

# INDONESIAN EFL TEACHERS' AND STUDENTS' PERSPECTIVES OF COLLABORATIVE WRITING: A MIXED-METHOD APPROACH IN HIGHER EDUCATION

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DOI: [10.5281/zenodo.10539007](https://doi.org/10.5281/zenodo.10539007)

## Abstract

Numerous investigations have previously examined the effects of collaborative writing on students' writing performance from the student perspective. However, few studies have undertaken a comprehensive exploration that encompasses both qualitative and quantitative insights, encompassing both teachers and students. In response to this gap, the present study adopts a sequential mixed-methods approach, employing thematic narrative analysis. The study engaged three experienced EFL writing teachers and thirty students from a private university in West Java, Indonesia. Data collection methods included interviews with teachers and questionnaires for students. The research outcomes revealed that the EFL teachers skillfully integrated face-to-face collaborative writing into the process-genre approach to text development. Both teachers and students attested to the substantial benefits of collaborative writing for writing and language skill improvement, enriching the learning process, and enhancing social and affective aspects of education. Despite the positive outcomes, the study also uncovered challenges associated with collaborative writing, including group formation and individual preferences, which occasionally hindered the collaborative process. In addition, the quantitative analysis unveiled a noteworthy correlation between students' positive perceptions of collaborative writing and improved writing performance. This finding underscores the significance of cultivating favorable perceptions of collaborative writing to enhance students' writing abilities.

**Keywords:** Collaborative Writing, Higher Education, EFL Writing, Mixed-Method Approach.

## INTRODUCTION

English as a Foreign Language (EFL) education in higher education has undergone significant transformations in recent years, driven by the increasing recognition of the importance of effective language acquisition and communication skills in a globalized world (Maican & Cocoradă, 2021; Unal & Ilhan, 2017) as well as the needs to adapt to post-pandemic teaching. Proficiency in written English in particular plays a pivotal role in facilitating successful communication and academic achievement in international contexts (Alharbi, 2017; Hyland, 2013). To meet the demands of 21st-century global learning, Indonesia has recently introduced the Merdeka Curriculum, which prioritizes student-centered learning and nurtures learner autonomy through approaches such as the case study method and project-based learning (MoEC, 2020; Rohiyatussakinah, 2021), thereby fostering a supportive pedagogical environment. Within this context, English educators, particularly writing teachers, are tasked with fostering not only linguistic competence but also intercultural competence and global perspectives among their students (Irmawati et al., 2021). Innovative pedagogical approaches become paramount to equip learners with necessary writing skills. As educators and researchers strive to enhance EFL writing pedagogy with various strategies such as reflective writing and case study (Campbell, 2019), collaborative writing (CW) emerges as a promising approach that holds the potential to revolutionize how writing skills are developed and nurtured among EFL learners (Talib & Cheung,

2017). Collaborative writing, a pedagogical strategy that fosters joint composition and editing of written content, has gained considerable attention as a means to enhance EFL writing skills (Chen & Hapgood, 2021; Zhang, 2019).

Numerous studies in EFL writing instruction have explored the efficacy of collaborative writing as a pedagogical tool. These investigations have yielded a growing body of knowledge, shedding light on the multifaceted impact of collaborative writing practices. Researchers have delved into various aspects of this approach, investigating its influence on grammar and lexical accuracy (Fernández Dobao, 2012; Kessler et al., 2012), content knowledge (Elola & Oskoz, 2010), problem-solving skill (Li, 2013), writing engagement (Li, 2018; Zhe, 2021), writing skills (Alwaleedi et al., 2019; Manegre & Gutiérrez-Colón, 2020; Shehadeh, 2011; Suwantarathip & Wichadee, 2014), collaborative skill (Thomas, 2014), and social effects (Chen & Yu, 2019) among EFL learners. Results from prior studies have shown that collaborative writing not only contributes to linguistic development but also fosters higher-order cognitive skills, engagement, and a sense of collaboration among students. Additionally, these studies have examined factors influencing the successful implementation of collaborative writing, including teacher roles (Zhang, 2022), task design, and technology integration (Brodahl et al., 2011; Li, 2018; Manegre & Gutiérrez-Colón, 2020; Suwantarathip & Wichadee, 2014). While these findings have illuminated the potential of collaborative writing in EFL contexts, the diversity of research outcomes also emphasizes the need for a nuanced understanding of its benefits, challenges, and contextual variations.

