

Enhancing Procedural Text Writing through the Pair Check Method: A Classroom Study in Indonesian Junior Secondary School

Mifta Thoha¹, Kasmantoni², Wenny Aulia Sari³

^{1,2,3} Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Bengkulu, Indonesia

ABSTRACT

The study aims to investigate the implementation of the Pair Check method as a cooperative learning strategy to enhance junior secondary school students' competence in writing procedural texts within the Indonesian context. A descriptive qualitative design was employed, involving a Bahasa Indonesia teacher and seventh grade students at MTs Jâ alHaq, Bengkulu. Data were collected through classroom observations, semi structured interviews, and documentation, and analyzed using Miles and Huberman's interactive model. The findings show that the Pair Check method was systematically embedded in lesson planning, instructional delivery, and assessment. During classroom practice, students alternated roles between problem solvers and checkers, supported by scaffolding and feedback from the teacher. Results further demonstrate that the method stimulated active participation, encouraged collaboration, and improved students' ability to structure procedural texts, although challenges were noted in relation to time constraints and uneven student readiness. The study concludes that the Pair Check method offers an effective and contextually responsive pedagogical approach for teaching procedural writing in resource limited settings. Practical implications emphasize the need to design cooperative tasks aligned with genre structures, to explicitly train students in reciprocal roles, and to optimize class time to balance engagement with curriculum objectives.

ARTICLE HISTORY

Received: 16 January 2023

Revised: 13 March 2023

Accepted: 7 April 2023

KEYWORDS

Cooperative Learning; Pair Check Method; Procedural Text; Writing Skills; Junior Secondary School.

PUBLISHER'S NOTE

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CORRESPONDING AUTHOR

Mifta Thoha, Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Bengkulu, Indonesia. Email: thohamifta@gmail.com

Introduction

Writing is a core literacy skill that demands not only mastery of vocabulary and grammar but also the ability to organize ideas coherently according to specific textual genres. In the Indonesian curriculum, procedural texts hold a central role in developing students' capacity to convey factual information and logical sequences of actions. However, research has consistently shown that students encounter difficulties in organizing steps, maintaining coherence, and applying linguistic markers in procedural texts (Maisarah et al., 2023; Zai, 2023). These challenges underline the need for pedagogical strategies that emphasize collaboration and scaffolding, enabling students to learn from peers while actively constructing meaning.

Recent studies highlight cooperative learning as one of the most effective approaches to improve writing performance, particularly in secondary school contexts. Cooperative learning methods, by fostering peer interaction and mutual accountability, not only enhance academic outcomes but also develop students' social and metacognitive skills (Alzahrani, 2017; Astuti & Barratt, 2018; Gillies, 2019). Within this framework, the Pair Check method originally conceptualized as a structured cooperative technique has been shown to encourage peer tutoring, strengthen comprehension, and build responsibility between students (Khan & Masood, 2020; Syafitri, 2021). By alternating roles between "problem solver" and "checker," students learn to articulate reasoning, evaluate responses, and provide feedback, which are crucial skills for effective writing.

In the Indonesian context, the integration of cooperative methods in writing instruction is increasingly relevant in light of the 2013 Curriculum (K 13) and the ongoing transition to the *Merdeka Belajar* framework, both of which stress student centered and genre based learning (Alzahrani, 2017; Lubis & Rahmawati, 2019; Rahmawati & Juwita, 2022). Yet, studies examining the concrete application of Pair Check in teaching procedural texts remain limited. While prior research has demonstrated that cooperative models improve engagement and conceptual understanding (Hidayati, 2021), little attention has been paid to how these models address the specific demands of procedural text writing, such as structuring steps, using imperative verbs, and ensuring clarity of purpose (Ferris & Hedgcock, 2023; Prastika & Wicaksono, 2019).

This study addresses this gap by investigating the classroom implementation of the Pair Check method in teaching procedural text writing to seventh grade students at MTs Jâ alHaq, Bengkulu. The focus is to describe the planning, execution, and evaluation processes, identify supporting and inhibiting factors, and draw practical implications for teachers. By doing so, the research contributes to the literature on cooperative learning in writing pedagogy, while offering contextually grounded insights for Indonesian language instruction.

