Students’ Attitude toward Collaborative Writing

THESIS

Submitted in partial fulfillment
of the Requirements for the degree of
Sarjana Pendidikan

Alevacian Grisca Bobby Pratama
112014012

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

2018

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TABLE OF CONTENTS

Cover Page ........................................................................................................................................ i
Pernyataan Tidak Plagiat................................................................. Error! Bookmark not defined.
Pernyatan Persetujuan Akses ....................................................... Error! Bookmark not defined.
Publication Agreement Declaration ............................................... iv
Copyright Statement........................................................................ v
Approval Sheet................................................................................ vi
Table of Contents........................................................................ vii
Abstract........................................................................................................... 1
Introduction........................................................................................................ 2
Literature Review............................................................................................ 3
  Writing.............................................................................................................. 3
  Collaborative Learning.................................................................................. 4
  Attitude .......................................................................................................... 5
  Collaborative Learning in Writing............................................................... 6
  Advantages...................................................................................................... 6
  Disadvantages.................................................................................................. 7
  Previous Study................................................................................................ 8
The Study ....................................................................................................... 10
  Methodology.................................................................................................... 10
  Participants...................................................................................................... 11
  Instrument ...................................................................................................... 11
  Data Collection Procedures......................................................................... 12
Finding and Discussion.................................................................................. 13
Conclusion........................................................................................................ 22
Acknowledgement......................................................................................... 23
References ...................................................................................................... 24
Appendix .......................................................................................................... 26
Abstract
Previous studies suggested that collaborative writing was perceived positively by students and it came up with several benefits that helped students in writing processes. This study aimed to find out what is students’ general attitude toward collaborative writing and in what aspects collaborative writing help their writing. Seventy of Academic Writing students from Universitas Kristen Satya Wacana participated in this study. They were given questionnaire that consisted of twenty six items in it to measure their attitude toward collaborative writing. The result shows that their general views toward collaborative writing is neutral. In the other hand, collaborative writing was considered to help students in several aspects that students worked in their text.

Keywords: collaborative writing, attitude
INTRODUCTION

When learning English as a foreign language, students need to master the four language skills: listening, speaking, reading and writing. Students often encounter difficulties in speaking and writing as productive skills. In learning process, several students see writing as a boring activity. Farrah (2011) argues that writing in a foreign language can become a boring task because students feel that they are forced to master writing. In addition, students are lack of awareness that writing is thinking process and develop students’ cognitive abilities. Some researchers state that writing is not an easy process. Some students state that writing is complex. Researchers mention written language as more complex than spoken language. Written language is grammatically more complex than spoken language. It needs higher level of grammatical accuracy than spoken language. It is in line with Boughey’s statement (as cited in Gokce, 2001) that writing is complex. However, some students consider writing as a boring and complicated skill since good writing requires good organization, creativity, imagination and good language knowledge. This complexity of writing increases anxiety in writing courses, anxiety results in demotivation or discouragement, and thus, learners have negative attitudes towards writing. However, teachers can apply collaborative writing to handle students’ boredom. Collaborative writing refers to the processes where students are separated into groups and create written works together. According to Gokce (2001), group writing is communicative activity. In the processes of collaborative writing, students are encouraged to work together and share ideas rather than to work independently.

Previous studies about collaborative writing were done by several scholars. Farrah’s (2011) research examined the effects of collaborative writing on students’ attitudes towards writing. Another research done by Gokce (2001), investigated the role of collaborative writing to change students’ attitude toward writing. Storch in 2005 did a research that focused on the product of collaborative writing method. Her research showed that collaborative writing made students
produce better texts than the texts that the students produced independently. The present study is conducted to analyze Universitas Kristen Satya Wacana students’ attitude toward collaborative writing. This research will show the general attitude of the students in Faculty of Language and Arts of Universitas Kristen Satya Wacana toward collaborative writing. More specifically, this research aims to answer these questions: (1) What is the students’ attitude toward collaborative writing? (2) In what aspects collaborative writing helps their writing skill?

