***Disadvantages of Cooperative Process Writing*

No.	17. Disadvantages of Cooperative Process Writing	Number of Responses
1.	Some learners did not cooperate in group work, for example, some members talked more than worked and they were lazy to help team work, so it affected the team.	17 (65.38%)
2.	Cooperative process writing caused idea conflicts among group members.	3 (11.54%)
3.	The high proficiency learners sometimes did most of the work.	2 (7.69%)
4.	I felt that I didn't participate much in team work because I wasn't good at English so I couldn't help my team much.	1 (3.85%)
5.	The members asked a lot of questions, so they annoyed me.	1 (3.85%)
6.	I felt uncomfortable to work because the group size was big for me.	1 (3.85%)
7.	Sometimes, I felt uncomfortable to share ideas because I was not close with the other group members much.	1 (3.85%)
<b>Total</b>		<b>26 (100%)</b>

According to the findings in Table 4.10, the major disadvantages of cooperative process writing stated by the students in the experimental group were as follows. 65.38% of the responses viewed that it was hard to get some learners to cooperate in group work. They stated that some members talked more than worked and they were lazy to help team work, so it affected the team. This was possibly because the roles assigned to them did not suit their personalities and ability. Some roles demanded the students to use academic and social skills while others required lower level skills. When the students performed some difficult roles such as a checker or a group leader, they might be nervous and could not perform well. Hence, these possibly led them not to participate in group work.

One possible reason that they could not get some learners to cooperate the team work was that they had personality problems and idea conflicts among the

group members, so they did not want to work with their team members. In addition, the possible reason why the students stated that the members talked more than worked was that the students had a lot of freedom to discuss, so they might discuss too much or talk about issues unrelated to the lesson. This might imply that group working, when not properly managed, could encourage a possibility of the students veering off the task and getting lazy. Moreover, a group leader might feel uncomfortable to force the group members to work, so the team was affected.

Another possible cause of the problems was that the lessons might be difficult for them and might not be interesting, so they were bored and did not cooperate with the group. Moreover, the students might lack basic knowledge of English such as grammar and vocabulary. These could affect their willingness to learn and their confidence to participate with the teams. This could imply that if the students were not confident to express their thoughts and felt afraid of making mistakes, they would not actively cooperate in group work and this then affected the team.

The results also show that about 11.54% of the respondents viewed that cooperative process writing caused idea conflicts among group members. Approximately 7.69% stated that the high proficiency learners sometimes did most of the group work. This might be related to the first item saying some learners did not cooperate in group work, so it affected the team. That is, the high proficiency learners had to finish the task without much help from the poor learners.

The rest of the responses were individual opinions which were about 3.85% of all responses each. The students stated that they felt they did not participate much in team work because they were not good at English so they could not help their team much. Also, they viewed that if the members asked a lot of questions, they annoyed others. Moreover, they felt uncomfortable to work because a group size was big for them. They pointed out that sometimes they felt uncomfortable to share ideas because they were not very close to the other group members.

It could be noticed that the students' above responses about the disadvantages of cooperative process writing were related to some of the five key elements of cooperative learning especially the individual and group accountability. The major responses about disadvantages clearly showed that the problem of team

cooperation affected their team the most. All members needed to have self and team responsibility. For positive interdependence, the students commented that the team would not work well without the cooperation from all members. In cooperative learning, all group members were important. Lastly, the students' responses show their ability to reflect on the effectiveness of group functioning and group interactions. They viewed that cooperative process writing led members to idea conflicts and made them uncomfortable to work and annoyed when the other members asked them too many questions. They could reflect that a group size and learning behaviors of each individual student could affect the team work.

#### 4.2.2.3.3 Comments and Suggestions (Item 18)

The students' comments and suggestions of cooperative process writing are shown in Table 4.11.

**Table 4.11**

*Comments and Suggestions*

No.	18. Comments/ Suggestions	Number of Responses
1.	I would like to learn English writing through cooperative process writing like this course again.	2 (22.22%)
2.	English writing was very difficult for me and I couldn't do it well.	2 (22.22%)
3.	The school should hold activities about learning writing through cooperative process writing like this every year.	1 (11.11%)
4.	The teacher should emphasize a little more about tenses and grammar.	1 (11.11%)
5.	I gained more knowledge about grammar, vocabulary, and sentence structures compared to the past.	1 (11.11%)
6.	Cooperative learning should be adapted and used in all subjects to help learners learn better.	1 (11.11%)
7.	Working in group was better than working alone.	1 (11.11%)
<b>Total</b>		<b>9 (100%)</b>

According to the outcome in Table 4.11, about 22.22% of the responses suggested that the students would like to learn English writing through cooperative process writing like this course again. Equally, 22.22% of the students who provided responses stated that English writing was very difficult for them and they could not do it well. This could mean that they were not satisfied with their learning. The rest of the responses were individual opinions which were about 11.11% each. The responses addressed some ideas such as the school should hold activities about learning writing through cooperative process writing like this every year and the teacher should emphasize a little more about tenses and grammar. However, they agreed that they gained more knowledge about grammar, vocabulary, and sentence structures compared to the previous time. Moreover, cooperative learning should be adapted and used in all subjects to help learners learn better. The students also stated that working in group was better than working alone.

The results then answer the fourth research question of the study, “What are the attitudes of the students towards cooperative process writing?” In sum, the findings show that the experimental group had positive attitudes towards learning writing through cooperative process writing. They reported that cooperative process writing helped them improve writing skills even though many of them viewed that some learners did not cooperate in group work affecting the quality of team work; cooperative process writing caused idea conflicts among group members; and the high proficiency learners sometimes did most of the work. They also stated that cooperative learning should be adapted and used in all subjects to help learners learn better.



## CHAPTER 5

### SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the summary of the research study and suggests implications for teaching as well as recommendations for further studies.