Methods

This study employed a descriptive qualitative design to provide a comprehensive account of how the Pair Check method was implemented in the teaching of procedural text writing (Creswell, 2018; Saldaña, 2021). The research site was MTs Jâ alHaq, a junior secondary school in Bengkulu, Indonesia, selected purposively because the school had actively adopted cooperative learning strategies in its Bahasa Indonesia classes. The participants comprised one Bahasa Indonesia teacher and a seventh grade class of 28 students. This bounded case study approach was chosen to capture the situated dynamics of lesson planning, classroom interaction, and assessment in their authentic context (Koderi et al., 2023; Saldaña, 2021). The focus was not on measuring causal effects but on generating a "thick description" of the processes, challenges, and affordances of Pair Check as enacted in real classrooms.

Data collection was conducted over a period of four weeks and relied on three complementary techniques: (1) non participant classroom observation, which documented the planning and delivery of lessons; (2) semi structured interviews with the teacher and selected students to elicit perceptions of roles, challenges, and learning outcomes; and (3) document analysis of lesson plans (RPP), student worksheets, and teacher feedback (Moleong, 2012; Rokhman et al., 2024; Sugiyono, 2019). To ensure trustworthiness, triangulation of sources (teacher, students, documents), methods (observation, interview, documentation), and time (multiple sessions) was applied. Data were analyzed using Miles

and Huberman’s interactive model, which involves iterative cycles of data reduction, data display, and conclusion drawing/verification (Al Khansa et al., 2024; Miles et al., 2014). Throughout the process, analytic memos and coding matrices were maintained to enhance dependability and confirmability, while ethical considerations included informed consent, voluntary participation, and anonymization of student identities.

Results and Discussion

Results

The results are presented in line with the three research aims: (1) to describe how the Pair Check method was implemented in teaching procedural text writing; (2) to identify supporting and inhibiting factors; and (3) to derive practical recommendations for classroom practice.

1. Implementation of the Pair Check Method

Classroom observations and document analysis revealed that the Pair Check method was systematically integrated into the teaching of procedural texts. At the planning stage, the teacher prepared detailed lesson plans (*RPP*) specifying cooperative structures and genre specific objectives. During instruction, students were seated in pairs, alternately performing the roles of “problem solver” and “checker.” The teacher provided initial input on procedural text structure, then assigned tasks requiring students to compose or revise texts collaboratively. Students took turns generating steps while their partners checked for accuracy, completeness, and linguistic appropriateness. Teacher scaffolding was evident through guiding questions, prompts, and feedback during pair interactions. At the evaluation stage, students’ texts were presented, checked collectively, and assessed using an analytic rubric emphasizing purpose, organization, and linguistic markers.

Table 1. Observed Stages of Pair Check Implementation

Stage	Teacher Role	Student Role	Evidence of Implementation
Planning	Designing RPP, aligning tasks with genre		Lesson plan documentation
Instruction	Explaining text structure, monitoring pairs	Alternating as solver/checker	Observation notes, transcripts
Pair Interaction	Providing scaffolding, clarifying doubts	Peer feedback, revision of steps	Field notes, student worksheets
Evaluation	Assessing texts, providing feedback	Presenting, reflecting on outcomes	Analytic rubric, teacher records

2. Supporting and Inhibiting Factors

Supporting factors included the teacher’s professionalism, structured lesson planning, and high student enthusiasm. Students demonstrated active engagement, especially in clarifying peers’ answers and negotiating textual organization. Inhibiting factors, however, emerged in the form of limited instructional time and uneven readiness across students. Some students lacked confidence in checking peers’ work, while others struggled to complete tasks within the allocated time. Additionally, infrastructural limitations (e.g., absence of supplementary reading materials) reduced opportunities for richer language input.

