



**THE EFFECTIVENESS OF THE IMPLEMENTATION OF COLLABORATIVE
WRITING AND STUDENTS' PERCEPTION ON THE STRATEGY**

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LAU KAI YEE

APPROVAL SHEET

This research paper attached hereto, entitled “The Effectiveness of the Implementation of Collaborative Writing and Students’ Perception on the Strategy” prepared and submitted by Lau Kai Yee in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

Supervisor

Date

Ms Siti Ummaizah binti Meor Musa

ABSTRACT

This study was conducted to explore the effectiveness of implementing collaborative writing into students' writing skills and investigate students' perceptions of collaborative writing. Twenty-five Form 3 students from SMK Malim Nawar, Kampar, were involved in this study. This study utilised quasi-experimental design, where pre-test and post-test will be given to students. The researcher also conducted a semi-structured interview to achieve the second objective of the research. The results obtained from the pre-test and post-test indicated that collaborative writing had a positive effect on ESL secondary school students' writing skills. Furthermore, the results of interview showed that most students held a positive attitude towards collaborative writing.

DECLARATION

I declare that the project “The Effectiveness of the Implementation of Collaborative Writing and Students’ Perception on the Strategy” is an original work produced by me, Lau Kai Yee under the guidance of my supervisor, Ms Siti Ummaizah binti Meor Musa.

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A handwritten signature in black ink, appearing to be 'K. Yee', written over a horizontal line.

Date: September 2023

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CHAPTER 1 - INTRODUCTION

1.0 Introduction

In this chapter, the background of the study will be introduced. The statement of problem is also stated along with the aims of the current research. Literature related to the study such as the significance, the rationale, the limitations, and the operational definitions will also be included in this chapter.

1.1 Background of Study

As we all know, English is one of the most important languages in all over the world. People can literally use English to communicate wherever they go as it is also the language of international communication (ETS Global, 2020). English is also widely taught in different countries in either ESL (English as Second Language) or EFL (English as Foreign Language) classroom. In English language, there are four literacy skills which will be evaluated, which is reading, writing, listening and lastly, speaking. Writing on the other hand, is one of those four skills, in which the skill refers to expressing ideas and knowledge into written form (Herrity, 2020). However, the progress may not be smooth for those who are writing in a second or a foreign language as writing is a complex intellectual task which involves many component skills such as organizing ideas effectively, communicating ideas concisely, and constructing a reasoned argument (Carnegie Mellon University, n.d.). The lack of component skills can lead to the overwhelming pressure of students while they are required to write an essay, which can also lead to the reluctancy of students in participating in their writing activity. Teaching of writing in general consists of three approaches, where the first one is product-based approach, the second approach is process-based approach, and the third approach is genre approach (Bidari, 2021). A study conducted by Palpanadan et al. (2015) found that Malaysian teachers prefer in using product approach when teaching writing. Palpanadan et al. (2015) also argued that only putting emphasis on the product will not be helpful in improving students' writing

skills. Thus, an alternative should be implemented to overcome this issue. Students' learning experience in school has a significant impact on their writing performance (Bahari et al., 2021), suggesting that a suitable learning experience is essential for students to enhance their writing skills. Since the CLT (Communicative Language Teaching) has viewed that collaborative learning among students provides students chances to use the language they have learned, implementing collaborative writing will increase the opportunities for students to use the target language, and thereby the activity will help them in developing their skills in their target language (Winarti & Cahyono, 2020).

1.2 Problem Statement

Writing skill is essential for secondary school students as it will be graded in their examinations which also includes SPM. While it is a crucial skill, most of the students will be facing difficulties in writing their essays. Research conducted by Ashrafiany et al. (2020) discovered that students were facing issues such as difficulty in getting the topic and organizing the essay when writing individually. Based on a study done by Godoy et al. (2019), students were quiet when required to answer questions as they felt uncertain during the presentation. This is supported by a finding which stated that students prefer to stay silent in the classroom when they are unable to understand the lesson (Farzaneh & Nejaansari, 2014). On the other hand, students' classroom participation makes them more motivated, support their learning, improves their communication, and lastly promotes higher order thinking skills (Aziz et al., 2018). As such, different approach should be implemented in teaching students in to enhance their proficiency level in writing, as well as their willingness to participate in the class. Collaborative writing, which is also known as group writing, is an approach which has shown effectiveness on EFL students' writing skill in research done by Anngraini et al (2020), where the researchers revealed that students were able to improve their writing skills significantly. However, collaborative writing is not so popular in Malaysia. Product approach is used more widely than

process approach in teaching writing in Malaysia. This is supported by the findings done by (Palpanadan, 2014) which showed that instead of using a time-consuming process-based approach, teachers prefer to use product-based approach as it is easier to apply in the classroom. The teachers' emphasis on the students' written work has potentially caused students to miss the chance in working collaboratively. Therefore, students will only put in efforts to improve their writing from the aspects of mechanic and generic structures. Hence, it is impossible to see developments in students' critical thinking, and it also prevented the important values of collaborative work to be nurtured among them.

1.3 Research Aim

This research aims to investigate whether the implementing of collaborative writing helps in enhancing students' proficiency level in writing, as well as their perception on it.

1.4 Research Objectives

There are two objectives that this research intends to achieve:

1. To explore the effectiveness of implementing collaborative writing into students' writing skill.
2. To investigate students' perception on collaborative writing.

1.5 Research Questions

This research aims to answer the following questions:

1. What is the effectiveness of using collaborative writing into students' writing skill?
2. What is the students' perception on collaborative writing?

1.6 Significance of the Study

This study aims to enable the researcher to gain more insights on the implementation of collaborative writing among the students from the Malaysian National secondary school. At this stage of the study, the results are beneficial for the Ministry of Education, as well as the IPG English Centre. This is because the results can assist them in planning an enriched curriculum and syllabus in the future. The study will also be capable in helping the ministry in changing the policy on teaching of writing in the blueprint, such as including the methods of conducting a lesson using collaborative writing activity.

Furthermore, this study also benefits the school administrators as they can apply the knowledge gained from the study in conducting a workshop for the teachers. This benefits the teachers as well, as it helps them to develop their own teaching methods by applying collaborative writing in the classroom.

1.7 Rationale of the Study

Based on the statement of problem, it is proved that collaborative writing should be implemented among students during writing lesson. Collaborative writing, which is categorized under process-based writing, will encourage self-motivation within students, leading them to become more receptive towards learning (Subramaniam, 2006). Study conducted by Sahril & Weda (2018) also found that students' self-motivation correlated with their writing performance.

Nowadays, Malaysian ESL students are still required to follow traditional method which had derived from product approach in writing during examinations (Singh, 2013 as cited in Kee & Razali, 2019). The usage of product-based writing approach highlights the linguistic features but neglects the significance of the language skills (Chow, 2007 as cited in Kee & Razali, 2019), which leads to a declining performance of Malaysian students in their written work (Kee & Razali, 2019).