#### 5.1 Summary of the Study

This study aimed to investigate whether teacher-directed process writing and cooperative process writing improved the students' writing ability, whether there was difference between writing ability improvement of students taught through teacher-directed process writing and cooperative process writing, and what the students' attitudes towards teacher-directed process writing and cooperative process writing were. The subjects of the study were 60 Mattayomsuksa Five students (Grade 11) studying at Hatyaiwittayalai 2 School, Songkhla in the first semester of the 2009 academic year. They were divided into two groups—the experimental group studying writing through cooperative process writing, and the control group studying writing through teacher-directed process writing.

To investigate English writing ability under the use of two different teaching methods—teacher-directed process writing and cooperative process writing including the attitudes towards these two teaching methods of the subjects, four instruments were used in this study: the identical pre- and post- writing proficiency tests, the teaching materials for writing instruction (nine essay worksheets, a self-editing checklist, a peer-editing form), the attitude questionnaires for both groups, and the interview question forms for both groups.

The teaching materials covered nine lessons of nine writing topics were used at the practice and production stages of teaching. It should be noted that a peer-editing form was developed and used only in the experimental group for the subjects to edit peers' essays and give comments and suggestions in the *Pair* and *Square* steps of the Write-Pair-Square techniques.

The attitude questionnaires were used to elicit the subjects' attitudes towards two different teaching methods. Apart from the questionnaires, the questions for an interview were used to gather in-depth information on subjects' opinions about teacher-directed process writing and cooperative process writing. The subjects of each research group—three low achievers, three moderate achievers, and three high achievers—were randomly picked out for informal group interviews after they took the post-test.

The data obtained from the pre- and post-tests were statistically analyzed by using t-test. The data obtained from the first part of the questionnaire which elicited the students' level of agreement based on the four-point rating scale were analyzed to find the mean scores item by item using the criteria for interpreting the level of agreement. The data from the interviews were grouped and tallied for frequency and then calculated for percentages and finally discussed quantitatively.

The main findings of the study can be summarized as follows.

1. Both teacher-directed process writing and cooperative process writing improved the students' writing abilities with the statistical significance at the 0.05 level. However, the writing ability of the students in the experimental group improved more greatly than that of the control group. The resulting t-test of the post-test mean scores of both groups indicates a statistically significant difference ( $p < 0.05$ ). In the pre-test, both groups' ability was rated only at level 1 to 3 but in the post-test, the control group achieved level 1 to 4 while the experimental group achieved level 2 to 5. In addition, the number of the students in the experimental group was more spread out across levels of achievement, 17%, 37%, 33%, and 13% of them scored at level 2, 3, 4, and 5 respectively while 10%, 10%, 63%, and 17% of the students in the control group scored at level 1, 2, 3, and 4 respectively. This means all students in the experimental group rated at level 1 in the pre-test moved to higher levels. Moreover, only the experimental group could reach the highest score level. They not only had achieved a higher level of writing ability, but also moved up to higher levels in greater number.

2. The attitudes of the students in the experimental and control groups were summarized as follows.

2.1 The students in both the control and experimental groups were satisfied with the teaching methods they were treated with. They had positive attitudes towards these aspects of the methods: ability to do self-correction, using knowledge and experience about writing, self-responsibility in learning, writing skills improvement, asking questions and expressing ideas in learning, students' interests in English writing, freedom and creativity to learn, and confidence and courage to ask questions. However, the experimental group and the control group have an opposite direction of levels of agreement with one item concerning the feeling of relaxation and having no stress, and it is this aspect which distinguishes cooperative process writing from teacher-directed process writing.

2.2 In the control group, 29.50% of the students' positive comments were that the activities helped them write better. They felt that they did their best to improve their English writing, that they had more confidence to write and communicate in English and were not afraid of making mistakes in writing, and that they were satisfied with their self-correction ability. 29.50% of the negative comments were that it was a hard job for the students when they had to practice writing almost every successive week, that they were still confused and need more guidance about sentence structures, word order, and vocabulary, and suggested that the teacher should review a little more about the steps in writing process before starting a new lesson, and be more relaxed with them in order to create a relaxing atmosphere which they could have more confidence to ask questions.

2.3 The students in the experimental group strongly agreed that cooperative process writing fostered them to use knowledge and experience about writing to do group activities, and enabled them to help weaker learners and receive help from the other members. They strongly agreed that the group size was suitable for group activities, and the roles should be rotated in the group. The students mostly preferred the role of a time keeper as this role required less complex skills. In addition, the students agreed that cooperative process writing enabled them to participate in learning process, and enabled them to discuss and exchange ideas

among group members and made problem-solving easier. Additionally, the responses on the advantages of cooperative process writing show that the students gained academic benefits (65.38%), social benefits (28.85%), and self-development (5.77%) even though many of them viewed that it was hard to get some learners to cooperate in group work so it affected the team (65.38%), cooperative process writing caused idea conflicts among group members (11.54%), and the high proficiency learners sometimes did most of the group work (7.69%). They also suggested that cooperative learning should be adapted and used in all subjects to help learners learn better.

## **5.2 Implications of the Study**

The findings of the study offer some implications for learning and teaching in writing classes.

1. Since it was found that the incorporation of cooperative process writing into writing class had been proven by current research to produce positive effects in students' writing ability and attitudes towards the teaching method, it is advisable that English writing teachers use this teaching method to enhance Thai students' writing ability. Cooperative process writing was found not only to support students' academic-wise but also to promote social benefits or interpersonal skills and self-development. In addition, it was found that there was merit in having students work in heterogeneous groups in the composition class. Cooperative homogeneous learning groups could be used to help the students master academic skills, social skills and self-improvement. Therefore, it is also advisable that English writing teachers use this small group placement concept in their writing classes. Generally, it is recommended that teachers emphasize heterogeneity of students—placing high achiever, moderate achiever, and low achiever within the same learning group. More elaborative thinking, more frequent giving and receiving of explanations and clarifications, greater perspective in discussing material, and higher quality of reasoning seem to occur in heterogeneous groups. As a result, students increase the depth of understanding, and accuracy of long term retention (Johnson, Johnson, and Holubec, 1987).