LITERATURE REVIEW

Writing

English Language skills are separated into four. They are listening, speaking, reading and the last is writing. The skills are separated into receptive and productive skills. Writing as a productive skill is usually judged by several pupils as uninteresting and problematic activity. Ghani (as cited in Gokce, 2001) stated that writing is seen as a boring activity in a foreign language because students have to do the activity and not because their awareness writing can improve their language skill. Many of students hold that writing is a boring activity. However writing can be an important process of teaching and learning in university situations. Galbraith (1999), Quitadamo & Kurtz (2007) in Limbu (2015) said that writing can improve students’ self-expression, construction of identity, understanding and knowledge building. Limbu (2015) stated that writing urges learners to express their understanding and to organize and evaluate their thoughts. Goodman and Hudelson (as cited in Luna and Ortiz, 2013) defined
writing “as an instrument of communication that mediates personal and social learning among human beings” (p.131).

**Collaborative Learning**

Researchers argue that collaborative learning has some benefits than individual learning. Handayani (2012) argued that collaborative writing as the oral and written communication of doing writing process including the process of planning, drafting and revising it. Belongs to Zhang (2018), collaborative writing can be defined as an activity of two or more students communicate with others during the writing process to collaboratively produce a single text. Farrah (2011) stated that “Collaborative learning is an efficient learning process as it helps students to learn by discovery. It encourages them to take a more dynamic role in their own learning, develop their interpersonal skills and collaborate with other learners to accomplish certain tasks” (p. 139). He also argues that collaborative learning have potential to increase understanding, promote critical thinking, maximize motivation, help the exchange of knowledge, information and experiences, and form a communicating and enjoyable atmosphere where students enjoy their own learning.

Basic concepts of collaborative learning are interaction and increased motivation (Gokce, 2001). Collaborative learning would encourage learners to have higher success than individual learning. He added that cooperative learning facilitate learners opportunities that allow them to increase their confidence and become more intrinsically motivated. Farrah (2011) states that collaborative
writing is emphasized learners learn better in community and group. However, he argued that learning in group brings benefit instead of individual learning. However, joint writing requires communication on its processes. Limbu (2014) also adds, through discussing, negotiating and building contributions on learners, they create chances to joint meaning making to deepen their personal contributions.

In short, collaborative writing is a process of learning that students work together in a certain group of people and it has benefits that can increase students’ knowledge, motivation and comprehension.

**Attitude**

Schneider (cited in Pickens, 2005) stated “Attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object” (p. 44). According to Vaughan & Hogg (1995), attitude can be defined as “A relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols or a general feeling or evaluation (positive or negative) about some person, object or issue.” Pickens (2005) argued that attitude is a complex combination of things usually tends to call personality, beliefs, values, behaviors, and motivations. In short, in other words, attitude is an evaluation or feelings which are positive or negative towards other objects such as people, issues, event and etc. Attitude is also can be defined as a way of thinking or
feeling about someone or something; typically one that is reflected in a person's behavior.

**Collaborative Learning in Writing**

According to Dobao and Blum (2013), collaborative writing can be described as producing written text in form of small groups or in pairs. Collaborative writing refers to a process of learning that students work together in a certain group of people and it has benefits that can increase students’ knowledge and comprehension. Rivers (as cited in Gokce, 2001) stated that writing can be done individually or in a group. In the writing processes the teacher and the students may also participate actively. Rivers states that group writing can be defined as students work in small groups to produce structures. While, Gokce (2001) argued that collaborative writing can be defined as a process of producing single document in groups. Learners negotiate the meaning in group to achieve the goals of writing, and students are encouraged to communicate each other. Students are also encouraged to actively involved in the process of transferring idea into a written form. While the students are actively engaged in the group, the meaning of learning becomes effective.