1.8 Limitation of the Study

The limitation of the study can be divided into several parts, where the first part being the time constrain for the study itself. The period of the study is approximately two months, which could possibly cause the study to obtain an insufficient amount of data. This can be supported by a statement which can be found in Storch (2013) where the researcher mentioned that most studies have observed a mixed result when the period for the study is relatively short. This suggested that a longer period is more suitable for the researchers to collect the data.

The amount of the respondents might be insufficient to detect subtle differences among students. The study only focused on Malaysian National secondary school students. The results might be different for students in other schools such as English and Chinese private schools. Furthermore, this study uses a quasi-experimental design, which is a pretest-posttest design. The limitation in using a quasi-experimental design is the absence of control group that can be observed and compared by the researcher. In addition, the issue of fairness of teamwork contribution and assessment are questionable. These issues need to be monitored by the teacher throughout the whole teaching session. This is to ensure that all participants are having the same experience in collaborative writing, which prevents bias in the result of the study.

1.9 Operational Definition

I. Effectiveness

– Effectiveness can be defined from different perspective. It can be defined as how well an objective will be attained (Accounting Tools, 2022.). In general, effectiveness means an extent to which a method or strategy fulfils its intended purpose or function. It analyses whether specific resource inputs have positive effects on outputs (Surbhi, 2018). In the current study, effectiveness means an extend to which collaborative writing improves students' performance in their writing.

II. Collaborative Writing

– Collaborative writing is a process of producing a written document which involves two or more members, resulting in the co-authorship of a text by more than one author. It usually requires more communication than individual work since all members need to come to an agreement on what should be written (The Writing Center, n.d.).

III. Students' Perception

– According to Oxford Learner's Dictionaries, perception can be defined as a person's way of thinking about someone or something. According to The Britannica Dictionary, perception also means the ability to understand and observe something easily. In the study, students' perception can be interpreted as the way they think about the usage of collaborative writing.

1.10 Conclusion

To put in a nutshell, this chapter proposed the intention of researcher in implementing collaborative writing in secondary school's classroom, as well as highlighted the existing problem which have been faced by the students in traditional learning environment. The current research focuses on the effects of applying collaborative writing in classrooms, which comprises the students' academic achievement, and their perspectives of the method used. The key terms which are introduced in this chapter such as effectiveness, collaborative writing, and students' perspective will be studied further in this research.

The next chapter is literature review, where the researcher will be analysing the past studies which had been done by different researchers. Past studies about collaborative writing will be further explained and analyse, which is beneficial as the researcher can gain more insights in the particular field of study.

CHAPTER 2 - LITERATURE STUDY

2.0 Introduction

In this chapter, the researcher will discuss about the theoretical framework of the current study. In addition, literatures on collaborative writing in general, the advantages, and the implementation of the method will be discussed further in this chapter as well.

2.1 Theoretical Framework

Theoretically, the use of collaborative writing is supported by the framework of social constructivism. The term is defined as a social group who works collaboratively in constructing things for each other, which also create shared artefacts with shared meanings (Moodle, 2015, as cited in McAvinia, 2016).

The social constructivist perspective of learning stated that human development is inherently a socially situated activity (Vygotsky, 1978). Social constructivism emphasizes on the fact that people build knowledge as ways of understanding the world (Vygotsky, 1978).

Vygotsky (1978) believed that learning and development can only be done in a collaborative way. He also claimed that learners are developed cognitively during socialization and education. To create a learning progress, the learners should first make contact and familiarize themselves with the social environment around them. Learners can then internalize the experience that they have received and learned during the contact with their social environment.

Furthermore, Vygotsky (1978) also proposed his idea, which stated that a child will be having a different level of potential development depending on the problem-solving process under adult guidance or during working collaboratively with peers (Vygotsky, 1978). Hence, this theory strongly suggested that interaction with peers is very effective in children developing their skills and strategies.

In the current study, students will be having interactions during collaborative writing activity. Students will also be having conversations during their discussion sessions. This aligns with the idea of social constructivism, where it is believed that education is all about engaging human community in problem-solving, as well as engaging in the conversation (DeCiccio & Albert, 1988).

2.2 Collaborative Writing

According to Boise State University, collaborative writing is defined as performing collective writing in a professional atmosphere (Logan, n.d.). There are three main processes in collaborative writing, where the first process is planning, following by drafting and lastly, revising. Planning is utterly crucial for collaborative writing as it is important that all members of a team agree about the basic elements of the essay. Collaborative writing requires more communication than individual work, which will enhance teamwork during the process in producing a written work. Next, drafting can be defined as a stage of writing which a writer put his/her ideas into paragraphs (Nordquist, 2019). During this stage, the writers need to put efforts in researching, brainstorming, and outlining the format and the content for the text (Suzan & Candice, 2019). Finally, revising refers to line editing of the entire article. Revising in collaborative writing is a good way to improve the draft as all members will provide their own ideas and opinions, which also sparks debates that may help to strengthen the final product of the written work.

2.2.1 The Advantages of Collaborative Writing

The benefits of the collaborative writing approach are felt more deeply as learners develop their interaction and social skills. Firstly, educators or teachers should prioritize their effort on deciding the tasks that should be done in the classroom. Teachers play an important role in encouraging students to be more passionate and active in the classroom. This can be done by creating interesting learning activities for the students to participate and learn throughout the

whole process. When learners engage themselves in collaborative writing, they go beyond their personal knowledge; it brings benefits to them due to the unlimited ideas and creativity that emerge from their mind during the process of collaborating (Harmer, 2007, p. 329). In addition to this, in a writing-based process, collaboration brings some advantages to students during the writing process. Unlike the individual writing tasks, students can brainstorm together when they need ideas in their assignments. During brainstorming, they can also receive feedbacks from their members shortly after they provided their ideas. This is supported by Gates (2018) as it is mentioned that peer-to-peer collaboration helps developing small ideas into something useful.

Next, students can share what they know during their collaborative writing process. Furthermore, collaborative writing enables students to cooperate and coordinate among themselves as they need to assign different roles to each member on a written work (Widodo, 2006). This is also beneficial for them as the process allows students to develop a sense of responsibility to complete the written assignment (Harmer, 2007). In addition, collaborative writing enables students to grow together (Gates, 2018). For instance, low-achieving students can receive help and feedback from high-achieving students during the writing process along with the explanation given to them. This enhances students' ability to write in a correct manner, while it also provides high-achieving students to gain more understandings when they are teaching low-achieving students.

2.2.2 Practice of Collaborative Writing in Schools

There are many ways to implement collaborative writing in the classroom. For instance, it can be students writing their work together, editing others' work, or peer reviewing in either a face to face or virtual environment. Compared to writing individually, collaborative writing multiplies the efforts in brainstorming, organizing, writing and refining, which varies according to the group composition (Powers et al., n.d.).