2. It would be beneficial for teachers to follow Johnson's and Johnson's (1987) advice about what teachers should do for structuring cooperative learning classes. To begin with, it is very crucial that writing teachers should clearly specify the objective of the lesson and make a decision about placing students in learning groups before starting the lesson. Teachers should allow students to stay in groups long enough for them to successfully learn and resolve problems in collaborating with each other. In addition, teachers should plan the instructional materials which promote "positive interdependence" among group members, and assign students roles and responsibility to ensure interdependence so that everyone in a group participates and helps each other to achieve the goal. Teachers may provide a reward (like bonus points) if everyone in the group succeeds. Some ways to ensure "individual accountability" is that teachers pick one student at random to orally answer questions. Teachers may let everyone writes, then certifies correctness of all papers; teachers then pick one to grade. Bonus points may be given if all group members do well individually. Some useful questions proposed by Johnson, Johnson, and Holubec (1987) which teachers could use to help students reflect their "group processing" are (1) What did your group do well in working together today? (2) What could your group do even better next time? (3) What skills did we do well in working together today? (4) What skills could we do even better tomorrow? (5) What did you do well in helping your group today? (6) What could you do even better next time? (7) Can you name one thing a group member did which helped your group? (8) Did you tell your group members that you appreciated their help? When absolutely necessary, teachers may need to intervene to teach collaborative skills, task skills, or provide task assistance in order to compensate for their lack of those skills and help the group function more effectively. It should be noted that cooperative learning can be used by students at any level of language proficiency and with any existing textbook or other materials for learning, and offers many guidelines on what and how students should do in their groups. However, having a proper training can help writing teachers succeed in structuring cooperative learning classes. In sum, English teachers play a vital role in organizing cooperative classes, making good use of cooperative learning, and helping students learn cooperative skills.

3. It would be beneficial for teachers or readers who are new to cooperative learning to visit six popular websites on cooperative learning recommended by Jacobs and Goh (2007) for further useful details and advice on cooperative learning developed by educators, researchers, and teachers worldwide (see Appendix J).

4. Based on the current study, implementing cooperative process writing in classes is not without problems. Some of the practical problems and solutions are discussed as follows.

4.1. The limited time allocated for learning and practicing writing might have affected the students' learning especially of grammar, vocabulary, and other language skills. This could make them suffer from stress and anxiety. To solve these problems, it is advisable that teachers try to balance between time and class activities by adding extra time for practicing the lessons and/or cutting some lessons out and focusing more on students' language weak points in order to decrease stress and anxiety in learning. In addition, teachers should recognize students' needs and interests by using needs analysis form with or without having informal discussion. Students may be given a chance to vote for activities or writing topics they are interested in which also accord with course objectives. Furthermore, teachers should restate the purposes of the course to students for mutual understanding in learning and enable them to know what they should concentrate on.

4.2 In this study, the students' preferences for each assigned role were related to the difficulty of the task demands. The students seemed to prefer the role of a time keeper more than the other three roles which were a group leader, a checker, and a quiet captain. This is because the former requires less complex skills while the latter is more demanding on social skills, linguistic knowledge, and personal experience, which seem to be very complicated for the students. Since all the roles are necessary to cooperative process writing, teachers may teach students from time to time the importance of team roles and train them how to engage in each role especially when students forget how to perform the role.

4.3 It was found in the current study that the students in this study could not get some group members to cooperate in the team work. There were two possible reasons as follows.

4.3.1 One possible reason was that the students had personality problems and there were idea conflicts among the group members, so they did not want to work with their team members. To solve such problem, teachers may restate the benefits of cooperative learning and monitor the students' work closely. Teachers should try to let them see the advantages of sharing ideas and how to come up with the best idea by, for example, mixing up all good ideas. Moreover, teachers could give them rewards and praises if they were successful in team working. Teachers may also help each group solve the conflicts and support them.

4.3.2 Another possible reason that led some members to not cooperate in the team work was that some students might not have the feelings of "sink or swim together" or "All for one, and one for all". In other words, some group members might not understand the concept of the first element of cooperative learning—positive interdependence—that each member's success is interdependent on the success of their groupmates. So the students did not participate in the team work and it affected the team. In order to foster positive interdependence, Johnson, Johnson, and Holubec (1987) point out that in a cooperative learning group, students must understand that they are responsible for learning the assigned material, and making sure that all members in the team learn the assigned material and successfully complete the assignments. There are several ways for teachers to promote the positive goal interdependence. For example, teachers may ask the group to produce a single product, essay, or paper, and may provide members parts of the assignment or relevant information, or the group is only provided one copy of the assignment. Each group member can sign his or her name in the paper to indicate that he or she agrees with the product, answers, or ideas. The team has to make sure that each member knows the material and can explain why the answers or ideas are appropriate. When a team produces only a single product, it is also important for teachers to stress individual accountability in order to prevent some members from letting others do all

the work. Teachers may randomly call a student from each group to explain the rationale for their product or ideas, or randomly pick one essay from the group to grade. Johnson, Johnson, and Holubec (1987) state that a group grade is one way to emphasize the necessity for collaboration, and can create peer encouragement and support for learning. In addition, providing group rewards is another effective way to promote positive interdependent and create motivation to work in team.

4.4 The students studying through cooperative process writing stated that the members talked more than worked. Possibly, it happened because the students had a lot of freedom to discuss, so they might have discussed too much or talked about other issues unrelated to the lesson. This might imply that group working, when not properly managed, could encourage a possibility of the students veering off the task and getting lazy. Moreover, a group leader might feel reluctant to force the group members to work, so it affected the team. To prevent this problem, teachers may walk around the class and check their progress by looking at the results of their work. Teachers may let them compete among groups or make the class activities more of a game so they will be more active to work in teams. From the investigation, another possible cause of the problems was that the lessons might be difficult for them and might not be interesting, so they were bored and did not cooperate well in group. Moreover, the students might lack basic knowledge of English such as grammar and vocabulary which could affect their willingness to learn and their confidence to participate with the teams. This could imply that if the students were not confident to express their thoughts and fear of making mistakes, they would not actively cooperate in group work and this led to negative consequences. To handle the above problem, students may have to be trained more about the principles of cooperative learning. They should also be provided with more guidance about basic knowledge such as sentence structures, word ordering, and vocabulary. Teachers should help them get some members to work and prevent some members leaving the work for other group members to do. Teachers may create an evaluation form in which students could evaluate the members' responsibility, for example. In addition, teachers should help students solve problems of lack of basic



linguistic knowledge by focusing more on grammar and vocabulary needed in writing or adding extra time to review the lesson.