Furthermore, in recent years, research in Indonesia has also shown a growing interest in the application of collaborative writing practices within EFL classrooms, both at the secondary schools (Anggraini et al., 2020; Rezeki & Rahmani, 2021; Sa'diyah & Nabhan, 2021) and at university level (Ardiasih et al., 2019; Fitria et al., 2023; Ghufron, 2015; Hanifah et al., 2019; Herlinawati et al., 2022; Murtiningsih, 2016; Musarokah et al., 2023; Sundari & Febriyanti, 2023). These investigations have showcased that collaborative writing contributes to L2 writing development, learner autonomy, and social skills although they have also illuminated the challenges and difficulties faced by the students. However, a notable gap persists, marked by a lack of comprehensive studies that delve deeply into the experiences and perspectives of both teachers and students. While some investigations have examined the effects of collaborative writing on writing performance based on students' viewpoints, few have delved into the qualitative aspects, such as the lived experiences, challenges, and perceived benefits of collaborative writing among teachers and students. Furthermore, the specific context of Indonesian EFL education, characterized by its unique cultural and pedagogical nuances, necessitates research that is contextualized to this dynamic environment, such as collaborative writing practices within the Indonesian educational setting. Therefore, this study aims to address these gaps through a rigorous examination of collaborative writing practices by delving into the experiences, challenges, and perceptions of university writing teachers and learners who actively engaged in face-to-face collaborative writing activities. This research seeks to offer qualitative insights that is followed by quantitative assessments. It aspires to unveil the narratives and nuances that shape the collaborative writing journey in Indonesian classrooms and explore the intricate dynamics of its implementation and its impact on language learners.

To achieve these objectives, this study is guided by the following research questions:

1. How do Indonesian university writing teachers perceive collaborative writing as a pedagogical approach among EFL university students?
2. Which variables identified in the qualitative stage are experienced by most university students when engaged in collaborative writing activities?
3. What is the correlation between specific variable identified in the qualitative stage and writing performance of the students?

## LITERATURE REVIEW

### Collaborative Writing in EFL writing instruction

Guided by Vygotskian notion of social interaction and collaborative dialogue for quality learning (Mirzaei & Eslami, 2015; Talib & Cheung, 2017), collaborative writing, defined as the process of two or more individuals working together to create a written document (Fernández Dobao & Blum, 2013; Storch, 2011); it is also said as the coauthoring of the text (Storch, 2011). Collaborative writing facilitates a social context of learning with several collaborative features, such as mutual interaction, negotiation, cognitive conflict, shared expertise, affective factors, use of L1, backtracking, and humor (Fung, 2010). Moreover, collaborative writing can be applied in several models, as discussed by Alexander (2012) as seen on Table 1.

**Table 1: Models of Collaborative Writing (Alexander, 2012)**

No.	Collaborative Model	Advantages	Drawbacks
1	<p>Face-to-Face            The team meets in person to draft, revise, and edit the document. One person typically dictates while another types.</p> <p>This model is most appropriate in planning stages (brainstorming, assigning tasks, planning revisions, etc) or when discussing highly visual documents (i.e., fliers, brochures, or Web pages).</p>	<p>Ideas can be shared, and decisions can be made quickly and efficiently.</p>	<p>Ineffective and inefficient. Wastes time and can produce unnecessary conflict. Scheduling problems. The team must find a time to meet, which is inefficient, and time-consuming.</p> <p>Unequal input by team members. More assertive team members tend to dominate the process, and others feel shut out, excluded, or ignored. Good ideas don't always get heard.</p> <p>Produces a poor-quality document. Impossible in the workplace (where team members may be geographically distant).</p>
2.	<p>Divided/Horizontal            The team divides the document into sections and assigns each team member a section to write.</p> <p>This model is appropriate when speed is more important than quality (because the quality tends to be very low).</p>	<p>Quick for getting started and completing the work in the least amount of time.</p> <p>Perceive as fair distribution of labour.</p>	<p>Minimal collaboration. Teams rarely communicate beyond the initial planning. No checks and balances or discussion of competing ideas.</p> <p>No vision of or responsibility for the whole document. Quality control is non-existent. Writing is inconsistent and has gaps. Does not mirror workplace writing.</p> <p>Produces a poor-quality document. Finally, the quality of a document produced in the divided model is typically very low. In fact, material is often duplicated or inconsistent, the writing style and quality varies between sections.</p>