The implementation of collaborative writing can be further explained in six steps, which is group formation, preventative organization, assigning roles, dedicated class time, group meetings and monitoring, and lastly evaluation (Powers et al., n.d.). To ease teachers in forming groups for students, students in the same group should have similar schedules, interests, or campus residences. An ice-breaking session would be a great way for students to know their members better. Another option is to have group members take a personality test, such as the Myers-Briggs Inventory, to help identify their strengths for their group members (Deans, 2003 as cited in Powers et al., n.d.). The next step is taking preventative steps to reduce the potential for conflict in a group. For instance, teachers can help to establish a group's consensus to prevent a group discord (Powers et al., n.d.).

The next step is to assign roles for students (Powers et al., n.d.). It is useful to assign roles as the communication process will become smoother due to the comfortable collaborative environment. Furthermore, teachers should become the role model themselves in teaching students about time management. A dedicated class time should be scheduled properly as this allows teachers to track the progress of each group's work initially. The fifth step is group meetings and monitoring (Powers et al., n.d.). This step allows teachers to check students' work, as well as their wellbeing while being in the group. The final step is evaluation. Teachers can be the guidance in the process of peer evaluation. Peer evaluation can promote discussion between students, and this is essential in enabling students to utilize their new knowledge to solve similar problems which they will be facing in the future by their own (Tullis & Goldstone, 2020).

2.3 The Review of Past Studies

A study named was done by Bahari (2017) where the objective of the study was to identify if there was any significant difference in scores between students who were taught using collaborative writing method and students who were taught without using it. The research

design used a quasi-experimental with non-randomized control group pretest-posttest design, while the respondents were all eight grade students in SMPN 3 Kedungwaru which were divided into control and experimental group. The researcher was found that students who were taught using collaborative writing obtained an increase by 15.94 marks. From the study, it can be concluded that there was a significance difference of students' writing skill between students who were taught using collaborative writing method and students who were taught without using it.

Next, a study was done by Rezeki & Rahmani (2021) to look into the use of collaborative writing techniques in helping higher secondary students to enhance their writing skills and soft skills. The respondents involved were students from Grade 10 at Sekolah SPK Tunas BangsaKubu Raya, where the "SPK" was equivalent to the phrase "international school". Therefore, the primary language used in this institution is English. The method used in this research was mixed-methods approach, where the qualitative and quantitative data were collected at the same time. The data was divided into four sections. The first section was questionnaire data, followed by the observation of students' behavior, interview, and lastly the field note. The collaborative writing activity was done three times in total. Students were evaluated in terms of their content, organization, vocabulary, grammar, punctuation and spelling in their written assignment. In their findings, it had been showed that students' writing ability had improved with only three meetings as their mean score increased from 78.67(first meeting) to 82.33(second meeting), and lastly rose to 87.13(third meeting). The researchers concluded that collaborative writing brought a positive effect on students' writing ability, as well as their soft skills such as skills in socializing with their group members.

Another study was done by Shehadeh (2011) to probe into the effects and students' perceptions of collaborative writing in L2 classroom. The study was participated by 38 first year students in two intact classes from a university in United Arab Emirates. The students were divided into

two classes, where one class with 18 students was considered as the experimental group, while the other class with 20 students remained as a control group. Individual writing tasks were conducted in the control group, while collaborative (pair) writing tasks were carried out in the experimental group. The intervention of the study was 16 weeks in total, which included the pretest and the posttest as well. Students' written works were evaluated by referring to a rating procedure which comprises content, organization, grammar, mechanics, and vocabulary. The result had shown positive result for students in experimental group. However, the significant improvement of their results was only limited to content, organization, and vocabulary. Meanwhile, students from experimental group did not improve much in their written work in terms of their grammar and mechanics.

Besides, Villarreal & Gil-Sarratea (2019) had conducted a study on the effect of collaborative writing in an EFL secondary setting. The main objective of the study was to discover whether if the collaboration among secondary EFL learners will help them to create a better argumentative essay in terms of quantitative and qualitative measures. Quantitative measures included complexity, accuracy, and fluency; while qualitative measures included content, organization of ideas, structure, and register. There were 32 Basque-Spanish bilingual students who participated in this study. The intervention of the study was three weeks. In the first session, a 40-minute placement test was given to all students in order to divide them into parallel level pairs in the experimental group. In the second session, each group were given an instruction session to reinforce students' prior knowledge about argumentative essay. During the next session, students were required to write an argumentative text individually as a pretest. In the fourth session, students in control group were asked to write an argumentative text individually. Meanwhile, students in the experimental group were required to write their text in pairs. The result showed that students in experimental group improved in terms of the accuracy, content, organization of ideas, structure, and register. However, the increase of complexity and fluency

in their essay was found negligible. This was further supported by Pallotti (2009) which had stated that students' complexity in writing will only increase if the task requires them to do so.

A study had done by Anggraini et al. (2020) to discover the effects of collaborative writing on EFL learners' writing skills and their perception of the strategy. The students were divided into two groups, where one group consisted of 26 students who were taught using collaborative writing strategy, while the second group consisted of 27 students who were taught using conventional teaching strategy. The students were given posttest after eight meetings with the instructor. After conducting the posttest, 14 students were selected randomly to participate in the semi-structured interview session. The researchers had found that collaborative writing helped students to accomplish their work by utilizing other members' strengths. The researcher also discovered that the strategy was able to develop students' critical thinking skills. The majority of the learners were having a positive perception on the implementation of collaborative writing. They mentioned that the strategy helped to develop their confidence to write in English. In addition, it is also stated by the students that collaborative writing strategy had brought positive impact on the grammar. The study showed a positive effect on the usage of collaborative writing.

To conclude, the research done by Bahari (2017), Rezeki & Rahmani (2021) and Anggraini et al. (2020) had found that collaborative writing was able to bring all of the positive impacts to students, as well as their writing performance. However, although the research done by Villarreal & Gil-Sarratea (2019) found that students which had been applied collaborative writing strategy improved in terms of the accuracy, content, organization of ideas, structure, and register, they did not improve much in the fluency and complexity when writing the essay. The same goes to the research conducted by Shehadeh (2011) where it was found that students only improved in terms of the context, vocabulary, and organization of their essay. The grammar and mechanics used in the essay maintained almost the same standard as before.

2.4 Conclusion

This chapter provided a theoretical framework, which is social constructivism proposed by Vygotsky. Next, this chapter also discussed collaborative writing, its advantages, and the practices of it in the classroom. The literature review on the other hand discussed the implementation and the effectiveness of collaborative writing in real life situation.

CHAPTER 3 - METHODOLOGY

3.0 Introduction

In this chapter, the researcher will be discussing about the research design, sample and sampling technique, instrumentation of the study, data collection procedure and the plan of data analysis.

3.1 Research Design

The research design used in this study was a mixed-method study which comprised a quasi-experimental method and qualitative method.

Quasi-experimental research design is defined as a usage of methods and procedures to make observations of a study in which the structure is similar to that of an experiment (Privitera et al., 2019). The quasi-experimental research design which will be applied in this study is one-group pretest-posttest design. The same dependent variable (students' performance) is measured in one group of participants (students) before (pretest) and after (posttest) a treatment (collaborative writing) is implemented (Privitera et al., 2019).