4.5 It was found that the high proficiency learners under cooperative process writing condition sometimes did most of the group work. That is, the high proficiency learners had to finish the task without much help from the poor learners. To solve this problem, teachers should try to maintain students' positive attitudes towards cooperative learning that all members who were responsible for different roles are equally important to reach the team success. For example, teachers may assign less demanding roles to poor students first and gradually assign them more demanding ones after they have experienced the task and feel confident in doing it. Teachers should restate the purpose of the course and repeat how each role should be performed. Teachers may notice and check from time to time if any groups face problems and provide help as needed.

5. As found in this study, teacher-directed process writing had also improved the students' writing ability. Therefore, teacher-directed process writing may be one alternative for teachers to consider and appropriately apply to their writing classes. However, it should be noted that, by using this method, the students still needed help for solving the problems about grammar, vocabulary, and other language skills. Besides, the students taught through teacher-directed process writing viewed that they did not feel relaxed and they had stress in learning although they were satisfied with this teaching method and agree that it supported their learning.

6. Like cooperative writing process, implementing teacher-directed process writing in classes is not without problems. In this study, the students studying through teacher-directed process writing complained that it was a hard job for them to practice writing almost every consecutive week, and they were still confused about sentence structures, word order, and vocabulary. This might be due to the fact that the teacher and students did not have enough consultation time about the specific problems they faced. Hence, the students' problems were not solved and this made them feel that writing was hard for them. To handle these problems, it is advisable that teachers should pay more attention to weak learners and provide them with more

advice or additional assignments if needed. Moreover, teachers may offer them more time so that students could talk about their specific problems.

### **5.3 Recommendations for Further Studies**

Based on the findings and limitations of this study, some recommendations for further studies are provided as follows.

1. This study was conducted with the two small groups of Thai Mattayomsuksa Five students (Grade 11) at Hatyaiwittayalai 2 School, Songkhla, Thailand, in the 2009 academic year. This means that the findings may not be readily generalizable. Therefore, it would be interesting to conduct a study on learners with different levels of education, with longer time period, or larger number of students to find out whether each different teaching method, teacher-directed process writing and cooperative process writing, taught at each level has similar or different effects.

2. This study focuses on the effects of cooperative learning particularly the Write-Pair-Square technique through process approach to writing (cooperative process writing) on improving students' English writing ability in narrative genre. Hence, it would be beneficial to find out whether the use of the same or different techniques with students' ability to write other genres such as descriptive, comparison and contrast, argumentative, cause and effect, classification essay, etc. has similar or different results.

3. While the use of process approach to writing has been proven by previous studies to improve learners' writing performance and help them succeed in writing skills better than the product approach to writing, the cooperative learning when incorporated into the process approach can enhance students to write even better, and produces more positive effects on students' writing ability and positive attitudes towards the teaching method than non-cooperative learning method. Therefore, it would be interesting to investigate whether other cooperative learning techniques or models when incorporated in process approach to writing improve learners' writing ability, and which aspects of cooperative learning techniques can or cannot help students improve their writing ability.

4. It is also useful to conduct a study with other language skills such as reading, listening, and speaking through other cooperative learning models or techniques to shed more light on the potential of cooperative learning in developing various language skills.

5. It would also be interesting to conduct qualitative research to study how each role is performed. The results may help increase our understanding of the effects of cooperative learning on students' learning behaviors, motivation, and their contribution when they work in groups under cooperative learning conditions.

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**APPENDICES**

**APPENDIX A**  
**IDENTICAL PRE- AND POST- WRITING PROFICIENCY TESTS**







**APPENDIX B**  
**NINE ESSAY WORKSHEETS FOR NINE WRITING TOPICS**





















**APPENDIX C**  
**SAMPLE LESSON PLAN FOR THE CONTROL GROUP**

## LESSON PLAN

**Lesson 1:** “Experience I Will Never Forget!”

**Group:** Teacher-Directed Process Writing Condition

**Time:** 2 hours

**Place:** Hatyaiwittayalai 2 School, Songkhla

- Objectives:**
1. To write a passage about their experience
  2. To practice functional language used for writing a narrative essay
  3. To learn new vocabulary and meaning related to the topic

Content	Procedure	Instruction Aids	Evaluation
<p><b>1<sup>st</sup> hour:</b></p> <p>- Asking for information with the question word.</p>	<ol style="list-style-type: none"> <li>1. The teacher begins the lesson by talking about the topic of the lesson. The teacher shows the students a picture of an accident, and tells a story from the picture to the class.</li> <li>2. The teacher randomly selects 2-3 students and asks them these questions:               <ul style="list-style-type: none"> <li>- Do you have any experience to share?</li> <li>- What happened?</li> <li>- Where was it?</li> <li>- What would you do, then?</li> </ul> </li> </ol>	<p>- A picture of an accident</p>	<p>- The students can answer the questions correctly.</p>

Content	Procedure	Instruction Aids	Evaluation
<p>- The vocabulary lists related to the topic</p> <p>- <u>Tenses</u></p> <p>1. Present simple tense: V1 (s, es)</p> <p>2. Present continuous tense: be+ Ving</p> <p>3. Past tense: V<sub>ir</sub>/regular</p>	<p>3. The teacher hands out the sheet of vocabulary list to the students to study new words and meanings.</p> <p>4. Then the teacher shows the chart of tense patterns, present and past tense, to review their knowledge about the use of these tenses. The teacher shows some examples of sentences for the students to practice. Let the students notice some discourse markers in the sample sentences and consider how they are used.</p> <p>5. The teacher shows a sample of narrative writing on the projector. The students read the passage and answer the teacher's questions to check their understanding about the passage and language used.</p>	<p>- A sheet of vocabulary list</p> <p>- Chart :</p> <p>1. <u>Present Simple Tense</u> = S. + V1 (s, es)</p> <p>2. <u>Present Continuous Tense</u> = S.+ be+ Ving</p> <p>3. <u>Past Tense</u> = S. + Ir/regular Verb, was/were + Past time words</p> <p>- The sample narrative essay</p>	<p>- The students understand and tell the meanings correctly.</p> <p>- The students give some examples by using these tenses correctly.</p> <p>- The students can answer the questions correctly.</p>

