



**THE EFFECT OF COLLABORATIVE WRITING ON STUDENTS'
WRITING SKILLS AND THEIR PERCEPTION OF THE STRATEGY**

THESIS

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ABSTRACT

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Key words: collaborative writing, students' achievement, descriptive text, students' perception.

This study investigated on the effect of collaborative writing on students' achievement as observed from students' point of view. It used pre – experimental design which organize using factorial design. The data collected the result of pre-test and post test score and the survey of students' belief on collaborative writing.

According to the discussion and research findings in this study, it can be conclude that there is significant effect of writing descriptive text collaboratively on seventh-grade students of I Islamic Junior High School An Nawawiyyah. In other words, they achieve higher score after implementing collaborative writing than before it.

Also, mostly learners have positive belief after working collaboratively in writing descriptive text. They think collaborative writing give the effective learning and solve their weakness such as stuck on writing, less vocabulary and understanding correct grammatical term. Yet, several students have negative change after collaborative writing because they find less cooperative partner so that they are also less motivated during writing collaboratively. Therefore, they are not enthusiastic to discuss with their partner. Based on interview with student who is less motivated, they think their idea is better than their partner.



CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the research. It consists of a background of the study, the problem of the study, the objective of the study, the scope and delimitation of the study, the significance of the study, and the definition of critical terms.

1.1 Background of the Study

Collaborative Writing (CW) is a peer activity frequently applied by some tutors in second language learning. It is a joint production of a text by two or more writers (Storch, 2011). It aims to increase the quality of second language learners' skills. According to Mengying (2021), students were generally positive about their experience in this CW project. Most of them acknowledge the benefits of peer collaboration in facilitating their second language learning. The benefits are providing a social context for the language development of L2 learners through social interaction as they can share ideas, pool language resources, provide collective scaffolding and internalize the knowledge that they co-construct with peers.

In addition, writing collaboratively allows students to “test hypotheses, receive and notice comments, and focus on accuracy”. Because writing allows students to plan what they want to say and how they want to say it, L2 learners have been reported to experiment with language more in the written modality than in the spoken mode (Weissberg, 2000). Similarly, Watanabe and Swain (2007) found that after processing feedback collaboratively, learners were able to retain lexical information better than if they were working alone, possibly since they had more opportunities to absorb information and make corrections with their peers. In other

words, as students develop and edit their writings in collaboration with other students, collaborative writing can generate and cement shared knowledge.

Moreover, many researchers conducted in investigating the effectiveness of collaborative writing. Mimi Li (2018) researched computer-mediated collaborative writing in an L2 context. He showed that using technology assist students in improving their collective skill, although in a different place. It means distance is not a matter of doing peer work to become flexible and effective. This research investigated that excellent interaction in finishing writing tasks will lead to the good final result of students' assignments. Then, students said that working in pair increase their motivation and make them think more critically through sharing with partners. However, some students were failed to finish the task argued that the right partner influenced the process. When they have an unsupportive and less-motivated pair, it will lead to ineffective collaboration.

Then, Mengying Zhai (2021) conducted research on university students of intermediate level who took Chinese language courses. They should produce an argumentative essay of approximately 2000 words collaboratively. The findings showed that students were generally positive about their experience in this collaborative writing project but that some students also underwent demotivating moments due to time constraints, group incongruity, and proficiency challenges. These demotivators appeared to have influenced students' perceptions of their motivations for participating in the CW project, and some pedagogical suggestions have been made.

However, some studies found that collaborative writing has an ineffective strategy. For instance, students underwent demotivating moments due to time constraints, group incongruity, and proficiency challenges. These demotivators appeared to have influenced students' perceptions of their motivations for participating in the CW project, and some pedagogical suggestions have been made. Besides, the different personalities also influenced

students' participation in a group. For example, when the students are extroverts, they tend to be active participants in organizing teamwork. So, it created a conducive atmosphere in peer work. Thus, this research investigated how students' ability levels of collaborative learning in writing a text. They are seventh-grade students of Islamic Junior High School An-Nawawiyah. More specifically, the students were differentiated into each group randomly to observe whether a particular perception was influence pairing work or not due to the use of appropriate strategies that will affect the effectiveness process in writing class.

1.2 The Problem of the Study

Based on the background of the study as mentioned above, the primary concern of the problem in this research is formulated as follows:

