

The Effectiveness of Collaborative Writing Strategy in Improving Essay Writing Skills of University Students in the EFL Context

La Ode Nggawu¹, Desy Liliani Husain², Sitti Agustina³, Yustih Yasin⁴

¹ Universitas Halu Oleo, Indonesai; desy.lilian@uho.ac.id

² Universitas Halu Oleo, Indonesai; desy.lilian@uho.ac.id

³ Universitas Halu Oleo, Indonesai; desy.lilian@uho.ac.id

⁴ Universitas Halu Oleo, Indonesai; desy.lilian@uho.ac.id

ARTICLE INFO

Keywords:

Collaborative Writing;
Essay Text
Writing Skills

Article history:

Received 2022-06-02

Revised 2022-10-22

Accepted 2022-12-27

ABSTRACT

Essay writing skills are able to predict a person's success in higher education because the processes involved when composing it are indeed able to hone the abilities or skills of a student in academic life. This study aims to improve the essay writing skills of English Education students by applying the collaborative writing strategy. Classroom Action Research design is applied to answer the research questions, and then there are two cycles conducted successfully in the research. Each cycle consists of several stages, namely planning, implementation, observation, and evaluation, divided into three meetings. The research data were collected by assessing students' writing in each cycle and analyzed using the band score from NCTE. The study results indicate an increase in the quality of students' essay writing skills after doing the writing process through Collaborative Writing in several aspects of writing. The effectiveness of this strategy was seen that more than 75% of students involved got their writing scores improved. It proves that the fruitful collaboration and interaction among students in collaborative work enhances the quality of writing, making it better and worth reading.

This is an open-access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Desy Liliani Husain

Universitas Halu Oleo, Indonesai; desy.lilian@uho.ac.id

1. INTRODUCTION

Humans are social creatures who have various ways to communicate. One way to carry out the communication process is to convey it through writing. Good writing skills support people to communicate and exchange ideas, opinions, and knowledge even though they come from different backgrounds and cultures. Humans basically have the ability to write, they need intensive learning and practice gradually to master the writing ability perfectly. Moreover, having academic writing skills is undeniably an obligation (Weigle, 2005). Thus, in order to be a competent writer, someone must be able to express their scientific ideas in standard academic writing which can be clearly read and interpreted.

The globalization era demands of higher education students to write effectively (Kellogg & Raulerson, 2007). At the university level, students are required to be able to understand and produce scientific writings in their daily academic lives, such as producing scientific journals, summaries, resumes, essays, and so on, all of which require high-level writing skills. Some experts reveal that the effective academic writing ability possessed by a student is enough to give an idea of his potential success in pursuing higher education at university (Geiser & Studley, 2002). When someone assembles words and sentences into a paragraph, a lot of thinking and analytical skills are involved there, hence the writer uses his creativity, reasoning, knowledge, and experience to communicate the sentence completely and clearly, so that it can be easily accepted by the reader. Writing requires an active thought process to be completed, a reliable writer must ensure that the correct word structure is used, the correct vocabulary is chosen, the idea is appropriate, and the punctuation and spelling are correct. So it is quite appropriate to say that writing skills are able to predict a person's success in higher education because the processes involved in it are indeed able to hone the abilities or skills of a student in academic life.

However, the reality of the students' writing skills quality in higher education has not optimally met the demands. As an example, most of the students still faced many problems in their writing. The results of observations of first-semester students in the Basic Writing course show that almost all students cannot write sentences and generate ideas effectively. As a result, their ideas seem jump-up or not well organized, making the presentation in the resulting paragraph difficult to understand. In addition, students also tend to ignore mechanical requirements such as spelling and punctuation which result in imperfections in their work.