**Advantages**

Collaborative writing comes with several benefits. Gokce (2001) stated that collaborative writing was a method which makes students involved in the teaching learning process by giving students active roles to learn in groups. It leads learners to communicate and interact with others and also with the teacher.
Farraha (2011) in his research argues that learners are encouraged to actively involve themselves in the learning process and improve their learning. While, Gokce (2001) also stated that the social interaction of the learners in groups have an important role in providing effective class intervention, motivation, building trust and confidence, and activating learners’ awareness. Learners can also improve their social skills by interacting with each other in groups. Researchers also noted that collaborative learning provide more enjoyable teaching and learning which lead to learners’ gaining positive attitudes towards learning. Storch (2005) argued that in the collaborative writing students should be encouraged to participate in activities which trigger interaction and co-construction of knowledge. It makes students do not struggle alone. They will socialize with their partners and with the teacher to develop their writing skills. Stroch (2005) in her research concluded that collaborative writing make students produce better text. Based on her research, the collaborative writing produces better grammatical accuracy and linguistic complexity than the individual writing.

**Disadvantages**

Collaborative writing also has some disadvantages. Not all students like working in group. Harwitz as cited in Gokce (2001), in his research he stated that there were a few students who did not like collaborative learning and complained about it. Students who do not want to participate in collaborative learning enjoy working individually. Gokce (2001) stated that students were not enjoying collaborative learning was because the students did not like to share their ideas with others or not being able to get along with group members. The students who
have negative opinions generally say that the grouping must be very careful to prevent negative effects of collaboration. Farrah (2011) added that the unwillingness of the students to work in groups may be due to ego centeredness among some students who not acknowledge other learners’ ideas. Because some students believed that they were much more competent. Wilhelm as cited in Gokce (2001) revealed the opinions of learners did not do collaborative learning in a study. There are several students who admit that they were discouraged by this method which requires negotiation, interaction and communication among group members. Ghani (1986) points out the negative sides of collaborative writing such as that it can be time consuming. It becomes time-wasting compared to the individual writing because teachers have to form groups consists of some students to work with. Dobao (2013) argues “not all pair and group work is equally conducive to learning” (p. 41). In short, not of all students can enjoy learning in collaborative writing method. There are several students who more tend to write individually than in groups.

Previous Studies

Some scholars have done researches investigating the effect of collaborative writing to the students. Gokce (2001) investigated the effect of collaborative writing effects on learners’ attitudes towards writing. Collaborative writing has positive effects both on attitude of learners toward writing in general and toward collaborative writing. He did seminars to change the students’ attitude toward writing by introducing collaborative writing. In the first questionnaire before he did the seminar about collaborative writing, the participants’ attitude
was negative and neutral for collaborative writing. They claimed that writing was boring and difficult. However, the participants’ attitude changed into positive after the researcher gave workshop about collaborative writing.

Another research done by Storch (2005) indicated that students who worked in pairs produced shorter text but it was better texts in terms of task fulfillment (grammatical accuracy, and complexity). She concluded that collaboration gave students opportunity to provide each other with feedback. Most students were positive about collaborative writing, although some did express some doubts about collaborative writing.

In 2010, Li, et al., did a research that aimed to investigate primary school students and teachers’ attitudes and perception of students and their teacher toward collaborative writing using Wiki technology in a Chinese writing class in China. The result indicated Students became more interested in writing after using collaborative writing approach. Collaborative writing could be encouraging and motivating to learners to write in group, and activate students’ interest.

In 2011 Mulligan and Garofalo did a research. Their research aimed to review a collaborative writing methodology designed for their EFL University classes in which students worked in pairs to produce co-authored paragraphs and essays. The result indicated that collaborative writing could have positive impacts on students’ writing. Students had to change their group in each new task to make them equally work and participate in group. Students could choose their own
partners for the first task, but for each following that task, the teacher uses the assessment surveys in reshuffling the partners.

Dobao had done a research in 2012. She investigated the benefits of collaborative writing tasks. She compares the performance of the same writing task by group of four, in pairs and individual learners. The research examines what is the effect of the number of members in group on the fluency, complexity and accuracy of the result of their text.