On the other hand, qualitative research is research where researchers analyzed and interpreted the collected non-numerical data such as text, video, or audio recordings (McLeod, 2019). There are several qualitative research methods that will be used to collect qualitative data. For instance, diary accounts, in-depth interviews, documents, and case study research (McLeod, 2019). The method used in the current study is interview. The visible advantage of using interview in this study is it is capable of reveal more about the data collected with more explanations. For example, face-to-face interviews allows the researchers to gain more data as extra information such as body language can be observed during the interviews (Stolle, 2022).

3.2 Sample and Sampling Technique

3.2.1 Sample

The sample which will be used in the quasi-experiment is a class of lower-secondary students from Malaysian National Secondary School. The number of the sample used is 30 students. Sample for the interview will be chosen from the same group of participants. A total of 5 students will be chosen to participate in the interview.

3.2.2 Sampling techniques

The sampling method used is non-probability sampling, which is purposive sampling. Purposive sampling is a sampling method where the researchers will select a sample based on their research purpose (McCombes, 2019). This sampling technique is used to ensure that only students from the Malaysian National Secondary School will be chosen as the participants of the study. This is being done to avoid variations which caused by selecting students who are not studying in Malaysian National secondary schools. The difference between the familiarity of the students to writing in English might be a reason to cause the data collected to become inaccurate.

The students will be chosen using stratified sampling technique. It is a technique which allows the researcher to draw conclusions according to each of the subgroups of the sample (McCombes, 2019). Students will be chosen for interview according to their score range for the posttest, where the score range is divided into five categories. The categories are mastery, proficient, approaching proficiency, basic, and below proficiency.

3.3 Instrumentation

3.3.1 Pretest-Posttest

The paragraph written will be marked according to a marking scheme (refer to Appendix 1) which refers to the paragraph rating scale which was first proposed by Jacob et al. (1981) as

cited in Khatib & Meihami (2014). Hedgcock & Lefkowitz (1991) further modified the paragraph rating scale later on (Khatib & Meihami, 2014). The research will refer and adjust the marking scheme to suit the study better. The scale took content, organization, grammar, vocabulary and mechanics of writing into consideration to grade students' written work.

3.3.2 Intervention

The pretest starts on week 0. In week 0, the students are required to write a paragraph of descriptive writing individually. During week 1 to week 6, students will be receiving collaborative writing activity conducted by the researcher. The researcher will reinforce students' knowledge on descriptive writing by teaching them the similar sentence structures. On week 7, students will be tested again by writing a paragraph of descriptive. Again, the paragraph will be marked by the researcher according to the marking scheme prepared. The result of the pretest (test on week 0) and the posttest (test on week 7) will be recorded by the researcher.

3.3.3 Interview

The semi-structured interview will be conducted on the chosen 5 students from the same group after finishing the posttest. There will be two sections for the interview, where the first part is about students' feelings and opinions on collaborative writing approach, followed by the second part where students will be asked about their opinions on the outcomes of the approach. The first part of the interview contains 2 questions, while the second part of the interview contains 3 questions. The questions asked are included in the appendix (refer Appendix 2). During the interview, the researcher will utilize prompting to encourage the students to answer more on the idea which is being discussed. This will ensure the researcher to obtain a more in-depth answer during the interview session. The time taken to conduct an interview for each student is approximately between 10 and 15 minutes.

3.4 Data Collection Procedure

3.4.1 Quasi-experiment

Students' writing will be marked according to the marking scheme (refer to Appendix 1). The content of the essay will be focusing on the development of the topic. For the organization of the essay, the coherence between the sentences will be emphasized. The essays will also be evaluated in terms of the vocabulary, where the word choice of the students will affect their score. Grammar on the other hand focuses on the sentence structures in the essays. Lastly, the spelling, which is categorized under mechanics will also be evaluated in the essays. Students' scores from pretest and posttest are recorded and tabulated in a table using Microsoft Excel. A paired t-test will be conducted using both sets of data (pre-test and post-test) via Microsoft Excel as well.

3.4.2 Interview

Five students will be chosen to conduct the interview. During the interview, 5 questions will be asked to each student. Students' responds will be recorded using the recorder application in the researcher's phone. Students' responds will then be transcribed. The researcher will include the result of the interview in the appendix.

3.5 Plan for Data Analysis

3.5.1 Quasi-experiment

The scoring for each student will be tabulated in a table using Microsoft Excel. It is a software program which utilizes spreadsheets in organizing and tabulating data with different types of formulas and functions (Rosenberg, 2022). The difference between the pretest and posttest score of the students will be calculated. The difference in scores will be recorded along with the original scores. The paired t-test which will be conducted via Microsoft Excel will show the p value obtained. Value obtained will then show whether the difference between both sets

of data is significant or not significant. This allows the researcher to draw a conclusion as in the effectiveness of collaborative writing among students.

3.5.2 Interview

The interview will be analyzed by using thematic analysis. Thematic analysis is a method used for developing and analyzing a qualitative data, which involves a data coding in a systematic way that will consequently develop themes (Braun & Clarke, 2022). There is a total of 6 procedures in conducting a thematic analysis.

Firstly, the researcher should become familiar with the data collected from the interview (Maguire & Delahunt, 2017). It is important for the researcher to read the transcripts thoroughly and take notes whenever there are any recurring features that pops out of the mind (*How to Conduct a Thematic Analysis*, 2022). Next, the second step is for the researcher to generate the initial codes (Maguire & Delahunt, 2017). The data is organized in this phase, hence enables the huge amount of data to be reduced into smaller chunks (Maguire & Delahunt, 2017). Now that the data is divided into smaller part, the researcher can label the important sections of the text along with some brief descriptions of the content (*How to Conduct a Thematic Analysis*, 2022). The third step of thematic analysis is searching for the themes (Maguire & Delahunt, 2017). The researcher is required to group some of the codes which have been identified in the second step under a broader theme (*How to Conduct a Thematic Analysis*, 2022).

After searching for themes, the researcher should be reviewing and developing themes (*How to Conduct a Thematic Analysis*, 2022). In this phase, the researcher needs to consider if the themes are making sense, as well as if the data collected will be able to support the themes (Maguire & Delahunt, 2017). The fifth step in thematic analysis is defining the themes (Maguire & Delahunt, 2017). The researcher should be able to name the themes identified and explain each of them with a clear elaboration (*How to Conduct a Thematic Analysis*, 2022). As

Braun & Clarke (2006) stated, this is a stage where the objective is to identify the “essence” of every theme which occurs in the analysis. Identifying the narrative of the themes will help people to gain more insights on the data collected as well (*How to Conduct a Thematic Analysis*, 2022). The sixth step, which is the last step in the procedure of thematic analysis, is to write up the findings (Maguire & Delahunt, 2017). This phase includes the describing of the process of coding and analysis in details, as well as the evidence which can support the researcher’s claim throughout the entire study (Nowell et al., 2017).

3.6 Conclusion

This chapter provided a clear explanation on the research design used in the study, which is quasi-experimental and qualitative research. It also included the sample of the study and the sampling technique used. The researcher also elaborated on the instrumentation, as well as the procedure of data collection and the plans of data analysis.