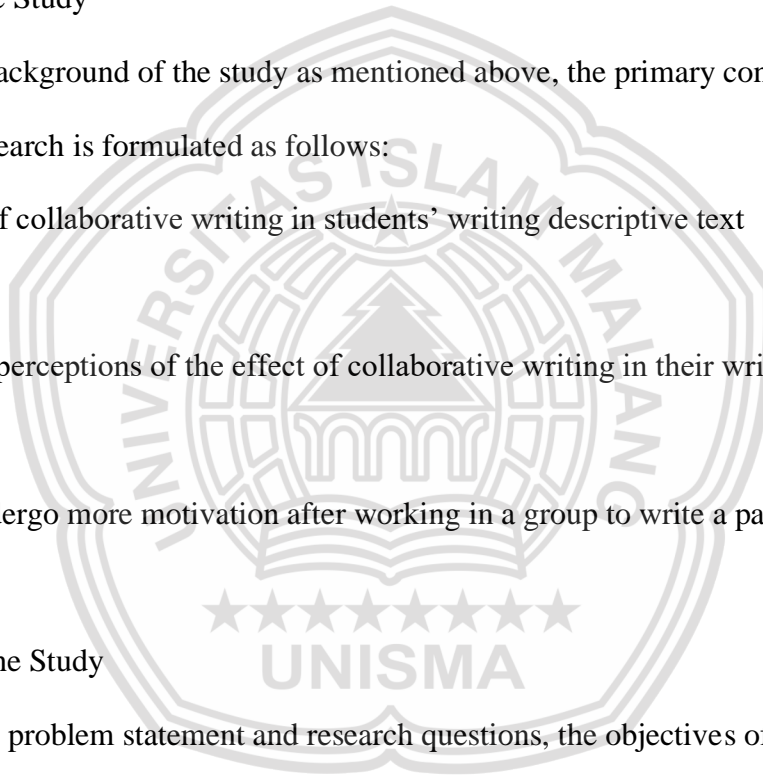
1. What is the effect of collaborative writing in students' writing descriptive text achievement?
2. What are students' perceptions of the effect of collaborative writing in their writing descriptive text?
3. Do the students undergo more motivation after working in a group to write a particular text?

1.3 The Objective of the Study

In line with the problem statement and research questions, the objectives of the research stated as follows:

1. To measure the effectiveness of CW in writing descriptive text
2. To understand students' perception of collaborative writing
3. To measure students' motivation after working collaboratively in writing a particular text

1.4 Scope and Delimitation of the Study



This study focuses on the seventh-grade students in Islamic Junior High School An-Nawawiyah. It investigated how students' perception of collaborative writing program influences their achievement. In addition, they are only required to write descriptive text.

1.5 Significance of the Study

The findings of this study are expected to be useful for:

1. Teachers who may apply this as the alternative techniques in improving the quality of teaching, especially teaching writing skills.
2. Students who want to help themselves improve their writing skills.
3. Those interested in this study can get more information about improving students' achievement in writing, especially writing collaboratively.

1.6 Definition of Key Terms

The essential terms are defined to get a general overview and avoid misunderstanding.

1. Writing

Elfiyanto (2019) defined that writing is a form of communication that allows students and learners to organize their understanding and views into comprehensible arguments, express their feelings and ideas on paper, and convey meaning through carefully constructed compositions that adhere to the norms, rules, and conventions of a particular genre.

2. Collaborative writing

According to Zay (2021) said that collaborative writing is a kind of peer work that some teachers regularly use in L2 learning environments. Thus, it is activity that writes a specific text cooperatively. It is used to improve students' ability in enriching their writing skills, such as increasing students' critical thinking and respecting another opinion.

3. Achievement

Sukadinata (2007) said that achievement or learning outcomes are the realization of potential skills or capacity that a person has. At school, learning outcomes or learning achievements can be seen from students' mastery of the subjects they have taken. Then, it can be defined as a result of the act of making an assessment expressed by numbers or symbols, where all that is about the progress of student learning.

4. Descriptive text:

According to Wardiman (2008) as cited in Language, Science, & Maumere (2018), descriptive text is a text that describes the features of something, certain place or someone. Description in writing is the activity of creating visual images and sensory impression through words. A good description is a word picture, the readers. It is usually written logically and vivid detail. In short, descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

5. Students' Perception

According Mouly (1973) stated that perception is the way people see or understand something from their own point of view. In addition, perception is simply defined as the organization, identification, and interpretation of sensory information to represent and understand the presented information or environment. Thus, students' perception is how students' perceive something using their own idea.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter as the final part of the research which covers the conclusion of findings and discussion. It is also finalized with suggestion for English teacher and future research.

6.1 Conclusion

According to the discussion and research findings in previous chapter of this study, it can be conclude that there is significant effect of writing descriptive text collaboratively on seventh-grade students of I Islamic Junior High School An Nawawiyah. In other words, they achieve higher score after implementing collaborative writing than before it.

Also, mostly learners have positive belief after working collaboratively in writing descriptive text. They think collaborative writing give the effective learning and solve their weakness such as stuck on writing, less vocabulary and understanding correct grammatical term. Yet, several students have negative change after collaborative writing because they find less cooperative partner so that they are also less motivated during writing collaboratively. Therefore, they are not enthusiastic to discuss with their partner. Based on interview with student who is less motivated, they think their idea is better than their partner.

6.2 Suggestion

According to the conclusion of the research, the implementation of collaborative writing has been successfully proven that bring significant effect on students' achievement in writing descriptive text. Although students' perspective is not



completely positive on working collaboratively in writing, collaborative writing still becomes good recommendation for alternative strategy. Therefore, it is suggested for English teacher can implement CW in their teaching and learning process in order to achieve better score.

Furthermore, the future researcher can use this research as reference to conduct a research which applied on other kinds of texts or difference factor such as students' motivation.



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