In 2014, another research was done by Kwon. It was to investigate students’ attitudes towards different group work activities including collaborative writing and peer response, and how their written work consensus with their perception. The result showed that students perceived collaborative writing and peer response positively. Students used L1 in group discussion and it was more beneficial than detrimental. Collaborative writing also remarked by the learners as a fun activity.

THE STUDY
Methodology
The purpose of this study is to discover the Faculty of Language and Arts of Universitas Kristen Satya Wacana students’ attitude toward collaborative writing. Specifically, this research aims to answer these questions: (1) what is the students’ attitude toward collaborative writing? (2) In what aspects collaborative writing helps their writing skill? This study used a quantitative approach. Quantitative method uses numbers as its basis for making generalizations about a
phenomenon. In this research, researcher uses numbers as the basis to make generalizations about the students’ attitude toward collaborative writing in Faculty of Language and Arts of Universitas Kristen Satya Wacana.

Participants

The participants participating in this study were students of the Faculty Language and Arts of Universitas Kristen Satya Wacana. The respondents were the students’ of batch 2016 who were taking academic writing class in semester 3 academic year 2017/2018. 70 students were participated as the participants of this study. The reason why the researcher chose those participants was the acesbility to take the data. The researcher could go to the academic writing classes before the classes were over as they are in same faculty which is FLA.

Instrument

In order to collect the data, this study used questionnaire. The questionnaire is adapted from Farrah’s (2011) questionnaire on collaborative learning (see appendix). Some adjustment were made to fulfill this research’s aim, so the questionnaire items were adapted and changed from the original since the context the present study is about collaborative writing not collaborative learning. The 26-item questionnaire was distributed to 70 students of academic writing classes. They are students of batch 2016 in the Faculty of Language and Arts, Universitas Kristen Satya Wacana. The questionnaire was translated into Bahasa
Indonesia first to make it easier for the students to understand the statements in the questionnaire.

**Data Collection Procedures**

First of all, the researcher requested permission to lecturers of academic writing classes. After getting the permission, the researcher made an appointment to enter the class. The researcher went to each classes at the end of the class. After that, the researcher explained the purpose of the study and then asked students’ willingness to fill the questions in the questionnaire. After that, the participants filled the questionnaire and it was collected to the researcher. The last step, the researcher analyzed the data, linked them to the results of the previous studies and wrote them into paragraphs.
FINDINGS AND DISCUSSION

This part shows the data that have been analyzed and results of the questionnaire. The data were analyzed by calculating the percentages of the answers for the 5 point Likert scaled statement. Later, the discussion leads to conclusion on students’ attitude toward collaborative writing.

The questionnaire consists of 26 questions and they are separated into six topics. They are: the advantages of collaborative writing for (1) Students’ general views toward collaborative writing, (2) social aspects in collaborative writing, (3) the efficiency of time, (4) linguistic aspects, (5) vocabulary comprehension, (6) cognitive aspects, (7), writing skills and (8) confidence.

To separate the positive levels of students’ attitude, researcher set 60%-64% as positive, 65%-70% as moderately positive, 70%-80% as very positive, and >80% as strongly positive. These levels also applied to the negative responses if such tendencies appeared.
Table 1. Students’ general views toward collaborative writing

<table>
<thead>
<tr>
<th>No</th>
<th>Q</th>
<th>SD%</th>
<th>D%</th>
<th>N%</th>
<th>A%</th>
<th>SA%</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>I enjoy individual writing more than writing in groups</td>
<td>1.4</td>
<td>1.4</td>
<td>44.3</td>
<td>32.9</td>
<td>15.7</td>
</tr>
<tr>
<td>15</td>
<td>Writing in groups is a worthwhile experience</td>
<td>0.0</td>
<td>2.9</td>
<td>21.4</td>
<td>54.3</td>
<td>21.4</td>
</tr>
<tr>
<td>16</td>
<td>I am motivated to work more on writing while I am working in groups</td>
<td>0.0</td>
<td>2.9</td>
<td>42.9</td>
<td>44.3</td>
<td>10.0</td>
</tr>
<tr>
<td>17</td>
<td>Working in groups makes me work more on the writing</td>
<td>0.0</td>
<td>17.1</td>
<td>32.9</td>
<td>35.7</td>
<td>14.3</td>
</tr>
<tr>
<td>18</td>
<td>Writing in groups produces better text than individual writing</td>
<td>0.0</td>
<td>21.4</td>
<td>40.0</td>
<td>22.9</td>
<td>15.7</td>
</tr>
</tbody>
</table>