CHAPTER 4 - FINDINGS AND ANALYSIS

4.0 Introduction

This chapter describes the data collection procedure for the research and the mixed-method study which comprised a quasi-experimental research and qualitative research. The findings of this study would be able to provide answers for both research questions. The quasi-experimental research analysis would use tables to illustrate the obtained data, where the data includes the participants' demographic data, and the scores obtained by each of the participant during pre-test and post-test. A total of 25 participants from SMK Malim Nawar, Kampar, were involved in the research. The obtained data from the pre-test and the post-test was tabulated and analysed. On the other hand, for qualitative analysis, thematic analysis would be utilized to analyse the data obtained from the interviews provided by the chosen participants.

4.1 Data for Research Question 1 - What is the effectiveness of using collaborative writing into students' writing skill?

The data from the quasi-experimental research would be presented in the form of table. The table would be divided into two categories, where the first category contains the demographic data of the participants, while the second category contains the scores obtained by each of the participant during pre-test and post-test. The participants involved in the research are from the same class, which is 3B from SMK Malim Nawar. Before the research started, students from 3B were asked to write a short descriptive writing with a title 'Describe your last holiday' as the pre-test for the research. Their scores for the pre-test were recorded. During the six weeks of the intervention, collaborative writing was implemented in the classroom. They had writing tasks in a team instead of individual. After intervention, students were asked to write another short descriptive writing with a title 'The Best Day in My Life' as the post-test for the research. Their scores for the post-test were recorded.

4.1.1 Participants' Demographic Data

Students from 3B consisted of 25 students, where 14 of them (56%) were male students, while 11 of them (44%) were female students. All of them were 15 years old during the time for the research.

Table 1

Demographic data of the participants

Demographic Data	Frequency	Percentage (%)
Age Group		
• 15 years old	25	100
Gender		
• Male	14	56
• Female	11	44

4.1.2 Scores obtained by the participants during pre-test and post-test

Table 2 below showed the scores which were obtained by the 25 participants from class 3B during their pre-test and post-test.

Table 2

Scores for pre-test and post-test

Student	Pre-test	Post-test
S1	29	33
S2	24	25
S3	34	38
S4	25	23

S5	30	33
S6	38	40
S7	21	19
S8	33	35
S9	28	30
S10	36	38
S11	38	40
S12	36	38
S13	38	40
S14	35	37
S15	36	36
S16	29	33
S17	30	30
S18	28	30
S19	31	32
S20	28	31
S21	38	40
S22	24	26
S23	27	28
S24	27	30
S25	29	31

4.1.3 Pre-test

The scores of the students which were tabulated during the pre-test were then used to calculate the mode, median, mean, and standard deviation. This would help provide a more in depth understanding of the results obtained. Table 3 displays the data from the pre-test for this study.

Table 3

Data for the pre-test

Mode	38
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Median	30
Mean	30.88
Standard deviation	5.0276

The mode of the data is 38, which is obtained by 4 students. The median score is 30. The mean score for 25 students in pre-test is 30.88. The standard deviation for the data is 5.0276.

4.1.4 Post-test

The scores of the students which were tabulated during the post-test were then used to calculate the mode, median, mean, and standard deviation. This would help provide a more in depth understanding of the results obtained. Table 4 displays the data from the post-test.

Table 4

Data for the post-test

Mode	40
Median	33
Mean	32.64
Standard deviation	5.6854

The mode of the data is 40, where it is obtained by 3 students from 3B. The median score is 33. The mean score for the post-test increases to 32.64. On the other hand, the standard deviation for the data obtained during post-test is 5.6854.

4.1.5 Paired T-Test

Table 5 displays the paired T-test values comparing the scores from the students in pre-test and post-test. This will help to determine if the results are significant based on the p value.

Microsoft Excel was used to determine the values of the T-test.

Table 5

Paired T-Test Values

t	df	p
-5.732	24	0.0000066

Based on table 5, the t value obtained is -5.732 while the p value obtained is 0.0000066. Since the p value of $0.0000066 < 0.05$, as such a conclusion can be deduced from the data, where there is a significant difference observable between the two data sets . In the case of this study, the difference is that the scores from the second test are higher than the scores from the first test.

4.2 Data for Research Question 2– What is the students’ perception on collaborative writing?

This section will present the qualitative results obtained from the semi-structured interview session with five different participants from SMK Malim Nawar, Kampar. In this section, the five categories which are generated from the data will be introduced. The first category being students’ attitudes toward collaborative writing which corresponds to the first interview question. The second category is students’ work preferences, which collectively explore their preferences when it comes to working either individually or in a team. The third category is students’ opinions on the impact of collaborative writing on performance, which corresponds to the third interview question. Next, the fourth category is students' opinions on skill

development through collaborative writing. The last category is students' willingness to continue with collaborative writing in classes.

4.2.1 Students' attitudes toward collaborative writing

The interview revealed that most of the respondents had positive perceptions about collaborative writing activity. The excerpts of their statements were listed as below:

Yes, I absolutely enjoy collaborative writing activities. It is fun when blending different perspectives and ideas during the activity. (Respondent 1)

I like collaborative writing because it is a great way to foster creativity and teamwork. (Respondent 2)

Yes, I do, especially when the group dynamics are good, and everyone is engaged. (Respondent 4)

However, some of the respondents did not really enjoy collaborative writing. The major reason was due to collaborative writing being challenging when students were trying to coordinate with different writing styles and preferences. These excerpts showed the examples of the statements:

I have mixed feelings about collaborative writing activities. While they can be fun and productive, they can also be challenging when trying to coordinate with different writing styles and preferences. (Respondent 3)

No, I don't particularly enjoy collaborative writing activities. I prefer to work on my own when it comes to writing, as it allows me to have full control over the content and style. (Respondent 5)

To sum, students' attitudes toward collaborative writing are listed as above. The next subheading will be showing students' work preference.

4.2.2 Students' work preferences

According to the interview, most of the respondents preferred working in a team to individual. The respondents mentioned that collaborative writing is a great way to learn from the others. They also mentioned that for complex task that requires diverse skill, they prefer doing it as a team. The following excerpts showed the examples of the comments related to their work preference when it comes to writing activity:

I generally prefer working in a team. I find that collaboration often leads to more innovative ideas and better problem-solving, and it's also a great way to learn from others. (Respondent 1)

For complex tasks such as writing, I lean towards teamwork. (Respondent 2)

I strongly prefer working in a team. I thrive in collaborative environments and enjoy the synergy that comes from combining different skills and perspectives to achieve common goals. (Respondent 4)

However, some respondents preferred individual writing. The major reason was because that they preferred working in their own pace instead of collaborating with other people. They also mentioned that their productivity was higher when they were working alone. The following excerpt showed the examples of their comments:

I prefer working individually. While I appreciate the benefits of teamwork, I find that I can maintain better focus and productivity when working alone. (Respondent 3)

I prefer working individually because it allows me to work at my own pace and have full control. (Respondent 5)

To sum, students' work preferences are listed as above. The next subheading will be showing students' opinions on the impact of collaborative writing.