Furthermore, students generally have different problems in writing. Some students have problems on build up gradually the main idea and details in an essay. They also experienced difficulty expressing ideas in English due to insufficient vocabulary proficiency, inadequate knowledge about the topic being written, and inability to organize coherent ideas into good paragraph organization and compose sentences that are in accordance with applicable grammar. On the other hand, other students have problems in composing clear and direct writing ideas to the desired main point without looking convoluted and ineffective. The habits of Indonesian language patterns may very influence them. The influence of the first language is often found when writing, such as a research of Na Phuket found that "interference of the native language appeared in the initial stage and repeatedly occurred throughout the entire writing process" (2016:1). In short, the inter-lingual factor had been one of the causes of errors found in most cases of difficulty in learning English writing.

The results of the interview with the lecturer of the Basic Writing Course revealed that students in the writing course were only asked to combine sentences to form paragraphs on certain writing topics. Students tended to have difficulty developing ideas when asked to produce their own products. In addition, students who participate in these courses mostly feel bored in lectures quickly because they do the same thing in every meeting. Students also tend to depend on the presence of lecturers and often have doubts about what to do or lack confidence and even get bored while doing monotonous activities.

Other findings were also obtained from the application of the process of teaching carried out by a lecturer, which in its application was not carried out optimally. At the prewriting stage, for example, the lecturer gave a topic and assigned students to do their individual writing, then the lecturer asked the writing to be collected, and at the next meeting, the lecturer shared the results of his correction with each students and asks them to revise it. This was done because of the limited time allocation so the lecturers were forced not to give students the opportunity to discuss. This series of activities caused a rather bad impact on the students' writing ability, which seemed to lack an explanation regarding their writing quality from the lecturer and the lack opportunity to share and reflect on their difficulties regarding linguistic matters in writing.

Therefore, it can be concluded that the method used so far in teaching these courses is actually quite effective because students have succeeded in producing their work even though it has not been maximal in quality. Some of the obstacles that make students still not optimal in writing are students

still always rely on cut-copy-paste moves from the internet due to writing skill deficiency, students' dependence, who are always waiting for feedback only from the lecturer. Meanwhile, the large number of students in one class makes the lecturer unable to provide feedback intensely, lack of students' writing practice both inside and outside class hours, and students do not have the opportunity to reflect on their writing difficulties, whether from the lecturer or other friends who can actually provide assistance in improving their writing quality.

Thus, various efforts must be carried out in order to resolve the problems. One method that has proven reliable as a solution is the collaborative writing strategy. Many previous studies have revealed the success of implementing a collaborative strategy in writing (Biria & Jafari, 2013; Dobao, 2012; Pham, 2021; Zhang, 2018). Collaborative Writing is the process of producing a piece of writing together in which each member contributes in building the content or main idea of the writing, the structure of the writing and evaluating the effectiveness of the ideas. In implementing the strategy, students did not only receive instructions but were also trained to write repeatedly by utilizing feedback received from other collaborators. This concept is in line with the concept of deliberate practice by (Geiser & Studley, 2002), which emphasizes several main components in this kind of writing activity, such as (1) efforts to improve performance, (2) intrinsic motivation to get involved in assignments, (3) assignments exercises within the range of individual abilities (4) feedback providing knowledge of results, and (5) high levels of repetition over multiple periods. Zhang (2018) also argued that Collaborative Writing as a process of collective reflection on the use of language and the maximum resources that can be utilized to overcome linguistic problems. Dobao (2012) further explained that through collaborative writing, there is a discussion activity between fellow collaborators in thinking about the effectiveness of the ideas being formulated into writing, and another advantage gained is a discussion of linguistic problems that may be encountered. Thus, there is an intensive interaction between students in an effort to improve the quality of the writing they work on together. In addition, dynamic interactions are also established between students and teachers because, in its application, there is a process of discussion, sharing of information/experiences, and the latest information, which will be an impressive experience for both (Elola & Oskoz, 2010).