Table 2. Summary of Supporting and Inhibiting Factors

Category	Supporting Factors	Inhibiting Factors
Teacher	Professional guidance; scaffolding; structured planning	Time constraints in lesson delivery
Students	Enthusiasm; active participation; peer collaboration	Unequal readiness; lack of confidence as checker
Resources	Classroom facilities adequate for pair work	Limited supplementary texts and references

3. Practical Recommendations

Based on findings, three recommendations are advanced. First, cooperative tasks should be explicitly aligned with the rhetorical structure of procedural texts to scaffold both content and organization. Second, students should be systematically trained to alternate reciprocal roles, ensuring that each learner is prepared to provide constructive peer feedback. Third, class time should be optimized by breaking tasks into manageable phases and by balancing cooperative engagement with curriculum pacing.

Table 3. Derived Recommendations for Teachers

Focus Area	Recommendation	Intended Impact
Task Design	Align cooperative tasks with procedural text stages	Strengthen coherence and causal sequencing
Role Preparation	Train students for solver/checker reciprocity	Enhance accountability and feedback quality
Time Management	Phase tasks and streamline transitions	Maximize engagement within curriculum limits

Overall, the implementation of the Pair Check method created a participatory classroom atmosphere in which students actively collaborated to produce procedural texts. Evidence of improved organization and use of imperative structures was observed, supported by teacher scaffolding and reciprocal peer interaction. Nevertheless, challenges such as limited lesson time and uneven student readiness constrained full optimization of the method. These findings suggest that while Pair Check is a promising cooperative learning strategy, its success hinges on contextual adjustments, including careful planning, training of student roles, and provision of adequate textual resources.

Discussion

This study explored the implementation of the Pair Check method as a cooperative learning strategy to enhance procedural text writing among seventh grade students at MTs Jâ alHaq. Guided by three core aims documenting how the method was applied, elucidating its facilitating and inhibiting factors, and deriving practical implications the findings affirm structured pair work as an effective pedagogical tool while foregrounding contextual constraints and prompting refinement.

Our analyses reveal that the Pair Check method was systematically embedded across lesson planning, instructional delivery, student interaction, and assessment (Dang, 2017). This multi stage integration echoes best practices in genre based pedagogy, where scaffolding is intentional and

cohesive (Holland et al., 2018; Nagro et al., 2019). The teacher's deliberate alignment of RPP objectives with procedural text features and the alternating solver/checker roles ensured that peer interaction was not arbitrary but genre sensitive. Such systematic implementation resonates with findings by Crossley and McNainara (2015) and Klein et al., (2017) who demonstrated that cooperative models enhance writing quality when anchored in clear rhetorical goals.

This structured pairing approach also facilitated students' internalization of procedural text structures such as stating purpose and enumerating steps through the iterative process of producing and critiquing writing. Rahimi & Zhang (2022) and Zou et al., (2023) observed that peer feedback during collaborative writing elevates cognitive engagement with genre conventions. Similarly, our study confirms that reciprocal peer checking under teacher scaffolding encourages students to attend both to macro level organization and micro level language features, thereby deepening genre awareness.

High levels of student enthusiasm and active collaboration reflect the motivational potential of cooperative learning. Students appeared more willing to experiment, discuss, and revise when engaged in peer supported tasks a finding consistent with Slavin (2020) meta analytic conclusions on cooperative methods and with N. Husain (2021) claims that collaborative learning boosts learner engagement post pandemic. The teacher's scaffolding gradual withdrawal of explanation and targeted questioning created a supportive space for learners to assume responsibility while still having a safety net.

Crucially, the reciprocal roles of solver and checker invited students to reflect on genre specific criteria, reinforcing metacognitive awareness. Allagui and Naqbi (2022) similarly notes that when learners evaluate peer work, they deepen their own understanding by engaging with assessment criteria. Our study extends this by demonstrating how such reciprocity in procedural writing sustains peer accountability and collaborative text building.

Despite the positive outcomes, several inhibiting factors emerged. Time constraints posed a significant challenge; completing paired tasks, peer review, and full group discussion within class periods proved challenging, especially in the face of dense curriculum pacing. This mirrors findings by Prastika and Prastika and Wicaksono (2019) who observed that teachers often truncate cooperative writing activities in favor of coverage.

Secondly, uneven readiness among students some were confident checkers, others hesitant created variability in peer teaching effectiveness. This aligns with Cranfill et al., (2022) observation that training is essential for equitable participation. Our evidence suggests that without explicit preparation for reciprocal roles, pairwork can perpetuate disparities rather than mitigate them.