4.2.3 Students' opinions on the impact of collaborative writing

During the interview, the respondents had a positive perspective on the impact of collaborative writing. They believed that it enhanced their performance in writing, albeit it can also be challenging at times, particularly when coordinating with others. They also mentioned that collaborative writing allows them to produce more ideas, leading to a better-quality work. The following excerpts were the examples of their comments:

Yes, I believe collaborative writing significantly enhances my performance. It allows for the pooling of ideas, leading to better-quality work and more innovative solutions.
(Respondent 1)

I think collaborative writing has improved my performance, but it can also be challenging at times, particularly when coordinating with others. (Respondent 2)

Collaborative writing can be very helpful to my performance. I was able to produce more ideas, creating a better piece of writing. (Respondent 4)

One of the respondents believed that even though collaborative writing is beneficial for him/her, that one thing that matters more is the team's dynamics. The following excerpt showed his comments:

Collaborative writing can be beneficial for my performance, as it often results in a more well-rounded and polished piece of writing. However, it also depends on the team's dynamics and how effectively we can work together. (Respondent 3)

On the other hand, one of the respondents believed that collaborative writing did not necessarily improve his/her performance. He/her found that working individually produced a better result compared to working in a team. The following excerpt listed belonged to his/her comment:

No, I don't think collaborative writing necessarily improves my performance. While it can have its benefits, I often find that I work more efficiently and produce better results when I write independently, without the need for extensive coordination. (Respondent 5)

Students' opinions on the impact of collaborative writing are listed as above. The next subheading will be showing students' opinions on skill development through collaborative writing.

4.2.4 Students' opinions on skill development through collaborative writing

According to the interview, the respondents had a positive view in developing other skills through collaborative writing. Two of the respondents mentioned that collaborative writing helped in gaining teamwork and communication skills. The examples of the comments were listed below:

Yes, collaborative writing has been instrumental in helping me gain various skills, such as communication and teamwork. It also increases my confidence when I am discussing with my teammates as I am getting familiar in using English. (Respondent 1)

Yes, collaborative writing has helped me gain different skills such as teamwork and communication skills among the team members. (Respondent 5)

One of the respondents was able to develop skills such as negotiation and conflict resolution. Therefore, it is clear that collaborative writing has the ability to develop valuable skills that can be utilized in many aspects of life and work. The excerpt listed below showed the example of the comment:

Collaborative writing has helped me develop a range of skills beyond just writing, including negotiation, conflict resolution, and project management. (Respondent 2)

In addition, a respondent also mentioned that he/she had improved his/her ability to work in diverse teams and adapt to different writing styles. The ability to work and adapt in diverse teams is not only useful in classroom setting, but also applicable to workplace environments.

The following excerpt showed the example of the comment:

I believe collaborative writing can be a valuable tool for skill development. It has improved my ability to work in diverse teams, adapt to different writing styles, all of which are transferable skills. (Respondent 3)

On the other hand, one respondent had a mixed opinion on this interview question. He/she admitted that collaborative writing can enhance certain skills like collaboration and adaptability, however it may not be equally beneficial for everyone. This excerpt showed his/her opinion on the question:

While collaborative writing can enhance certain skills like collaboration and adaptability, it may not be equally beneficial for everyone. It depends on the individual's willingness to learn and adapt within a team setting. (Respondent 4)

Above shows students' opinions on skill development through collaborative writing. The next subheading will be showing students' willingness to continue with collaborative writing.

4.2.5 Students' willingness to continue with collaborative writing

In the interview, the respondents were asked if they think that collaborative writing should be implemented in the classroom. Two respondents mentioned that collaborative writing should be implemented in the classroom as it fosters teamwork, as well as developing their writing skills. They also believed that collaborative writing prepares them for real-world collaborative projects which they may encounter in the future. The following excerpts showed their opinion on the question asked:

Yes, I strongly believe collaborative writing should be implemented in classes. It helped me to develop my writing skills. Furthermore, it fosters teamwork and prepares us for real-world collaborative projects we may encounter in our future careers. (Respondent 1)

Yes, collaborative writing should be a part of the classroom experience. Not only it helps students develop writing skills but also enhances their interpersonal and problem-solving abilities, which are crucial life skills. (Respondent 2)

In addition, two respondents opined that collaborative writing should be used selectively and thoughtfully as an option in classes, but it should not replace individual writing entirely. The major reason being that collaborative writing might not be suitable for all types of assignments. The following excerpts showed the examples of their comments:

Collaborative writing can be a valuable addition to classes, but it should be used selectively and thoughtfully. It's not suitable for all types of assignments, but when appropriately integrated, it can enhance learning and critical thinking. (Respondent 3)

Collaborative writing should be considered as an option in classes, but it shouldn't replace individual writing entirely. (Respondent 4)

However, one respondent opined that collaborative writing is not the best approach. He/she mentioned that it might be more beneficial when it comes to individual writing. The excerpt showed the example of the comment:

I'm not convinced that collaborative writing is the best approach. I might benefit more from individual writing instead of collaborative writing. (Respondent 5)

To summarize, the data collected from the interview session is listed according to the five categories, which are students' attitudes toward collaborative writing, students' work

preference, students' opinions on the impact of collaborative writing, students' opinions on skill development through collaborative writing, and students' willingness to continue with collaborative writing.

4.3 Conclusion

This chapter showed the findings obtained from the current research. Data from the pre-test and post-test were tabulated, while the data collected from the interview session were displayed and analyzed using thematic analysis.

CHAPTER 5 - DISCUSSION

5.0 Introduction

In this chapter, the discussion of the findings will be introduced. Secondly, the implications of the study will be discussed. The limitations of the study will also be included, as well as the recommendations to improve the current study. Lastly, a conclusion will be drawn at the end of the chapter.

5.1 Discussion of the Findings

In this subsection, the findings of the study will be discussed. The data from the quasi-experiment and interview will be analyzed in depth.

5.1.1 Research Question 1 – What is the effectiveness of using collaborative writing into students' writing skill?

As for the first research question “What is the effectiveness of using collaborative writing into students' writing skill?”, the results confirmed the positive effect of using collaborative writing on the participants of the research, which are the 25 participants from class 3B from SMK Malim Nawar. The participants showed improvement in the score after the 6 teaching lessons, where the mean score for pre-test was 30.88, while the mean score for post-test was 32.64. Paired t-test was conducted using the data collected from the research. The result of the paired t-test showed that the p value was 0.0000066, which was smaller than 0.05, indicating that there was a significant difference between the two sets of data. Hence, the results showing higher score in the post-test tend to indicate that collaborative writing is a better strategy.