Collaborative writing activities will involve collaborators to generate ideas together, making the writing effectiveness sharper and on target, of course, by ensuring that the ideas collected make sense to the reader, and make the ideas more interesting. It is like they are producing a work of art in the form of a beautiful woven (Lingard, 2021). He also thinks that scientific works are not the same as novels which are more often done alone, scientific works such as research works usually require the help of ideas and inspiration from other parties, for example, in providing reviews and feedback on the straightforwardness of ideas in their writings, editors to check various writing or grammatical errors, it must be addressed before the writing is actually disseminated. Indeed, collaborative writing has several advantages, such as allowing each student to demonstrate their respective abilities, and each student can provide input and improvement in the collaborative writing process to achieve the best writing results. So, it is very correct decision to form students in working groups when completing the topic of writing they are working on, because it will make them acquainted to be open to give admittance to different ideas and they will become proficient writers who can actively think creatively through collaboration in producing good and influential writing for readers.

Furthermore, this study intends to examine the process of teaching essay writing using a collaborative writing strategy in order to improve some aspects of writing. The application of collaborative writing strategies between students at the basic level and upper-intermediate level students is indicated to have sufficient power to solve these problems. The type of text taken for this research is a descriptive essay describing a theme/topic related to their lives.

2. METHODS

The type of research design is qualitative research with the main objective of improving the essay writing skills of English students with collaborative writing strategies, and the method used in this

research is Classroom Action Research, which consists of two cycles and each cycle consists of several stages, namely planning, action, observation and reflection. The research was conducted in the English Education Program at a university in Indonesia. The participants involved were students of the English Education Department in the third academic semester who were programming the Intermediate Writing course. The participants were 26 students who were taken as a whole in one class. The variables observed in the study were students' essay writing skills in several aspects of writing such as focus & details, organization, voice, word choice and grammar, mechanics & spelling (NCTE, 2013) which would be improved in quality by implementing collaborative writing strategies. The student essays in each research cycle were assessed by two examiners using the assessment rubric from NCTE, where previously, the two assessors had equalized perceptions in interpreting each score of the assessment rubric to further evaluate student essays. The criteria for the success of implementing the collaborative writing strategy in writing essays were said to be successful if 75% of the total respondents get a minimum score of good in each aspect of writing.

3. FINDINGS AND DISCUSSION

Research Findings in Cycle 1

Preparation phase

The researcher arranged the instruments before the learning process at the planning stage. The instruments were lecture program units, teaching materials, observation journals, collaborative writing sheets, and evaluation sheets. These instruments would assist in implementing learning and managing learning outcomes in the classroom. At this stage, the materials to be taught related to writing essays are also determined. The assessment process for student learning outcomes would be checked by two raters, respectively. The criteria for applying the method in writing essays were to be successful if 75% of the total respondents got a minimum score of good on all assessed aspects of writing.

Action and Observation Stage

The stages of implementing the collaborative writing strategy happened simultaneously with the observation stage, where observation activities were carried out by researchers who attended the lecture process in the classroom. The steps that have been passed in this stage within 3 meetings were:

1. The lecturer provided a review of the results obtained on the diagnostic test and described the students' mistakes and shortcomings in writing essays.
2. The lecturer explained how to write a good and correct essay, showing examples of good essays in terms of focus & details, organization, voice, word choice and grammar, mechanics & spelling.
3. The lecturer assigned each student to write an essay on three predetermined topics, namely 1) Should Plastic Be Banned, 2) The effect of cell phones on society, 3) Students should get limited access to the internet.
4. Students were then divided into pairs to carry out collaborative writing activities. Each student was given a correction sheet that they would use as a reference for correcting, assessing and providing suggestions for their partner's writing in terms of content/ideas, paragraph organization, and grammar. The activity lasted for approximately 30 minutes.
5. After finishing providing corrections and suggestions for their partner's writing, they discussed and explained each correction or suggestion given to their partner's essay. This activity also lasted for approximately 30 minutes. After that, each of them returned the writing to its owner.
6. The lecturer provided a review of material about writing essays as previously discussed
7. The lecturer asked the students to rewrite an essay with the same topic as the previous meeting, by paying attention to the correction sheet they had received and discussed with their respective partners.
8. The lecturer reviewed the errors made by students in terms of content, structure, word choice and grammar.
9. The lecturer and the students discussed and corrected the errors in the sample writing.