Third, limited supplementary reading materials curtailed exposure to a variety of procedural text models, thereby restricting the lexical and rhetorical resources students could draw on. As Rahmawati and Juwita (2022) argue, genre based teaching must be supported by abundant text exemplars; our study reinforces the need for resource rich classrooms.

Taken together, these findings yield pedagogical implications. First, designing cooperative tasks that explicitly align with procedural text structures supports genre acquisition while enabling peer mediation. Second, implementing pair training sessions with role scripts, modeling of feedback, and rubrics can help scaffold student readiness for reciprocal checking, mitigating variability. Third, optimizing time may involve phasing tasks or flipping instructional input, allowing more collaborative time in class. Fourth, enhancing textual resources through classroom libraries or

curator of exemplar procedural texts strengthens the textual input available to students, reinforcing genre conventions.

Our study contributes theoretically by demonstrating how the Pair Check method operationalizes cooperative learning within genre based writing pedagogy in a resource limited secondary school context. While prior work in literacy education supports cooperative approaches broadly, few studies detail exactly how reciprocal peer roles function in genre learning, especially for procedural texts (Allagui & Naqbi, 2022; Hidayati, 2021). This research fills that gap by producing a rich description of classroom dynamics, including elements such as role alternation, scaffolding moves, and assessment alignment.

Moreover, by situating Pair Check within an Indonesian post pandemic context, we respond to emerging calls for equity sensitive pedagogy (Timotheou & others, 2022; UNESCO, 2021). The method's flexibility requiring minimal infrastructure and promoting peer support makes it particularly relevant for schools with constrained resources, offering a practical and scalable model.

This study bears certain limitations. It reports on a single classroom in a qualitative design, limiting generalizability. Future research should explore the method's efficacy across diverse schools, regions, and student demographics. Incorporating mixed methods, with quantitative measures of writing improvement and student motivation, would strengthen claims of impact. Additionally, research could investigate whether the method's effectiveness differs by student proficiency levels or genre type.

It would also be fruitful to examine longitudinal effects does pairing and peer feedback lead to sustained improvements over time? Can Pair Check be adapted to remote or blended learning contexts? Finally, evaluating interrater reliability of student peer feedback and the impact of explicit training on feedback quality would provide actionable insights for teacher professional development.

overall, this study provides an in depth look at how the Pair Check method, when thoughtfully implemented, fosters student engagement, collaborative writing, and procedural text competence within an Indonesian junior secondary school. It aligns with genre based pedagogy and national curricular reform agendas by promoting active, scaffolded peer interaction and by strengthening conscious awareness of text structure. While time constraints, uneven readiness, and limited resources pose challenges, the pedagogical affordances of Pair Check particularly in resource limited classroom contexts offer a promising pathway for enhancing writing instruction. By detailing the method's operational dynamics, this research equips educators and policymakers with context sensitive design principles to elevate writing pedagogy in junior secondary education.

Conclusion

This study investigated the implementation of the Pair Check method as a cooperative learning strategy to enhance procedural text writing among seventh grade students in an Indonesian junior secondary school. The findings indicate that when carefully embedded in lesson planning, classroom instruction, and assessment, Pair Check promotes active participation, reciprocal accountability, and improved mastery of genre conventions. Students benefited from alternating roles as solver and checker, supported by teacher scaffolding, which stimulated collaboration and reinforced structural awareness of procedural texts. However, challenges such as time limitations, uneven readiness among students, and restricted access to supplementary resources constrained the full effectiveness of the approach.

In light of these findings, the study concludes that Pair Check offers a contextually responsive and pedagogically sound model for teaching procedural texts in resource limited classrooms. To maximize its impact, teachers should design cooperative tasks aligned with rhetorical stages of the genre, train students explicitly in reciprocal roles, and optimize class time through phased activities. Schools are encouraged to provide exemplar texts and resource support, while professional development for teachers should emphasize scaffolding strategies and classroom management techniques. Collectively, these measures can strengthen the sustainability of Pair Check as a strategy for developing both linguistic competence and collaborative learning skills in junior secondary education.

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