While the deduction that collaborative writing is more effective than individual writing, some outliers are found among the students. For instance, there were two students (S15) and (S17) who scored the exact same marks for both pre-test and post-test (36 marks) and (30 marks). In addition, there were two students (S4, S7) who scored lower in post-test than pre-test. S4 and

S7 scored 25 marks and 21 marks respectively in the pre-test and scored 23 marks and 19 marks respectively in the post-test. Since the majority of the participants gained improvements in marks after the collaborative writing activity, it can be deduced that it is beneficial and is effective in improving students' writing skills. This is in line with the studies which were previously mentioned in the past chapter. Bahari (2017) found that there was a significant difference in scores between students who were taught using collaborative writing method and students who were taught without using it. The study concluded that students' who were taught using collaborative writing method improved their writing skills. Other studies which supported the findings were done by Rezeki & Rahmani (2021), Shehadeh (2011) and Villarreal & Gil-Sarratea (2019) as the study had concluded that collaborative writing was able to bring positive effects in students' writing performance. Rezeki & Rahmani (2021) found that students obtained a higher mean score after each meeting of conducting collaborative writing activity. On the other hand, Shehadeh (2011) found that even though students were able to obtain higher score after conducting collaborative writing, significant improvement of their results was only limited to content, organization, and vocabulary, and not grammar and mechanics of the essay. This is also similar to a study conducted by Villarreal & Gil-Sarratea (2019) as they discovered that students in experimental group improved in terms of the accuracy, content, organization of ideas, structure, and register. However, students did not improve in terms of the fluency of the essay, which falls under the same category as grammar and mechanics of the essay.

5.1.2 Research Question 2 – What is the students' perception on collaborative writing?

Looking at the second question, which is "What is the students' perception on collaborative writing?", the results gave insights into the participants' perceptions towards collaborative writing. There was a total of 5 interview questions which had been asked to the respondents. Respondents' statements supported the effectiveness of collaborative writing in pooling of ideas, improving teamwork and communication skills, boosting confidence, and adapting to

different writing styles. As for the implementation of collaborative writing in ESL secondary school setting, the results obtained revealed that 4 out of 5 respondents agreed that collaborative writing should be considered as an option in the classroom. According to their statements, they mentioned that collaborative writing helped them not only in their writing but also enhanced their interpersonal and problem-solving skills, as well as fostering teamwork which prepared them for real-world projects that they might encounter in the future. 2 of the respondents mentioned that collaborative writing should be used selectively according to the types of assignments to ensure a maximized result in writing. About the implementation of collaborative writing in ESL secondary school setting, the results revealed that the participants agreed and recommended to use collaborative writing in the classroom. More studies are required to prove that it is suitable to be implemented in other school settings.

The result of the interview showed that collaborative writing not only benefit students in their writing skills, but also boost their confidence. During the interview, one respondent has mentioned that he/she gain more confidence when discussing with the teammates as he/she is getting familiar in using English. This is in line with the previous study conducted by Anggraini et.al (2020), where the researchers found that the collaborative writing strategy helped to develop students' confidence to write in English. The other study will be included next to support the second implication of the current research. A study conducted by Ong & Maarof (2013) found that the majority of the respondents had a positive perception towards collaborative writing and thought that it was effective in improving their writing skills. One respondent on the other hand disagreed that the statement. One of the reasons why she disagreed was because there was some different idea on the same topic given. This finding is in line with the current study, where one of the respondents held the same opinion as the study conducted by Ong & Maarof (2013). Respondent 5 from the interview mentioned that he/she might benefit more from individual writing instead of collaborative writing as well, due to the

fact that he/she can produce better results without the need for extensive coordination in the group.

5.2 Implications

The result obtained from the current study suggests that collaborative writing is effective in improving students' writing skills. The increase in the mean score fits with the previous research mentioned before (Bahari (2017) & Rezeki & Rahmani (2021)). On the other hand, the result from the interview shows that most students are satisfied with collaborative writing and approve that it helps them improving their writing skills, which is in line with the previous studies done by Anggraini et.al (2020) and Ong & Maarof (2013). This result suggests that teachers in Malaysia National secondary schools should utilize collaborative writing during lessons, as it affects students' writing skills positively. It is also beneficial to teachers as they will be able to develop a teaching style which suits the students the most.

5.3 Limitation of the Current Study

The limitation of the study can be divided into several parts, where the first part being the time constrain for the study itself. The period of the study is 8 weeks, which causes the study to obtain an insufficient amount of data. This can be supported by a statement which can be found in Storch (2013) where the researcher mentioned that most studies have observed a mixed result when the period for the study is relatively short. This suggested that a longer period is more suitable for the researchers to collect the data.

The amount of the participants (25 students) might be insufficient to detect subtle differences among students. The study only focused on Malaysian National secondary school (SMK Malim Nawar) students. The results might be different for students in other schools such as English and Chinese private schools. Furthermore, this study uses a quasi-experimental design, which is a pretest-posttest design. The limitation in using a quasi-experimental design is the absence

of control group that can be observed and compared by the researcher. In addition, the issue of fairness of teamwork contribution and assessment are questionable. These issues need to be monitored by the teacher throughout the whole teaching session. This is to ensure that all participants are having the same experience in collaborative writing, which prevents bias in the result of the study.

5.4 Recommendations for future research

The first recommendation if a similar study or a further study were to be conducted would be using a larger sample size. The current research was conducted using 25 students from a class in SMK Malim Nawar. A larger sample size will allow the researcher to obtain a more diverse finding. In addition, instead of using quasi-experiment which only includes one experimental group, it is recommended to use a true experimental research design, which include a control group and an experimental group. By doing this, it allows the researcher to have a clear observation on the differences between the two groups. Furthermore, the duration of the intervention should be increased. In the current study, the intervention was only 6 weeks. It is suggested to increase the duration of the intervention as it allows the researcher to see if the difference is significant in a long-term treatment. Additionally, more in-depth research should be conducted on the marks obtained by students. This allows the researcher to gain insight on how students improve in each category of the marking rubric. The last recommendation would be to use observation during the intervention as it allows the researcher to observe students in terms of their participation during the collaborative writing activity. Therefore, the researcher will be able to prevent issues such as conflict among the group and the inactivity of some of the students among the group.

5.5 Conclusion

This research was conducted in order to find out whether collaborative writing is effective in improving ESL secondary school students' writing skills. The findings of the mixed-method

design, which is quasi-experiment and interview, have provided a clear view on the effect of collaborative writing. Based on the findings obtained from the data of pre-test and post-test, it can be deduced that collaborative writing has effectively improved students writing skills. In addition, the findings of the interview also showed students' positive perception towards collaborative writing. As a conclusion, collaborative writing is a useful tool for students to improve their writing skills.