Content	Procedure	Instruction Aids	Evaluation
	<p>6. The teacher summarizes/reviews the characteristics of narrative writing again before asking each of the students to write his/her own essay.</p>		
<p><b>2<sup>nd</sup> hour:</b></p> <p>- A story about “Experience I Will Never Forget!”</p>	<p>1. The teacher assigns a topic to write: “Experience I Will Never Forget!” The students have to write three paragraphs essay (100-150 words).</p> <p>2. Students write individually following the process approach:</p> <p>a. <u>Planning</u>: The teacher helps students in the class to brainstorm ideas. After the brainstorming, the teacher gives time for them to review and clarify the ideas for their own writing.</p> <p>b. <u>Drafting</u>: Each student works alone to write. After finishing the first draft, each student will use Self-editing Checklist to check the draft again.</p>	<p>- Self-editing Checklist</p>	<p>- The students’ participation in the planning step.</p>

Content	Procedure	Instruction Aids	Evaluation
	<p>c. <u>Revising and editing</u>: The students re-read and check their own essay again.</p> <p>d. <u>Rewriting and publishing</u>: After editing, each student rewrites and hands in the final essay to the teacher to finalize.</p> <p>3. The teacher may ask representatives of the class to present their papers to the classmates, and have a class discussion together.</p>		<p>- They can use Self-editing Checklist to check their final draft.</p> <p>- The students can write a story about “Experience I Will Never Forget!” correctly.</p> <p><b>Optional:</b> The teacher may note down the students’ behaviors, problems and solutions, and suggestions for the next lesson.</p>



**APPENDIX D**  
**SAMPLE LESSON PLAN FOR THE EXPERIMENTAL GROUP**

## LESSON PLAN

**Lesson 1:** “Experience I Will Never Forget!”

**Group:** Cooperative Process Writing Condition

**Time:** 2 hours

**Place:** Hatyaiwittayalai 2 School, Songkhla

- Objectives:**
1. To write a passage about their experience
  2. To practice functional language used for writing a narrative essay
  3. To learn new vocabulary and meaning related to the topic

Content	Procedure	Instruction Aids	Evaluation
<p><b>1<sup>st</sup> hour:</b></p> <p>- Asking for information with the question words.</p>	<ol style="list-style-type: none"> <li>7. Students sit in small groups of four.</li> <li>8. The teacher begins the lesson by talking about the topic of the lesson. The teacher shows the students a picture of an accident, and tells a story from the picture to the class.</li> <li>9. The teacher randomly selects 2-3 students and asks them these questions;               <ul style="list-style-type: none"> <li>- Do you have any experience to share?</li> <li>- What happened?</li> <li>- Where was it?</li> <li>- What would you do, then?</li> </ul> </li> </ol>	<p>- A picture of an accident</p>	<p>- The students can answer the questions correctly.</p>

Content	Procedure	Instruction Aids	Evaluation
<p>- The vocabulary lists related to the topic</p> <p>- <u>Tenses</u></p> <p>1. Present simple tense: V1 (s, es)</p> <p>2. Present continuous tense: be+ Ving</p> <p>3. Past tense: V1r/regular</p>	<p>10. The teacher hands out the sheet of vocabulary list to the students to study new words and meanings.</p> <p>11. The teacher shows the chart of tense patterns, present and past tense, to review their knowledge about the use of these tenses. The teacher shows some examples of sentences for the students to practice. Let the students notice some discourse markers in the sample sentences and consider how they are used.</p> <p>12. The teacher shows a sample of narrative writing on the projector. The students read the passage and answer the teacher's questions to check their understanding about the passage and language used.</p>	<p>- A sheet of vocabulary list</p> <p>- Chart :</p> <p>1. <u>Present Simple Tense</u> = S. + V1 (s, es)</p> <p>2. <u>Present Continuous Tense</u> = S.+ be+ Ving</p> <p>3. <u>Past Tense</u> = S. + Ir/regular Verb, was/were + Past time words</p> <p>- The sample narrative essay</p>	<p>- The students understand and tell the meanings correctly.</p> <p>- The students give some examples by using these tenses correctly.</p> <p>- The students can answer the questions correctly.</p>

Content	Procedure	Instruction Aids	Evaluation
	<p>13. The teacher summarizes/reviews the characteristics of narrative writing again before asking each of the students to write his/her own essay.</p>		
<p><b>2<sup>nd</sup> hour:</b></p> <p>- A story about “Experience I Will Never Forget!”</p>	<p>4. The teacher assigns a topic to write: “Experience I Will Never Forget!” The students have to write three paragraphs essay (100-150 words).</p> <p>5. Students are in group of four using “Write-Pair-Square” technique with the process approach:</p> <p>a. <u>Planning</u>: The groups brainstorm ideas. After brainstorming, the teacher gives time for them to review and clarify their ideas. The teacher, as a monitor, provides help as needed.</p> <p>b. <u>Drafting</u>: Each student works alone to write. After finishing the first draft, each student use Self-editing Checklist to check the draft again.</p>	<p>- Self-editing Checklist</p>	<p>- The students’ participation in team working</p>