The table shows students’ general views toward collaborative writing. As the data shown, respondents mostly responded neutrally (see statement number 14, 16, 17 and 18). However, statement number 15, Writing in groups is a worthwhile experience got the most positive responses from the respondents. 75.7% of students respond positively to this statement. On the other hand, statement number 17 “Working in groups makes me work more on the writing” was responded positively. It is a negative statement, so when it is responded positively, it means the respondents’ attitude is negative. Surprisingly, 50% students agreed to this statement. It was responded neutral to negative which means students feel that collaborative writing makes them do extra work on the task. It can be the limitation of collaborative writing. Then, statement 18 “writing in groups produces better text than individual writing” got 21.4% of negative attitude. Based on this data, students perceived writing in group as a worthwhile experience. It is in line with Farrah’s (2011) research. In his research, the
respondents responded very positive that collaborative writing is a worthwhile experience. To summarize this topic, general views of FLA students’ toward collaborative writing is positive. They considered writing as a worthwhile experience and neutral on the other statements.

Table 2. Students’ Views on Social Aspects of Collaborative Writing

<table>
<thead>
<tr>
<th>No</th>
<th>Q</th>
<th>SD%</th>
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<th>N%</th>
<th>A%</th>
<th>SA%</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Writing in groups enables me to help weaker learners in the group</td>
<td>1.4</td>
<td>5.7</td>
<td>20.0</td>
<td>50.0</td>
<td>22.9</td>
</tr>
<tr>
<td>23</td>
<td>Writing in groups enables me to be helped in the group</td>
<td>2.9</td>
<td>2.9</td>
<td>12.9</td>
<td>61.4</td>
<td>20.0</td>
</tr>
<tr>
<td>24</td>
<td>While working in groups, all group members should contribute equally to the project</td>
<td>0.0</td>
<td>1.4</td>
<td>11.4</td>
<td>38.6</td>
<td>48.6</td>
</tr>
<tr>
<td>25</td>
<td>I have the chance to express my ideas in group writing</td>
<td>0.0</td>
<td>4.3</td>
<td>4.3</td>
<td>58.6</td>
<td>30.0</td>
</tr>
<tr>
<td>26</td>
<td>Sometimes I disagree to my partners’ ideas in collaborative writing process</td>
<td>0.0</td>
<td>5.7</td>
<td>28.6</td>
<td>51.4</td>
<td>14.3</td>
</tr>
</tbody>
</table>

Table 2 addresses students’ attitude on the social aspects of collaborative writing. As the data shown, the students’ attitudes toward this cluster is strongly positive. Statement 25 “I have the chance to express my ideas in group writing” got the highest positive response from the participants by obtaining 88.6% positive responses. Statement 24 ‘students also agree that while working in groups, all group members should contribute equally to the project” also get strongly positive response from the participants by gaining 86.6% positive responses. Furthermore, the statement that got the lowest positive response is statement 26 “sometimes I disagree to my partners’ ideas in collaborative writing
process”. It just got 65.7% of students’ positive attitude. It means sometimes students disagreed to their peers and argued about their ideas. It makes the process of collaborative writing harder to. It can be the limitation of collaborative writing method. To summarize the result, students’ general attitude on the social aspects of group writing is positive. Students strongly agree that through collaborative writing they are able to help weaker peers or to be helped in the group. They also agree that they should contribute equally while they are in group. However, sometimes they were facing a conflict when they argued their ideas with their peers in group.