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APPENDIX

Appendix 1

Grading rubric:

Aspects	Criteria	Score	Category
Content: topic development	Thorough development of topic	9-10	Very Good
	Relevant to topic but lacks detail	7-8	Good
	Inadequate development of topic	4-6	Fair
	Does not show knowledge of topic	1-3	Poor
Organization: unity, coherence, logical order	Organize paragraph well and show good coherence and chronological order	9-10	Very Good
	Loosely organized but ideas stand out	7-8	Good
	Incoherent ideas and lacks logical sequencing	4-6	Fair
	Does not organize paragraph well and does not show good coherence and chronological order	1-3	Poor
Vocabulary: word choice/diction	Employ accurate and effective choice of words/diction	9-10	Very Good
	Employ accurate diction, but not effective	7-8	Good
	Employ lacks accuracy of diction, but meaning not obscured	4-6	Fair
	Errors in applying diction or word form, and meaning obscured	1-3	Poor
Grammar: sentence structure/construction	Use correct grammar (pronouns, subject-verb agreement, etc)	9-10	Very Good
	Several errors of tense, pronouns, subject-verb agreement, etc, but meaning not obscured	7-8	Good
	Major errors of tense, pronouns, subject-verb agreement, etc, and meaning obscured	4-6	Fair
	No mastery of sentence construction and dominated by errors	1-3	Poor
Mechanics: spelling, punctuation, and capitalization	Very little errors of mechanics	9-10	Very Good
	Few errors of mechanics, but meaning not obscured	7-8	Good
	Many errors of mechanics, and meaning obscured	4-6	Fair
	Dominated by errors of mechanics	1-3	Poor

Appendix 2

Questions for Interview:

No.	Questions
1	Do you like the collaborative writing activity?
2	Do you prefer working in team or individual?
3	Do you think collaborative writing helps you in your performance?
4	Do you think collaborative writing helps you in gaining other skills?
5	Do you think collaborative writing should be implemented in classes?

Appendix 3

Answer transcribed from the interview:

Research topic: The Effectiveness of the Implementation of Collaborative Writing and Students' Perception on the Strategy		
Time 800 am	Date 18 th May 2023	
No.	Questions	Answers from the respondents
1	Do you like the collaborative writing activity?	Yes, I absolutely enjoy collaborative writing activities. It is fun when blending different perspectives and ideas during the activity.
2	Do you prefer working in team or individual?	I generally prefer working in a team. I find that collaboration often leads to more innovative ideas and better problem-solving, and it's also a great way to learn from others.

3	Do you think collaborative writing helps you in your performance?	Yes, I believe collaborative writing significantly enhances my performance. It allows for the pooling of ideas, leading to better-quality work and more innovative solutions.
4	Do you think collaborative writing helps you in gaining other skills?	Yes, collaborative writing has been instrumental in helping me gain various skills, such as communication, teamwork. It also increases my confidence when I am discussing with my teammates as I am getting familiar in using English.
5	Do you think collaborative writing should be implemented in classes?	Yes, I strongly believe collaborative writing should be implemented in classes. It helped me to develop my writing skills. Furthermore, it fosters teamwork and prepares us for real-world collaborative projects we may encounter in our future careers.

Answer transcribed from the interview:

<i>Research topic: The Effectiveness of the Implementation of Collaborative Writing and Students' Perception on the Strategy</i>		
Time 815 am	Date 18 th May 2023	
No.	Questions	Answers from the respondents
1	Do you like the collaborative writing activity?	I like collaborative writing because it is a great way to foster creativity and teamwork. It allows me to work closely with others and create something greater than what I could achieve alone.
2	Do you prefer working in team or individual?	It depends on the task. However, for complex tasks such as writing, I lean towards teamwork.

3	Do you think collaborative writing helps you in your performance?	I think collaborative writing has improved my performance, but it can also be challenging at times, particularly when coordinating with others.
4	Do you think collaborative writing helps you in gaining other skills?	Collaborative writing has helped me develop a range of skills beyond just writing, including negotiation, conflict resolution, and project management.
5	Do you think collaborative writing should be implemented in classes?	Yes, collaborative writing should be a part of the classroom experience. Not only it helps students develop writing skills but also enhances their interpersonal and problem-solving abilities, which are crucial life skills.

Answer transcribed from the interview:

Research topic: The Effectiveness of the Implementation of Collaborative Writing and Students' Perception on the Strategy		
Time 830 am	Date 18 th May 2023	

No.	Questions	Answers from the respondents
1	Do you like the collaborative writing activity?	I have mixed feelings about collaborative writing activities. While they can be fun and productive, they can also be challenging when trying to coordinate with different writing styles and preferences.
2	Do you prefer working in team or individual?	I prefer working individually. While I appreciate the benefits of teamwork, I find that I can maintain better focus and productivity when working alone.
3	Do you think collaborative writing helps you in your performance?	Collaborative writing can be beneficial for my performance, as it often results in a more well-rounded and polished piece of writing. However, it also depends on the team's dynamics and how effectively we can work together.
4	Do you think collaborative writing helps you in gaining other skills?	I believe collaborative writing can be a valuable tool for skill development. It has improved my ability to work in diverse teams, adapt to different writing styles, all of which are transferable skills.
5	Do you think collaborative writing should be implemented in classes?	Collaborative writing can be a valuable addition to classes, but it should be used selectively and thoughtfully. It's not suitable for all types of assignments, but when appropriately integrated, it can enhance learning and critical thinking.

Answer transcribed from the interview:

Research topic: The Effectiveness of the Implementation of Collaborative Writing and Students' Perception on the Strategy		
Time 845 am	Date 18 th May 2023	
No.	Questions	Answers from the respondents
1	Do you like the collaborative writing activity?	Yes, I do, especially when the group dynamics are good, and everyone is engaged.
2	Do you prefer working in team or individual?	I strongly prefer working in a team. I thrive in collaborative environments and enjoy the synergy that comes from combining different skills and perspectives to achieve common goals.
3	Do you think collaborative writing helps you in your performance?	Collaborative writing can be very helpful to my performance. I was able to produce more ideas, creating a better piece of writing.
4	Do you think collaborative writing helps you in gaining other skills?	While collaborative writing can enhance certain skills like collaboration and adaptability, it may not be equally beneficial for everyone. It depends on the individual's willingness to learn and adapt within a team setting.
5	Do you think collaborative writing should be implemented in classes?	Collaborative writing should be considered as an option in classes, but it shouldn't replace individual writing entirely.

Answer transcribed from the interview:

Research topic: The Effectiveness of the Implementation of Collaborative Writing and Students' Perception on the Strategy		
Time 900 am	Date 18 th May 2023	
No.	Questions	Answers from the respondents
1	Do you like the collaborative writing activity?	No, I don't particularly enjoy collaborative writing activities. I prefer to work on my own when it comes to writing, as it allows me to have full control over the content and style without any compromises.
2	Do you prefer working in team or individual?	For some projects, I prefer working individually because it allows me to work at my own pace and have full control.
3	Do you think collaborative writing helps you in your performance?	No, I don't think collaborative writing necessarily improves my performance. While it can have its benefits, I often find that I work more efficiently and produce better results when I write independently, without the need for extensive coordination.
4	Do you think collaborative writing helps you in gaining other skills?	Yes, collaborative writing has helped me gain different skills such as teamwork and communication skills among the team members.
5	Do you think collaborative writing should be implemented in classes?	I'm not convinced that collaborative writing is the best approach. I might benefit more from individual writing instead of collaborative writing.

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