Content	Procedure	Instruction Aids	Evaluation
	<p>c. <u>Revising and editing</u>:</p> <ul style="list-style-type: none"> <li>- In pair, the students read their partner's essay. The partner comments and asks questions. Then, the students use Peer-editing Form to give comments.</li> <li>- The two pairs in the foursome come together and take turns to share ideas and give comments.</li> </ul> <p>d. <u>Rewriting and publishing</u>: After getting the feedback from the group members, each student rewrites and hands in the final essay to the teacher to finalize.</p>	<ul style="list-style-type: none"> <li>- Peer-editing Form</li> </ul>	<ul style="list-style-type: none"> <li>- The students can use Self-Editing Checklist to check their final draft</li> </ul>

Content	Procedure	Instruction Aids	Evaluation
	<p>6. The teacher may ask representatives of each group or pair to present their papers to the classmates, and have a class discussion together.</p>		<p>- The students can write a story about “Experience I Will Never Forget!” correctly.</p> <p><b>Optional:</b> The teacher may note down the students’ behaviors, problems and solutions, and suggestions for the next lesson.</p>

**APPENDIX E**  
**SELF-EDITING CHECKLIST**

**English Version:****Self-Editing Checklist**

<b>Name:</b> _____	<b>Student Number:</b> _____
<b>Class:</b> _____	<b>Date:</b> _____
<ol style="list-style-type: none"> <li>1. _____ Each sentence begins with a capital letter.</li> <li>2. _____ Each sentence ends with a (.), (?), or (!).</li> <li>3. _____ Names of people and places are capitalized.</li> <li>4. _____ I have used (“ ”) to show when someone is talking.</li> <li>5. _____ A line is skipped to indicate each new paragraph.</li> <li>6. _____ I have corrected all misspelled words.</li> <li>7. _____ I have included introduction, body, and conclusion.</li> <li>8. _____ I have re-read my writing and checked it.</li> </ol>	

*(Adapted from Adeyemi, 2008)***Thai Version:****แบบตรวจสอบชิ้นงานด้วยตนเอง**

<b>ชื่อ:</b> _____	<b>เลขประจำตัว :</b> _____
<b>ชั้น:</b> _____	<b>ลงวันที่:</b> _____
<ol style="list-style-type: none"> <li>1. _____ ฉันขึ้นต้นแต่ละประโยคด้วยตัวพิมพ์ใหญ่</li> <li>2. _____ ฉันลงท้ายประโยคด้วยเครื่องหมายใดเครื่องหมายหนึ่งดังนี้ (.) (?) หรือ (!)</li> <li>3. _____ ฉันขึ้นต้นชื่อบุคคลและชื่อสถานที่ด้วยตัวพิมพ์ใหญ่</li> <li>4. _____ ฉันใช้เครื่องหมาย (“ ”) เพื่อแสดงสิ่งที่ผู้พูดกำลังพูด</li> <li>5. _____ ฉันขึ้นบรรทัดใหม่เพื่อเริ่มย่อหน้าถัดไป</li> <li>6. _____ ฉันได้แก้ไขการสะกดคำในงานเขียนแล้ว</li> <li>7. _____ งานเขียนของฉันประกอบด้วย บทนำ เนื้อเรื่อง และสรุป ครบทั้งสามส่วน</li> <li>8. _____ ฉันได้อ่านทบทวนและตรวจสอบงานเขียนเรียบร้อยแล้ว</li> </ol>	

*(Adapted from Adeyemi, 2008)*



**APPENDIX F**  
**PEER-EDITING FORM**

**English Version:****Peer-Editing Form**

The piece I read was written by _____.	
The best thing about this piece of writing is _____	
_____	
If the writer wants to change something, I will suggest _____	
_____	
_____	
<b>Peer Editor:</b> _____	<b>Student Number:</b> _____
<b>Class:</b> _____	<b>Date:</b> _____

*(Adapted from Adeyemi, 2008)***Thai Version:****แบบตรวจแก้ผลงานสมาชิกกลุ่ม**

เรื่องที่ฉันอ่าน เขียน โดย _____ เลขประจำตัว _____	
ข้อดี / จุดเด่นของงานเขียนชิ้นนี้ คือ _____	
_____	
คำแนะนำเพิ่มเติม / ข้อปรับปรุงสำหรับงานเขียน มีดังนี้ _____	
_____	
_____	
<b>ผู้อ่าน:</b> _____	<b>เลขประจำตัว:</b> _____
<b>ชั้น:</b> _____	<b>ลงวันที่:</b> _____

*(Adapted from Adeyemi, 2008)*

**APPENDIX G**  
**ATTITUDE QUESTIONNAIRE FOR THE CONTROL GROUP**

**English Version:****Attitude Questionnaire**

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This questionnaire aims to investigate the attitudes of Mattayomsuksa Five students taking an English writing class at Hatyaiwittayalai 2 School, Songkhla. The questionnaire consists of 10 items. For each item, please give an answer that represents facts about you. All the information will be kept confidential and would have no effect on your grade at all.

**Direction:** Please read the statement of each item and tick (✓) in the column that represents facts about you. Definitions of levels of agreement are as follows.

- |   |   |                   |
|---|---|-------------------|
| 1 | = | Strongly Disagree |
| 2 | = | Disagree          |
| 3 | = | Agree             |
| 4 | = | Strongly Agree    |

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Gender:  Male  Female      Average years of studying English: \_\_\_\_\_ years

No.	Statement	Level of Agreement			
		1	2	3	4
1.	Your writing skills were improved				
2.	You asked questions and expressed your ideas in learning English writing.				
3.	You had freedom and creativity to learn English writing.				
4.	English writing was an interesting activity for you.				
5.	You used knowledge and experience about writing to do activities.				
6.	You felt relaxed and had no stress in learning.				
7.	You had self-responsibility in learning.				
8.	You had confidence and courage to ask questions.				
9.	You could do self-correction for your own writing.				