10. The lecturer returned the students' writings that have been graded and commented.

Based on the observations made by the researcher, it appeared that at first most of the respondents seemed to have difficulty understanding the given topic, many of them did not have a clear picture of what they had to describe in writing related to the topic. This is because some of them are writing essays for the first time, so they are still having difficulties. In the collaborative writing session, most of them seem less comfortable in their groups; seem reluctant to collaborate with their partners. As conveyed by Chisholm (1998), some of the attitudes that may be shown when collaborating, for example, are reluctance, shyness, fear, and rigidity with each other, which makes the given participation tends to seem insincere. Moreover, It was seen that most of them did not have a good enough ability to provide corrections, suggestions or improvements to their friends' writings. So it is necessary to provide a review of each aspect of writing that is assessed.

Reflection

Observers found several weaknesses that must be corrected in the implementation of the next cycle. For example, the lecturer did not explain in detail how the collaborative writing learning method worked, so many students felt confused at first. The second is the process of writing an essay takes quite a long time because students have different writing abilities. Students who have better writing skills tend to be able to finish their writing on time, while those with low writing skills in English spend more time. Thus, the lecturer must ensure that all students have completed their writing, before moving on to the next stage, namely the collaborative writing process in pairs. Facing the fact that various kinds of students' characteristics, teachers are forced to think of the best steps to deal with it (Harmer, 2004).

In the collaborative writing stage, the lecturer formed pairs of groups based on the students' own wishes. This made the groups formed did not vary in their level of ability; some groups consisted of students whose abilities were equally good, and vice versa. Thus, groups consisting of students with low writing abilities had difficulty providing feedback/reviews on their partner's writing. This resulted in the collaborative writing process were not optimally gained the target. After examining the results of student writing in stage 1, it was found that giving feedback by students to their partner's writing was also not optimal yet. There were still many errors in several aspects that were not corrected by collaborators' students, for example in the focus/details aspect, there were many ideas in writing that have not focused on discussing the topic of writing, and there were no coherent and cohesive elements, ideas that are not related to each other. In addition, there are still many errors in grammatical aspects, especially in the realm of subject-verb agreement, use of tense, and also problems with the use of punctuation marks and word choice.

Description of Student Essay Writing Score in Cycle 1

The essay writing ability of students who were respondents in this study was measured by looking at the quality of essays written on a topic that had been determined by the researcher. Several aspects assessed in student essays are focus/details, organization, voice, word choice, grammar mechanics and spelling. The results of the distribution of respondents' essay writing scores in cycle 1 in terms of all aspects are presented in the following table.

Table 1. Description of Students' Essay Writing Ability in Cycle 1

| Criteria | Focus/detail | Organization | Voice | Word choice | Grammar, mechanic punctuation |
|-----------|--------------|--------------|-------|-------------|-------------------------------|
| Very good | 16% | 4% | 4% | 0% | 4% |
| Good | 18% | 32% | 12% | 8% | 16% |
| Fair | 16% | 16% | 16% | 32% | 16% |
| Poor | 50% | 48% | 68% | 60% | 64% |

Based on the results shown in the table above, the number of students who have good and excellent abilities in the focus/detail aspect is around 34%, and the organization aspect is 36%, the voice aspect is 16%, the word choice aspect is only 8% and the grammar, mechanic & punctuation aspects as much as 20%. This shows that the expected target, which is at least 75% of all students obtaining good & very good criteria, has not been achieved. It postulates that most students do not have good skills in writing essays, especially in the five aspects of writing.

From the student essays collected in this cycle, it can be seen that the students' essay writing skills are still categorized as low. In the focus/details aspect, the introductory paragraph is less able to describe the topic of writing; students have difficulty expressing their opinions about the topics to be discussed, so the background paragraphs produced in their essays are less attractive to readers. Furthermore, many of the students' writings do not have a clear enough thesis statement that is able to describe the entire content of the essay. In fact, some of their writings do not have a thesis statement at all. In other parts of the essay, the main idea in each paragraph is also unfocused and unclear. No coherence was found between paragraphs and the main topic of the essay. In addition, the main idea of each paragraph is not supported by adequate supporting details.