3	<p>Layered. Each person is assigned a primary role, and all team members have overlapping layers of responsibility.</p> <p>This method is most appropriate when drafting and revising longer documents and most closely workplace collaboration.</p>	<p>Expectations, responsibilities, and roles are clear.</p> <p>Divides students up according to their expertise, which maximizes contributions.</p>	<p>Takes more up-front effort and planning so that each person knows what tasks they are assigned.</p> <p>Workload may be different for various roles.</p> <p>Produced a high-quality document. Emphasizes writing as a process, document cycling, and checks and balances. It motivates students.</p>
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Collaborative writing is a dynamic process in which students engage in meaningful interactions to collectively produce a single text (Limbu & Markauskaite, 2015). It involves sharing thoughts, discussing ideas, negotiating content, and building knowledge collaboratively. This collaborative approach to writing aligns with a broader definition of writing as any activity that leads to the creation of a completed document (Lin & Maarof, 2013). Several key aspects highlight the significance of collaborative writing in educational settings. Collaborative sub-writing tasks, such as pre-writing and editing, provide opportunities for students to refine their writing skills collaboratively (Storch, 2007; Neumann & McDonough, 2015). Prolonged writing activities, spanning multiple sessions, enable students to delve deeper into complex topics (Shahedah, 2011). Collaborative writing can take various forms, including face-to-face interactions (Storch, 2005; Reynolds & Anderson, 2015).

The integration of collaborative writing in genre-based learning has also been popular recently among the EFL writing teacher and practitioners (Caplan & Farling, 2016; Cargill, 2004; Lazar & Ellis, 2002; Lee & Lee, 2014). Collaborative writing within the step of joint-construction is the key stage of teaching learning cycle of genre-based. A collaborative teaching approach based on genre analysis promotes students' understanding and building knowledge of the targeted genre led to the improvement of writing skills and language development. Moreover, the students perceived its effectiveness in transferability of what was learned.

### **Collaborative Writing in the Indonesian Context**

Several studies in Indonesia have recently delved into the impact of collaborative writing practices, with a predominant focus on students' perspectives and the integration of technology within collaborative writing processes. The outcomes of these investigations have illuminated both the advantages and challenges associated with collaborative writing. The implementation of collaborative writing has given improvement in writing skills (Ardiasih et al., 2019; Fitria et al., 2023), particularly in the aspects of generating ideas and activating background knowledge (Anggraini et al., 2020; Rezeki & Rahmani, 2021) and awareness of language rules through revision (Herlinawati et al., 2022). Additionally, some studies also have demonstrated that the practices of CW in EFL promotes other skills and domain, such as communication/social skills (Fitria et al., 2023; Sa'diyah & Nabhan, 2021), learning enthusiasm (Ghufon, 2015; Murtiningsih, 2016), and learning autonomy (Ardiasih et al., 2019).

Despite its advantages, the application of collaborative writing also came with its challenges and difficulties. Several research have showed that as students complete writing tasks in groups, they experienced group conflicts, such as lack of participation (Fitria et al., 2023), irresponsibility (Hanifah et al., 2019), and interdependency among members (Murtiningsih, 2016). These brought to the unexpected group dynamic and lack of contribution (Sundari & Febriyanti, 2023). Though numerous studies of collaborative writing have been conducted extensively, a comprehensive understanding of its effectiveness and the experiences of both teachers and students remains limited.