10. Comments and Suggestions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thai Version:****แบบสอบถามทัศนคติของนักเรียน**

แบบสอบถามนี้จัดทำขึ้นโดยมีวัตถุประสงค์เพื่อสอบถามทัศนคติของนักเรียนที่เรียนวิชาการเขียนภาษาอังกฤษ ระดับชั้นมัธยมศึกษาปีที่ 5 โรงเรียนหาดใหญ่วิทยาลัย 2 จังหวัดสงขลา แบบสอบถามมีจำนวนทั้งสิ้น 10 ข้อ โดยในการตอบแต่ละข้อ ขอให้นักเรียนตอบให้ตรงตามความเป็นจริงมากที่สุด คำตอบของนักเรียนทั้งหมดจะเก็บเป็นความลับ และไม่มีผลกระทบต่อเกรด

**คำชี้แจง**

ให้นักเรียนอ่านคำถามแต่ละข้อ แล้วใส่เครื่องหมาย (✓) ลงในช่องที่นักเรียนเห็นว่าตรงกับความเป็นจริงมากที่สุด โดยความหมายของระดับของทัศนคติ มีดังนี้

1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง
2	หมายถึง	ไม่เห็นด้วย
3	หมายถึง	เห็นด้วย
4	หมายถึง	เห็นด้วยอย่างยิ่ง

ชื่อ-สกุล: \_\_\_\_\_ เลขประจำตัว: \_\_\_\_\_

เพศ :  ชาย  หญิง      ระยะเวลาที่เรียนภาษาอังกฤษจนถึงปัจจุบัน รวมทั้งหมด: \_\_\_\_\_ ปี

ข้อ	ข้อความ	ระดับของทัศนคติ			
		1	2	3	4
1.	นักเรียนได้พัฒนาทักษะการเขียนภาษาอังกฤษ				
2.	นักเรียนได้ซักถามและแสดงความคิดเห็นในการเรียนการเขียนภาษาอังกฤษ				
3.	นักเรียนมีความเป็นอิสระและความคิดริเริ่มในการเขียนภาษาอังกฤษ				
4.	การเขียนภาษาอังกฤษเป็นกิจกรรมที่นักเรียนสนใจ				
5.	นักเรียนได้ใช้ความรู้และประสบการณ์ในการเขียนภาษาอังกฤษ				
6.	นักเรียนรู้สึกผ่อนคลายและไม่เครียด				
7.	นักเรียนมีความรับผิดชอบในการทำงานต่อตนเอง				
8.	นักเรียนกล้าแสดงออกและกล้าซักถามคำถาม				
9.	นักเรียนสามารถแก้ไขข้อบกพร่องในการเขียนของตนเอง				

10. ความคิดเห็น/ข้อเสนอแนะเพิ่มเติม \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX H**  
**ATTITUDE QUESTIONNAIRE FOR THE EXPERIMENTAL GROUP**



**English Version:****Attitude Questionnaire**

---

This questionnaire is designed to investigate Mattayomsuksa Five students' attitudes towards cooperative process writing on developing English writing ability at Hatyaiwittayalai 2 School, Songkhla. The questionnaire consists of 18 items. For each item, please give an answer that represents facts about you. All the information will be kept confidential and would have no effect on your grade at all.

**Direction:** Please read the statement of each item and tick (✓) in the column that represents facts about you. Definitions of levels of agreement are as follows.

- |   |   |                   |
|---|---|-------------------|
| 1 | = | Strongly Disagree |
| 2 | = | Disagree          |
| 3 | = | Agree             |
| 4 | = | Strongly Agree    |

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Gender:  Male  Female Average years of studying English: \_\_\_\_\_ years

No	Statement	Level of Agreement			
		1	2	3	4
1.	Cooperative process writing helped you improve writing skills.				
2.	Cooperative process writing enabled you to participate in learning process.				
3.	You had freedom and creativity to learn when you did group activities.				
4.	Cooperative process writing enabled you to discuss and exchange ideas among group members.				
5.	You had more interests in English writing when you worked in group.				
6.	Cooperative process writing fostered you to use knowledge and experience about writing to do group activities.				
7.	Cooperative process writing made problem-solving easier.				
8.	Cooperative process writing enabled you to help weaker learners and receive help from other group members.				
9.	The group size was suitable for group activities.				
10.	You were more relaxed and had no stress when you did group activities.				
11.	Cooperative process writing helped you have greater responsibility for yourself and your group.				
12.	Cooperative process writing made you have more confidence and courage to ask questions.				
13.	Cooperative process writing enabled you to do self-correction in your writing.				
14.	Roles should be rotated in the group.				
15.	You did best in the following role:				
	- A group leader				
	- A time keeper				
	- A quiet captain				
	- A checker				

16. Advantages of cooperative process writing \_\_\_\_\_17. Disadvantages of cooperative process writing \_\_\_\_\_

18. Comments and Suggestions \_\_\_\_\_

## Thai Version:

### แบบสอบถามทัศนคติของนักเรียน

แบบสอบถามนี้จัดทำขึ้น โดยมีวัตถุประสงค์เพื่อสอบถามทัศนคติของนักเรียนที่เรียนโดยใช้วิธีการเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการเพื่อพัฒนาความสามารถด้านการเขียนภาษาอังกฤษ ระดับชั้นมัธยมศึกษาปีที่ 5 โรงเรียนหาดใหญ่วิทยาลัย 2 จังหวัดสงขลา แบบสอบถามมีจำนวนทั้งสิ้น 18 ข้อ โดยในการตอบแต่ละข้อ ขอให้นักเรียนตอบให้ตรงตามความเป็นจริงมากที่สุด คำตอบของนักเรียนทั้งหมดจะเก็บเป็นความลับ และไม่มีผลกระทบต่อเกรด

#### คำชี้แจง

ให้นักเรียนอ่านคำถามแต่ละข้อ แล้วใส่เครื่องหมาย (√) ลงในช่องที่นักเรียนเห็นว่าตรงกับความเป็นจริงมากที่สุด โดยความหมายของระดับของทัศนคติ มีดังนี้

- |   |         |                      |
|---|---------|----------------------|
| 1 | หมายถึง | ไม่เห็นด้วยอย่างยิ่ง |
| 2 | หมายถึง | ไม่เห็นด้วย          |
| 3 | หมายถึง | เห็นด้วย             |
| 4 | หมายถึง | เห็นด้วยอย่างยิ่ง    |