Research Results in Cycle 2

Preparation phase

As an effort to improve the quality of learning from collaborative writing, the researcher reflected on the deficiencies found in the previous cycle, and improved its application in the next cycle. Although in the previous cycle, it was seen that there was an increase in the quality of student writing. In the preparation stage for cycle 2, the researcher conducted a mapping of students' English writing skills based on the scores obtained in cycle 1 in order to become the basis for forming groups by considering the level of ability of each student so that there was a balance. Furthermore, the researcher and the lecturer revised the teaching materials according to the students' difficulty level in every aspect of writing.

Implementation and Observation Phase

Meeting 1

1. The lecturer provided a review on how to write a good and corrected essay and explained the errors and shortcomings of students in writing essays made in cycle 1 by displaying several examples of student writing with different qualities to illustrate which essay examples are good and which are not.
2. The lecturer gave students the opportunity to ask questions related to essay writing.
3. The lecturer assigned each student to write an essay with the title "Online Learning during the Covid-19 Pandemic".
4. Students were then divided into paired groups determined by the lecturer himself and then carried out collaborative writing activities, where each student were given a correction sheet as a reference for correcting, assessing and providing suggestions for their respective partner's writing. This activity lasted for approximately 30 minutes.
5. After finishing providing corrections and suggestions for their partner's writing, they discussed and each explained each correction/suggestion given to their partner's essay. This activity also lasts for approximately 30 minutes. After that, each of them returned the writing to its owner.
6. The lecturer concludes the material that has been studied and closes the lecture.

Meeting 2

1. The lecturer opened the lecture and provides a review of material about writing essays, as previously discussed
2. The lecturer asked students to rewrite an essay with the same topic as the previous meeting, by paying attention to the correction sheet they had received and discussing it with their respective partners.
3. Students rewrite their essays and submit them to the lecturer.

Meeting 3

1. The lecturer explained again about the essay writing material and displays some examples of student writing in front of the class.
2. The lecturer reviewed the errors made by the students in terms of content, structure, word choice and grammar.
3. The lecturer and the students discussed correcting the errors in the sample writing.
4. The lecturer returns the students' writings that have been graded and comments.

The observation process carried out by the present researchers showed an increase in quality both in terms of the application of the method and the quality of students' writing abilities as a whole. It can be seen that students already have a good understanding of implementing this strategy, which can be seen from the duration of the implementation of each stage of the method, which no longer takes a long time. Most of them seem to enjoy every step of the method. In the realm of writing quality, it is seen that students no longer have significant difficulties in providing suggestions or improvements to their friends' writings.

Reflection Stage

The implementation of this cycle showed better results than the previous cycle. Observers found that lecturers: (1) organize and prepare to teach well, (2) explain each aspect that is assessed quite clearly, (3) try to help students in solving their difficulties, especially when working in pairs (3) are able to improve students and facilitate them to build their knowledge.

Although it is undeniable that there are still some weaknesses in implementing this cycle, technically, the learning process is better than before. Observers consider that lecturer can carry out teaching well with this collaborative writing strategy and the subject of this research is skilled in writing essays.

Description of Student Essay Writing Score in Cycle 2**Table 2. Description of Students' Essay Writing Ability in Cycle 2**

| Criteria | Focus/detail | Organization | Voice | Word choice | Grammar, mechanic punctuation |
|-----------|--------------|--------------|-------|-------------|-------------------------------|
| Very good | 32% | 24% | 21% | 17% | 16% |
| Good | 56% | 60% | 56% | 61% | 60% |
| Fair | 7% | 12% | 13% | 14% | 11% |
| Poor | 5% | 4% | 10% | 8% | 13% |

The table above shows that the number of students who obtained a minimum score in the good category in the aspect of writing focus/details was 88%, in the organization aspect as much as 84%, in the voice aspect as 76%, in the word choice aspect as 77%, and in the Grammar, mechanic & punctuation aspects. as much as 76%. This shows that the learning target of at least 75% of students obtaining a score in the minimum good category has been achieved, which means that there is an increase in the quality

of student essay writing after the application of the Collaborative Writing strategy in 6 meetings (2 cycles).

