

## **EFL Junior High School Students' Perception of Collaborative Writing**

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### **ABSTRACT**

This research aimed to learn what the students thought about using collaborative techniques in writing a text. A case study was chosen as the research design in this research, with a qualitative approach. Data collection for this research was interviews. The researcher utilized interviews to get a deeper understanding of students' perspectives. To evaluate the data, the researcher applied theories from Miles et al. (2014). Based on the interviews, the researcher concluded that students preferred collaborative writing over writing alone because it was quicker, simpler, and more enjoyable. This was supported by the research's findings. Along with the benefits, students also experienced challenges due to individuality and differences in opinion when writing text through collaborative techniques.

**Key words:** Perception; Collaborative Writing; Students

### **INTRODUCTION**

Writing is one of the critical skills that students must learn. Writing is one of communication. Writing made it possible for people to record and transmit knowledge to people who are far away from us. Writing gives us an opportunity to describe and explain things to other people. Unfortunately, many students think that writing is difficult. According to Nguyen & Phuong (2021), students typically struggle to organize their thoughts, use proper grammar, and use good writing mechanics.

Good writing is frequently defined by its coherence, clarity, and persuasiveness. However, students must be aware of their grammatical usage if they write in English. When compared to reading, writing uses more talents at once, making it a harder skill. Writing takes a lot of practice to produce an organized piece of writing. Increasing students' enthusiasm for writing is not an easy task. Teachers who teach writing must apply a variety of instructional strategies while teaching writing. One of them is through collaborative writing techniques. Abbas & Fathira (2022) claim that in education, collaborative writing has emerged as a new approach or model,

particularly for the teaching of writing skills. Wachyudi et al. (2020) in their research found that collaborative techniques are still effective and relevant for use in teaching writing.

Collaborative writing facilitates students to write with their friends. McDonough et al. (in Kumalasari, 2023) state that students get the chance to collaborate with their peers in collaborative writing to enhance their language use and writing quality. Additionally, collaborative writing might boost students' writing inspiration. According to Mulligan and Garofalo (in Nguyen & Phuong, 2021), collaborative writing instruction increases students' motivation, sense of value, and sense of responsibility, all of which aid in the development of their writing skills.

Everyone who wishes to use this technique as a learning model in teaching writing will likely learn something new after getting the students' perspectives on composing texts through collaborative writing. Campell and Li (in Suwaed et al., 2019) state that how students view, think, and act in groups contributes significantly to the final product. There is an obvious need to look at how students view working in collaborative writing.

## **LITERATURE REVIEW**

### **Previous Related Study**

There are many studies examining the implementation of collaborative techniques in writing text. First, Coffin (2020) investigated collaborative writing implementation in EFL classrooms and the perception of students and teachers towards collaborative writing. The findings of this study showed that both students and teachers believed that collaborative writing had a beneficial impact on their ability to work in teams, communication, and solve problems.

Second, a study by Anshu & Yesuf (2022) tested the impact of collaborative writing on EFL students' paragraph writing performance. The results showed that, compared to students who practiced the writing tasks independently, those who practiced the writing tasks collaboratively made more notable increases in the content and coherence of the paragraphs they produced. Then, after participating in collaborative writing, students began to love and were inspired to write in English.

The third study by Veramuthu & Md Shah (2020) conducted a study to look at the effectiveness of group writing with secondary school students in ESL classes. In this study, quantitative research was used. Survey research data on students' opinions of group writing were gathered using a questionnaire. According to the study's findings, students have positive attitudes toward participating in collaborative writing.

Next is a study by Nguyen & Phuong (2021), which looked at the effect of collaborative writing on EFL students' performance in writing. The results revealed

that EFL students performed better after participating in collaborative writing. The EFL students also demonstrated their very positive views about using group writing to master English writing.

The last one is a study by Suparto et al. (2021) that investigated collaborative writing strategies used to teach composition in a public junior high school. This study found that students gave positive responses to the collaborative writing strategy. Students also prefer to write with collaborative writing than individual writing because in collaborative writing they can share the information and their understanding.

### **Collaborative Writing.**

Collaborative writing has become a strategy that teachers choose to teach writing. Spring (in Anggraini et al., 2020) stated that collaborative writing is when two or more individuals work together to create, revise, and draft the whole text based on their ideas. Students who use the collaborative writing technique must prepare a formal paper in groups of two or three Barkley et al. (in Anggraini et al., 2020). The author works together to produce a text in collaborative writing. Ismail et al. (2020) claim that collaborative writing is a learning strategy called encourages student cooperation in teams, pairs, or among peers.

Students should work together in collaborative writing. Yong (in Anshu & Yesuf, 2022) claims that collaborative writing is defined as writing that emphasizes the entire writing work through the shared and cooperative efforts of the writers. It means that in collaborative writing, everyone has the same responsibility. According to Suparto et al. (2021), in collaborative writing, students write in teams, read their work, talk about it, and then review it.

### **Advantages of Collaborative Writing**

There are many advantages to writing through collaboration. The first one is saving time. Writing is a long process. According to Harmer (2004), There are four steps in writing; planning, drafting, editing, and final version. Collaboration can help students to pass that long process faster than individual writing. In collaborative writing, students can share their duties with their partners. Therefore writing can feel easier than usual. Brown and Kolin (in Zulfikar & Aulia, 2020) claim that collaboration increases the effectiveness of writing, encourages constructive criticism and feedback, increases productivity, saves time, and speeds up decision-making.