ชื่อ-สกุล: \_\_\_\_\_ เลขประจำตัว: \_\_\_\_\_

เพศ :  ชาย  หญิง      ระยะเวลาที่เรียนภาษาอังกฤษจนถึงปัจจุบัน รวมทั้งหมด: \_\_\_\_\_ ปี

ข้อ	ข้อความ	ระดับของทัศนคติ			
		1	2	3	4
1.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการช่วยพัฒนาทักษะการเขียน				
2.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการทำให้นักเรียนมีส่วนร่วมในกระบวนการเรียนภาษาอังกฤษ				
3.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการทำให้นักเรียนมีความเป็นอิสระและความคิดริเริ่มในการทำกิจกรรมกลุ่ม				
4.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการทำให้นักเรียนมีการอภิปรายแสดงความคิดเห็นและรับฟังความคิดเห็นภายในกลุ่ม				
5.	นักเรียนมีความสนใจการเขียนภาษาอังกฤษมากขึ้นเมื่อทำงานเป็นกลุ่ม				
6.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการทำให้นักเรียนได้ใช้ความรู้และประสบการณ์ด้านการเขียนเพื่อทำกิจกรรมกลุ่ม				
7.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการทำให้นักเรียนสามารถแก้ปัญหาที่เกิดขึ้นภายในกลุ่ม ได้อย่างมีประสิทธิภาพ				
8.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการเปิดโอกาสให้นักเรียนช่วยเหลือและยอมรับความช่วยเหลือจากเพื่อนภายในกลุ่ม				
9.	จำนวนสมาชิกในกลุ่มมีความเหมาะสมกับกิจกรรม				
10.	นักเรียนรู้สึกผ่อนคลายและไม่เครียดเมื่อทำกิจกรรมกลุ่ม				
11.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการทำให้นักเรียนมีความรับผิดชอบในการทำงานทั้งต่อตนเองและกลุ่มมากขึ้น				
12.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการทำให้นักเรียนกล้าแสดงออกและกล้าซักถามคำถาม				
13.	การเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการช่วยแก้ไขข้อบกพร่องในการเขียนของนักเรียนมากขึ้น				
14.	บทบาทของสมาชิกในกลุ่มควรมีการหมุนเวียนกันทำหน้าที่				
15.	นักเรียนทำบทบาทต่อไปนี้ได้ดีที่สุดใน				
	- A group leader				
	- A time keeper				
	- A quiet captain				
	- A checker				

16. ข้อดีของการเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการ \_\_\_\_\_

17. ข้อเสียของการเรียนแบบร่วมมือในการเขียน โดยเน้นกระบวนการ \_\_\_\_\_

18. ความคิดเห็น/ข้อเสนอแนะเพิ่มเติม \_\_\_\_\_

**APPENDIX I**  
**INTERVIEW QUESTION FORMS**

## Interview Question Forms

### Experimental Group (Cooperative Process Writing)

No.	Interview Question
1.	In which stage of writing process that cooperative process writing helps you to improve your writing ability?
2.	Considering your experience of cooperative process writing, what are the academic benefits that you get from cooperative process writing?
3.	What about the social benefits?
4.	What worked well and what did not by using cooperative process writing to develop your writing ability?
5.	What role do you think a teacher should play in a cooperative process writing classroom?
6.	In what way do you need a teacher to prepare students for cooperative process writing?
7.	How did your group deal with problems or conflict among group members?
8.	Do you feel that you learned more about writing as part of a group than you would have working on the same assignments individually?
9.	Is there anything you would like to change about your own behavior in future cooperative process writing conditions?

### Control Group (Teacher-Directed Process Writing)

No.	Interview Question
1.	In which stage of writing process that helps you improve your writing ability?
2.	From your experience of learning writing, what are the academic and social benefits that you get from the class?
3.	What about the learning atmosphere?
4.	What about your participation in the learning process?
5.	What role do you think a teacher should play in a learning classroom?
6.	Do you have any problems in learning?
7.	How did you deal with the problems?
8.	Is there anything you would like to share or suggest?

**APPENDIX J**  
**WEBSITE ON COOPERATIVE LEARNING**  
**(CITED IN JACOBS AND GOH, 2007)**

## **Website on Cooperative Learning**

### **1. International Association for the Study of Cooperation in Education (IASCE)**

Look for the annotated bibliography of works on the use of group activities in second language instruction.

**<http://www.iasce.net>**

### **2. Cooperative Learning Center at the University of Minnesota (USA)**

The Center offers research updates, a Q & A, and many publications and other materials on CL. Co-Directors: Roger T. Johnson and David W. Johnson.

**<http://www.co-operation.org>**

### **3. Kagan Cooperative Learning**

This site offers a newsletter, a Q & A section, and publications and other materials on CL and related topics, e.g., Multiple Intelligences.

**<http://www.kaganonline.com>**

### **4. The Jigsaw Classroom**

This site contains information on Jigsaw, one of the oldest and best known cooperative learning techniques. Jigsaw is popular among second language teachers, as it combines reading with listening and speaking.

**<http://www.jigsaw.org/index.html>**

### **5. George Jacobs' homepage**

Go to the CL section for a number of articles on CL, including many on CL in language instruction.

**[www.georgejacobs.net](http://www.georgejacobs.net)**

### **6. ERIC**

If you go to **<http://www.eric.ed.gov>** and **<http://www.eduref.org>** and type in 'cooperative learning', you will get 1000s of hits, including ones on second language instruction.



## VITAE

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### **Educational Attainment**

<b>Degree</b>	<b>Name of Institution</b>	<b>Year of Graduation</b>
Bachelor of Arts (English)	Walailak University	2007

### **Scholarship Awards during Enrolment**

The University Staff Development Program in the Area of Teaching English as an International Language, Prince of Songkla University, Trang Campus, Trang, Thailand.

### **List of Publication and Proceedings**

Nudee, N., Chatupote, M., & Teo, A. (2010). Cooperative Learning and Writing Ability Improvement [Abstract]. *Proceedings of the 2<sup>nd</sup> International Conference on Humanities and Social Sciences*, Thailand: Prince of Songkla University (p.54).