Based on the results of the tabulation of scores in Cycle 2, if each aspect is described, the first aspect, namely the focus and details of students, shows an increase in good results. In general, students are able to write with a regular and standard flow of sentence ideas. Most student essays already have a clear main topic; express clear ideas that are supported by supporting details that are quite accurate.

With regard to the organization of the essay itself, it can be seen that the introductory paragraphs of students are mostly able to describe the topic of writing, and students no longer have difficulty in providing an overview of the topics to be discussed, so that the resulting background paragraphs have a clear flow and are attractive to read. Most of the introductory paragraphs end with a thesis statement. At the core of the essay is the main idea of each core paragraph with an explanation that is quite relevant to the main topic, presented in a logical and effective order, and has supporting ideas for related topics. Students are also able to use transition phrases between sentences to combine relevant ideas. Another good thing is that each main paragraph always ends with a conclusion that summarizes the paragraph's main point. The conclusion section is quite good at describing the overall contents of the reading and can show strong closing conclusions/arguments.

In the voice aspect, most of the student essays are clear enough in exploring the topic, seem to understand the topic being discussed quite well, are able to provide easy-to-understand arguments because the topics assigned to them are hot topics/issues, so students have enough experience and knowledge about the topic of the essay. In addition, the choice of words used are also mostly already vivid and the choice and placement of words seems accurate, natural and not forced.

In the grammatical aspects, students writing can construct sentences well, using varied structures and lengths. The sentence structure in most of the students' writings that seemed to have met the expected grammatical standards. For example, the use of appropriate tenses, Subject-Verb-Agreement accuracy, coherent, and slight errors was made in the mechanical aspect and/or spelling.

The results of the research show that collaborative writing activities positively impact on students' writing capacity. First, collaborative writing develops everyone's positive interdependence on one another. Laal (2013) in his research, concluded that positive interdependence is a major strength in collaborative learning because each individual works together to complete a common task and it both affects his or individuals and other's knowledge and capacity as a good writers. Johnson, Johnson and Holubec (1998) argue that in collaborative learning, each group member must ensure that all are responsible and involved to jointly understand the assigned task. Zhang (2018) emphasizes that there is an atmosphere of sharing and support in collaborative writing activities, indeed, these activities allow students to gain learning opportunities from various personal sources that will enrich their knowledge. Second, collaborative activities in writing benefits students to obtain user input related to language use skills. Improved ability related to language skills, like mastery of grammar, and adequate vocabulary, can also be increased through various linguistic inputs obtained from the fascinating impact of collaborative works. Everyone can provide input for improving one's language skills (Reid, 1993). For example, partners can provide suggestions for incorrect word choices, use of incorrect grammar, and organization of ideas that may be unfocused and ineffective. A similar study from Storch (2005) already proved that pair produced shorter but better writing than individuals did in terms of task fulfilment, grammatical accuracy, and complexity.

Furthermore, writing together can also open students' understanding and horizons as a writer. Lots of amazing ideas that an individual writer might not have thought, but they might have come several people involved. Harmer (2003) argued that a student under normal conditions may not be able to say or write a broader idea alone, but it can be obtained when he is involved in group's research collaboratively. The last, the presence of partners for exchanging ideas makes a writer more confident and increases their motivation in writing. Improving writing quality with useful input in terms of grammar, paragraph structure and the effectiveness of ideas gives the writer maximum self-confidence. A research conducted by Sukirman (2016) in a similar context of EFL proved that collaborative writing

benefits motivational aspects for students. It proves that the fruitful collaboration and interaction among students in collaborative work enhances the quality of writing, making it better and worth reading.