## **METHOD**

### **Study Design**

The current study is addressed to delve into the perceptions, practices, experiences, and feelings of both teachers and students regarding collaborative writing practices in the context of English as a Foreign Language (EFL) education in Indonesia. This study adopts a sequential mixed methods research design, which enables the collection and analysis of both qualitative and quantitative data in sequential manner (Byrne & Humble, 2007; Teddlie & Tashakkori, 2009) to explore a phenomena in qualitative design and to collect quantitative data to explain relationships (Creswell, 2014; Subedi, 2016). By gathering both qualitative data through teacher interviews and quantitative data through student surveys in a sequential fashion, we employ a two-phase approach to gain a comprehensive understanding of collaborative writing practices in the Indonesian EFL context. In qualitative stage, we used a narrative inquiry design with a thematic narrative analysis that allows to understand teachers' experiences as lived and told stories (Clandinin, 2006; Savin-Baden & Van Niekerk, 2007). This phase provides depth and context, allowing to uncover the intricate details of teachers' perspectives and practices. Subsequently, the quantitative phase by utilizing a survey method allows us to quantify these findings, identify trends, and explore potential correlations from the generated themes.

### **Participants**

The qualitative phase of this study involves three purposively selected experienced writing teachers from the English Education Department at a prominent private university in West Java, Indonesia. These educators were chosen due to their extensive expertise in implementing collaborative writing practices within the Indonesian EFL context. For the purpose of this study, pseudonyms were assigned to protect their identities: Apri (female, 36 years old), Fitri (female, 37 years old), and Wati (female, 36 years old). Each of these educators holds a master's degree in English education and boasts a remarkable 4-5 years of teaching experience in the field. They were invited to participate in structured interviews and maintain reflective journals during the study period.

Furthermore, the quantitative phase comprises a sample of 30 students who were enrolled in the same university and had previously participated in an EFL writing course that incorporated collaborative writing activities. Among the sampled students, 33% were male, while 67% were female, reflecting a diverse representation. Their age distribution ranged from 19 to 20 years old (comprising 67% of the sample) to 22-25 years old (constituting 33% of the sample), reflecting a broad range of ages within the university student population. These students were invited to participate in the study

by completing a survey questionnaire. Both teachers and students voluntarily declared their willingness to participate in this study, demonstrating their commitment by signing the consent form.

### **Qualitative Data Collection and Analysis**

In qualitative stage of data collection, a structured interview was conducted with the three university writing teachers. Interviews focused on their perceptions, experiences, and practices related to collaborative writing in university-level EFL courses. The questions were organized in three dimensions: teaching history and early application of CW (3 items), Experiences in implementing CW practices (10 items), and reflection of CW practices (2 items).

For analyzing the data from interview and reflective journal, considering the themes and the stories of individuals (Birch, 2011), a thematic narrative analysis was applied in the following steps (Braun & Clarke, 2013): transcription process, reading and familiarization, coding across entire dataset, searching for themes, building stories, reviewing themes and stories, and finalizing analysis. Written data from interview and journals were re-read to identify the practices of CW by the teachers. Throughout the process of theme development, both inductive and deductive methods was utilized (Jones & Lynn, 2018). At the final coding, practices of CW and impacts and future of CW on writing and learning were identified as emerged themes, with several sub-themes in the framework.

### **Quantitative Data Collection and Analysis**

In quantitative stage of data collection, a survey questionnaire of CW was administered to the 30 university students. The questionnaire consisted of forty-five structured closed-ended question items that were derived from the generated themes identified during the qualitative data analysis phase. The questionnaire was to gauge the students' experiences and perceptions regarding collaborative writing comprehensively. This approach allowed for a thorough exploration of the various dimensions of their collaborative writing experiences and generated valuable quantitative data for the subsequent research analysis. To avoid misunderstanding, the questionnaires were distributed in the students' first language (Bahasa Indonesia). The reliability test with a Cronbach Alpha coefficient value yielded a result of 0.918 (exceeding the threshold 0.60). It can be concluded that the instrument assessing student perceptions of collaborative writing demonstrated reliability and consistency. Moreover, the scores of student's writing performance were gained from secondary data of student's writing product in developing text in summative assessment.

## **RESULTS**

This section delves into the research findings and is thoughtfully structured to address the key research questions formulated at the outset. The objective is to provide a comprehensive understanding of the research outcomes.