Table 3. Students Views on The Efficiency of Time in Collaborative Writing

<table>
<thead>
<tr>
<th>No</th>
<th>Q</th>
<th>SD%</th>
<th>D%</th>
<th>N%</th>
<th>A%</th>
<th>SA%</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>I spent more time planning while writing in groups, than I write individually</td>
<td>1.4</td>
<td>17.1</td>
<td>31.4</td>
<td>41.4</td>
<td>8.6</td>
</tr>
<tr>
<td>20</td>
<td>I spend more time generating ideas while writing in groups than I do when I write individually</td>
<td>1.4</td>
<td>17.1</td>
<td>42.9</td>
<td>31.4</td>
<td>7.1</td>
</tr>
<tr>
<td>21</td>
<td>I spent more time revising while writing in groups, than I do when I write individually</td>
<td>0.0</td>
<td>27.1</td>
<td>35.7</td>
<td>27.1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 3 shows students’ attitude toward the efficiency of time when they are doing writing in group. While Gokce (2011) mentioned that collaborative writing is a time consuming activity, compared to this research it has a different result. Farrah (2011) found out that collaborative writing was not waste time. In this research, the result shows that students’ attitude to the efficiency of time in collaborative writing is generally neutral. However, statement 19 “I spent more
time planning while writing in groups, than I write individually” got the highest agree response in this topic. As the data shown in table 3, these 3 questions are answered neutrally. There is no strong tendencies towards the positive side. It can be concluded that collaborative writing did not affect their efficiency of time.

Table 4. Students Views on the Advantages Of Collaborative Writing For Enhancing Linguistics Aspect

<table>
<thead>
<tr>
<th>No</th>
<th>Q</th>
<th>SD%</th>
<th>D%</th>
<th>N%</th>
<th>A%</th>
<th>SA%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing in groups increase my grammar knowledge</td>
<td>0,0</td>
<td>10,0</td>
<td>21,4</td>
<td>44,3</td>
<td>24,3</td>
</tr>
<tr>
<td>2</td>
<td>Writing in groups minimalize the grammatical errors</td>
<td>0,0</td>
<td>7,1</td>
<td>21,4</td>
<td>47,1</td>
<td>24,3</td>
</tr>
</tbody>
</table>

The table shows how students’ attitudes toward the advantages of collaborative writing for enhancing linguistic aspects. Generally their attitudes is very positive. Farrah (2011) found in his research that collaborative writing improved students’ understanding toward grammar. Compared to this research, students’ attitude toward this topic are very positive. First, respondents’ attitude toward collaborative writing increases their grammar knowledge is positive. It got 68,6% of participants’ answer. Participants agreed that through collaborative writing, their grammar knowledge increased. For the next statement, respondents perceived very positively (71,4%). Respondents agreed that through discussing text in group brings benefits to minimalize the grammatical mistakes.
Table 5. Students’ Views on the Advantages Of Collaborative Writing For Enhancing Vocabulary Comprehension

<table>
<thead>
<tr>
<th>No</th>
<th>Q</th>
<th>SD%</th>
<th>D%</th>
<th>N%</th>
<th>A%</th>
<th>SA%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Writing in groups increase my vocabulary knowledge</td>
<td>0.0</td>
<td>5.7</td>
<td>14.3</td>
<td>52.9</td>
<td>27.1</td>
</tr>
<tr>
<td>4</td>
<td>Writing in groups enhance me to use richer vocabulary</td>
<td>1.4</td>
<td>4.3</td>
<td>18.6</td>
<td>50.0</td>
<td>25.7</td>
</tr>
</tbody>
</table>

Table 5 is showing students’ attitude toward the advantages of collaborative writing for enhancing students’ vocabulary comprehension. Farrah (2011) stated that collaborative writing takes role to improve students’ vocabulary knowledge. Based on Farrah’s research, collaborative writing improves students’ vocabulary knowledge. Students responded positively on statement 3 “Writing in groups increase my vocabulary knowledge”. It is in line with Farrah’s statement (2011). Data shown it gained 80% of students’ positive response. It means that students’ attitude is strongly positive. The next, statement 4 “writing in groups enhance me to use richer vocabulary is also responded positively” got 75.7% of the respondents responded positive. It means that their attitude toward the question is strongly positive. As Dobao (2012) argues, this may be due to the observation that students who are writing collaboratively are negotiating and reaching mutually agreement on their discussion, so they can learn and acquire new knowledge each other.
Table 6. Students’ Views on the Advantages of Collaborative Writing For Enhancing Cognitive Aspects