Collaborative writing support students to boost their motivation in writing. According to Mulligan & Garofalo (in Nguyen & Phuong, 2021), collaborative writing improves students' motivation, sense of responsibility, and self-worth, all of that is help them become better writers. Students can interact with their

teammates while writing together. They can give each other advice and discuss how to write. Doing anything with friends will be more fun than doing it by yourself.

Collaborative writing is also improving students' critical thinking. When they write together, they will encounter a different perspective. Students will be required to express their own views because everyone has a different view of something. Dobao & Blum (in Anisa & Fahri, 2020) In collaborative writing, students can exchange ideas, watch each other, and express their opinions.

## **METHOD**

### **Design and Samples**

In this research, a case study was used as a research design with a qualitative approach. According to Cresswell (2014), qualitative research is a method for investigating and understanding the meaning that individuals or groups assign to a social or human situation. Data collection was conducted through interviews. The participant of this research was six students in eighth grade. The selected participants represent three categories: students who had scored very well, average, and poorly in writing. This research was carried out at a junior high school in Karawang.

### **Instrument and Procedure**

The researcher used interviews to collect the data. This method was followed to learn more specifically about the viewpoints of the students during the implementation of collaborative writing techniques. The researcher interviewed the students after the students finished the treatment of writing the text collaboratively. Interview questions were adopted from Coffin (2020). Questions were asked to students were around eleven questions.

### **Data Analysis**

After data had been collected, the researcher used the Miles et al. (2014) theory to analyze the data. Miles et al. (2014) have three steps in analyzing data. Data condensation is the first. In the first steps, data that have been collected were selected. The interview data were selected by the researcher and turned into transcripts. The second one is data display. At this point, data has been gathered, examined, and will be presented. The final step is drawing and verifying the conclusion. At this step, the researcher concludes students' perceptions of collaborative writing.

## **RESULT AND DISCUSSION**

The result of this research is organized into two sub-themes: students' perception of collaborative writing and students' difficulties in writing descriptive text through collaboration.

## **A. Students' Perception of Collaborative Writing**

### **1. Timesaving**

According to the findings of interviews with students, three from six students said that collaboration on writing helps them save time. One student said, *"Writing is so much faster through collaborative writing"* (S6). Other students also said, *"Collaborative writing is easier and faster to complete because the tasks are shared with friends"* (S5). Collaboration made students finish their writing faster than writing individually because they could share their job. Collaborative writing helps students in writing saving time. This is in line with research by Rollinson's theory (as cited in Yesuf & Anshu, 2022) that collaborative writing helped students in saving time.

### **2. Easier**

Based on the interview result, all of the participants agree that writing through collaboration made writing easier. A student stated, *"In collaborative writing, we can divide the tasks so it feels easier."* (S4). Another student added, *"I like collaborative writing. It is easier to find ideas because my friends also give the ideas"* (S6). Students felt that collaborative writing helps them in writing. They can give ideas to each other and input on what they want to write. It means that this finding is in line with research from Husna (2018). Their research found that students find it easier and more fun to generate ideas when they work in pairs.

### **3. Motivation**

From the interview result, four of six students claim that students motivation increases through collaborative writing. One student explained, *"My motivation in writing is greater when I write with my friend"* (S5). It means collaboration increases students' motivation in writing. Students felt more passionate about writing because they write with their peers. This finding is in line with research by Inayah (2019), whose research found that students' motivation in writing English is increased by using the collaborative approach, which also helps them improve their own writing abilities.

## **B. Students' Difficulties in Writing through Collaborative Writing**

### **1. Different Opinion**

Four of the six students interviewed agreed that they had different opinions with their partners. A student claims, *"I find it difficult to handle two different opinions"* (S1). The differences in opinions between students make them a little difficult to write collaboratively. It's challenging for students to make a decision in their writing when they have different viewpoints with their partners. This finding aligns with research by Winarti & Cahyono (2020) found

that students voiced their difficulties in collaborative writing are differing opinions and having conflict in a group.

## 2. Individualism

According to the findings of the interview, two students said that their partners didn't want to assist them with their writing. A student said "*I prefer individual writing. I feel my writing is better if I am alone.*" (Student 1). Another student added, "*I like individual writing because collaboration makes me think twice. When looking for topics, and when discussing with my partner*" (Student 3). From the answers given above, it may be inferred that some pupils prefer to write alone. The first student felt more at ease writing on their own as opposed to writing together. The third student's collaborative thought causes him or her to consider more critically than normal. This result is consistent with research by Herwiana (2021), who discovered that individualism is one of the disadvantages of collaborative writing.

## CONCLUSION

This research examined how EFL students felt about writing descriptive text by using collaborative techniques. Based on the interviews, it can be inferred that EFL students' opinions on the use of the collaborative writing technique in writing text are different. The researcher concluded that students found collaborative writing less time-consuming, easier, and more enjoyable than writing individually. Besides the advantages, students also felt the difficulties in writing a text by using collaboration, and there are; differences in opinions and individualism. To effectively educate, it is suggested to the teachers to create learning activities based on their students' needs, preferences, and interests.

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