4. CONCLUSION

After going through the collaborative writing process, students are able to get better results than their previous grades. This means that this strategy is proven to improve students' essay writing. This can be seen from the students' writing skills in terms of focus/details, organization, voice, grammar, vocabulary and punctuation. Collaborative writing forms a positive atmosphere for student achievement. This cooperative learning-based approach can create an organized learning atmosphere and establish directed communication so that students not only work in a group to complete the given task, but they are also expected to have good social or communication skills. In addition, students must help each other to understand the learning material, ensure that each member in the group masters the given task, and encourage them to study harder. As a follow-up to the results of this study, collaborative writing can be used as an alternative in improving the quality of student essays because the process that occurs allows students to reflect on their writing capacity and get feedback on crucial things in writing, which will be disseminated later. Constructive suggestions from their collaborating partners are expected to provide a point of view on the ideas in their writings, help assess correctness and grammar, and can facilitate improvements. The teacher first must map each student's writing ability and be able to pair a collaboration partner who can complement each other so that later the writing produced can be more impactful. Research with the same topic is needed with a smaller number of respondents to maximize analysis on each writing aspect. In the future, in its implementation, it is necessary to consider various aspects before placing students into groups, for example, students' level of English language skills, interest in learning so that collaboration is effective and makes a meaningful contribution and affects greater on the quality of each other's writing.

REFERENCES

- Biria, R., & Jafari, S. (2013). The impact of collaborative writing on the writing fluency of Iranian EFL Learners. *Journal of Language Teaching & Research*, 4(1).
- Chisholm, Richard M. (1990). Coping with the Problems of Collaborative Writing. *Writing Assessment, Writing, WTL, WID, Voice, WAC*. DOI: 10.37514/WAC-J.1990.2.1.11
- Dobao, A. F. (2012). Collaborative writing tasks in the L2 classroom: Comparing group, pair, and individual work. *Journal of Second Language Writing*, 21(1), 40–58.
- Elola, I., & Oskoz, A. (2010). Collaborative writing: Fostering foreign language and writing conventions development. *Language Learning & Technology*, 14(3), 51–71.
- Geiser, S., & Studley, with R. (2002). UC and the SAT: Predictive validity and differential impact of the SAT I and SAT II at the University of California. *Educational Assessment*, 8(1), 1–26.
- Harmer, J. (2003). *The Practice of English Language Teaching*. 3rd Edition: Longman
- Harmer, J. (2004). *How to Teach Writing*. Pearson Education Limited
- Johnson, D.W., Johnson, R.T., & Holubec, E. J. (1998). *Cooperation in the classroom*. Boston, MA, USA: Allyn and Bacon Publishing
- Kellogg, R. T., & Raulerson, B. A. (2007). Improving the writing skills of college students. *Psychonomic Bulletin & Review*, 14(2), 237–242.
- Laal, Marjan. (2013). Positive Interdependence in Collaborative Learning. *Procedia- Social and Behavioral Sciences*, 93, 1433-1437,
- Lingard, L. (2021). Collaborative writing: Strategies and activities for writing productively together. *Perspectives on Medical Education*, 10(3), 163–166.
- Na Phuket, P.R & Bidin, Siti Jamlilah. (2016). Native Language Interference in Writing: A case study of Thai EFL learners. *International Journal of Foreign Language Teaching & Research*, 4(16), 25-36
- Pham, V. P. H. (2021). The effects of collaborative writing on students' writing fluency: An efficient framework for collaborative writing. *SAGE Open*, 11(1), 2158244021998363.
- Reid, J., & Powers, J. (1993). Extending the Benefits of Small-group Collaboration to the ESL

- Writer. *TESOL Journal*, 2(4), 25-32.
- Sukirman. (2016), Using Collaborative Writing in Teaching Writing. *Langkawi* 2(2), 33-46
- Storcg, Naomy. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing* 14(3)
- Weigle, S. C. (2005). Second language writing expertise. In *Expertise in second language learning and teaching* (pp. 128–149). Springer.
- Zhang, M. (2018). Collaborative writing in the EFL classroom: The effects of L1 and L2 use. *System*, 76, 1–12.