<table>
<thead>
<tr>
<th>No</th>
<th>Q</th>
<th>SD%</th>
<th>D%</th>
<th>N%</th>
<th>A%</th>
<th>SA%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Writing in group make problem solving become easier</td>
<td>0.0</td>
<td>2.9</td>
<td>12.9</td>
<td>58.6</td>
<td>25.7</td>
</tr>
<tr>
<td>6</td>
<td>Writing in group stimulate my critical-thinking</td>
<td>0.0</td>
<td>1.4</td>
<td>12.9</td>
<td>62.9</td>
<td>22.9</td>
</tr>
<tr>
<td>7</td>
<td>I learn new ways to plan my paragraph from writing in groups</td>
<td>0.0</td>
<td>8.6</td>
<td>21.4</td>
<td>61.4</td>
<td>8.6</td>
</tr>
</tbody>
</table>

Table 6 shows students’ perspective toward the advantages of collaborative writing for enhancing cognitive aspects. Students general attitude toward this topic is very positive. Farrah found in his research (2011) that his respondents’ attitude toward collaborative writing make problem solving become easier and stimulate critical-thinking. This research result is in line with Farrah’s research. Statement 5 and 6 “writing in group make problem solving become easier” and “Writing in group stimulate critical-thinking” got strongly positive responses from the participants. In contrast, statement 7 “I learn new ways to plan my paragraph from writing in groups” gain the most lowest positive answers and gain the most negative response. In summary, respondents agreed that through collaborative writing problem solving become easier and could stimulate their critical-thinking also learn new ways to plan their paragraph.
Table 7. Students Views the Advantages of Collaborative Writing for Enhancing Writing Skills

The table is showing students’ attitude toward the advantages of collaborative writing for enhancing writing skills. Generally, students attitude toward this topic is very positive. Previous study by Farrah (2011) found out that collaborative writing develops writing skills by providing students a chance to express new ideas. He also found out that collaborative writing has a chance to improve writing comprehension. In line with this research, the result shows that students’ attitude toward statement 8 “Writing in group increase my writing comprehension” is very positive. It gained 70% positive response from the students. The statement “I learn new ways to revise my writing from writing in groups” got the highest positive response (74,3%). The results are almost the same. The differences between one and another is not too significant.
Table 8. Students’ Views the Advantages of Collaborative Writing For Enhancing Confidence

<table>
<thead>
<tr>
<th>No</th>
<th>Q</th>
<th>SD%</th>
<th>D%</th>
<th>N%</th>
<th>A%</th>
<th>SA%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Writing in groups enhance my confidence in writing process</td>
<td>0,0</td>
<td>7,1</td>
<td>27,1</td>
<td>55,7</td>
<td>10,0</td>
</tr>
<tr>
<td>13</td>
<td>Writing in groups makes me confident working with other students</td>
<td>2,9</td>
<td>2,9</td>
<td>32,9</td>
<td>52,9</td>
<td>8,6</td>
</tr>
</tbody>
</table>

As for the last topic, the table above shows the result of students’ attitude toward the advantages of collaborative writing for enhancing confidence. Respondents general attitude in this topic is positive. In statement 12 “Writing in groups enhance my confidence in writing process”, 65,7% of students agreed that writing in groups enhance their confidence in writing process. It is in line with Farrah’s (2011) research. Farrah found out that the participants positively respond that collaborative writing enhanced students’ confidence. In Gokce’s (2011) research, he found out that they felt more confident in writing. They felt more satisfied with their product and they learn how to interact with their peers and teacher. Statement 13 “Writing in groups makes me confident working with other students” only gained 60,5% of the participants’ positive response. They concurred that collaborative writing enhanced their confidence in the writing process.
CONCLUSION

The focus of the study is to find out what is the students’ attitude toward collaborative writing and in what aspects collaborative writing helps their writing skill. Based on the data that have been analyzed, their general attitude toward collaborative writing tends to be neutral. However, this method is still seen to have advantages in some aspects to help students while working in groups. Collaborative writing was considered to help students in several aspects such as social aspects, enhancing linguistic aspects, vocabulary comprehension, cognitive aspects, and writing skills. On the other hand, based on this study collaborative writing has limitations. Such limitations, for instance students felt to work extra while they were doing collaborative writing and sometimes they were arguing with their peers while they were discussing ideas.

While this study shows crucial aspects of collaborative writing. It is only limited to a specific context which covers a small range because it only discusses the students’ attitude toward collaborative writing. Thus, for further research, the researcher suggests that a study be conducted in a larger context to get more varied data and greater results.
ACKNOWLEDGEMENT

First of all, I would express my gratefulness to Jesus Christ for His grace and blessing in my study. I could not thank enough to my parents, Nur Hasto Nugroho and Henny Sulistyorini and also my brother, Oktafian Noka Yudhistira for the endless support, love and encouragement since the beginning of my study at college until now. This gratitude also goes to my thesis supervisor, Elisabet Titik Murtisari, Ph.D. who has been guiding me through hard times. I would also express my sincere gratitude to my second reader, Antonina Anggraini Setiamunadi, M.Pd. for being patient and humbly accept my thesis.

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REFERENCES


APPENDIX

KUESIONER

Perspektif Mahasiswa Terhadap Collaborative Writing


Silakan beri tanda centang (√) pada jawaban yang Anda pilih.

<table>
<thead>
<tr>
<th>NO</th>
<th>Pertanyaan</th>
<th>SS</th>
<th>S</th>
<th>N</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Menulis di dalam grup menambah pengetahuan grammar saya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Menulis di dalam grup meminimalisir kesalahan dalam grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Menulis di dalam grup menambah pengatahuan vocabulary saya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Menulis di dalam grup mendorong saya untuk menggunakan vocabulary yang</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lebih kaya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Menulis di dalam grup membuat penyelesaian masalah semakin mudah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Menulis di dalam grup merangsang critical-thinking saya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Saya mempelajari cara baru untuk merencanakan paragraf dari menulis di dalam grup.

8. Menulis di dalam grup menambah pemahaman writing saya.

9. Saya mempelajari cara baru untuk merevisi tulisan saya dari menulis dalam grup.

10. Saya mempelajari cara baru untuk mengekspresikan ide-ide saya dari menulis dalam group.

11. Saya mempelajari cara baru untuk mengoragisir tulisan saya dari menulis dalam grup.

12. Menulis di dalam grup membuat saya percaya diri dalam bekerja dengan siswa lain.


15. Menulis di dalam grup adalah pengalaman yang bermanfaat.

16. Saya termotivasi untuk bekerja lagi dalam menulis ketika saya bekerja di grup.

17. Bekerja di dalam grup membuat saya bekerja lebih dalam menulis.

18. Menulis di dalam grup menghasilkan tulisan yang lebih baik daripada menulis secara individu.

19. Saya menghabiskan banyak waktu untuk mengecek spelling, punctuation dan grammar ketika bekerja di grup daripada ketika bekerja secara individu.

20. Saya menghabiskan banyak waktu untuk menghasilkan ide ketika menulis di grup daripada ketika saya menulis secara individu.

21. Saya menghabiskan banyak waktu untuk merevisi ketika saya menulis di grup daripada ketika saya menulis secara individu.

22. Menulis di dalam grup memungkinkan saya untuk membantu teman di grup.

23. Menulis di dalam grup memungkinkan saya untuk dibantu dalam grup.

24. Ketika mengerjakan tugas di grup, semua anggota grup harus berkontribusi secara
25  Saya memiliki kesempatan untuk menyatakan pendapat di grup

26  Terkadang saya tidak setuju dengan ide partner saya di dalam grup