### **1. How do Indonesian university writing teachers perceive collaborative writing as a pedagogical approach among EFL university students?**

The teachers' narratives regarding their Collaborative Writing (CW) practices were meticulously crafted from a combination of interviews and journals. These narratives offer a window into the CW journeys of three dedicated educators: Apri, Fitri, and Wati as writing teachers at private university. Together, their stories span the dimensions

of the personal and situational aspects, shedding light on the nuanced ways in which they have implemented CW practices in their classrooms.

### **A story of Apri**

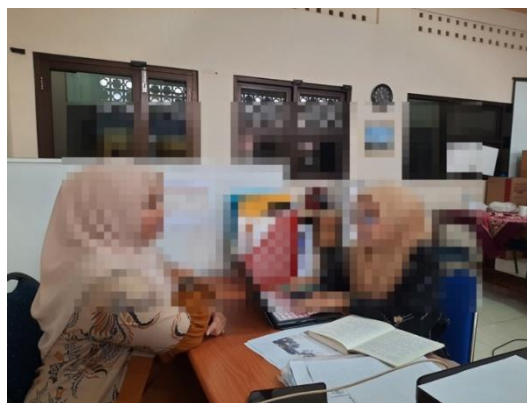
Meet Apri, a dedicated lecturer at one university in West Java, Indonesia, specializing in teaching writing to 3rd and 4th-semester students in the English Education Study Program. Apri embarked on this educational journey in 2015, driven by a deep commitment to enhancing students' writing skills. Along the way, Apri embraced a unique and powerful approach: collaborative writing. In the early days of Apri's teaching career, collaborative writing was a novel concept. Apri saw its potential to make a significant impact on students' language proficiency, content creation, and overall text organization. The core idea was beautifully simple: students working together, sharing knowledge, offering feedback, and complementing each other's strengths and weaknesses.

The collaborative writing approach seamlessly blended into a genre-based teaching cycle, encompassing several key stages. It all began with building knowledge of the field, followed by modeling, joint text construction, and independent text creation. The joint construction stage, in particular, stood out, as it required students to collaboratively draft writing on chosen topics. This collaborative method proved to be a game-changer in simplifying the writing process, particularly during the drafting and revision phases. No longer were students confined to solitary writing; instead, they formed groups of three or four, each member having a specific role—sharing ideas, providing feedback, and making revisions.



For Apri, collaborative writing was more than just a teaching strategy; it was a means of instilling readiness and self-confidence in students to produce their own written works. The approach had a multifaceted rationale. Firstly, it encouraged the flow of diverse ideas and perspectives as students engaged in meaningful discussions to choose the most suitable topics. Secondly, it promoted teamwork, motivating students to work towards common objectives. Through collaboration, students learned from peers with diverse abilities, further fueling their motivation. The culmination of collaborative writing tasks in Apri's classroom resulted in the creation of Writing Portfolios, structured around predefined genres. Multiple students contributed to each portfolio by drafting, reviewing, and revising, resulting in a cohesive final text. This approach, known as Parallel Writing, emphasized shared responsibility, ensuring that every student actively contributed to the group's success. Group formation was a thoughtful process, taking into account students' initial assessments. By mixing students with varying competencies, Apri aimed to facilitate peer learning. To ensure

fair task distribution, students kept records of their reflections on the learning process and engaged in self-assessment and peer assessment activities. Despite the undeniable benefits of collaborative writing, Apri encountered some challenges, such as differences in student activity levels and motivation, particularly during the revision phases. To address these challenges, Apri encouraged students to set timelines and complete tasks independently within their groups. Looking ahead, Apri envisions further improvements by integrating technology, including AI, into the collaborative writing process. This technological integration aims to enhance the quality of student writing and enable communication beyond classroom hours. In conclusion, Apri's educational journey has been marked by a steadfast commitment to student-centered learning and the transformative power of collaborative writing. With a focus on nurturing critical thinking, teamwork, and motivation, Apri continues to shape the future of students' writing skills through innovative teaching methods.



### **A story of Fitri**

Fitri, a dedicated educator with five years of experience, has crafted a powerful approach to teaching writing. Her teaching toolbox includes Systemic Functional Linguistics – Genre-Based Approach (SFL-GBA), collaborative writing, project-based learning, and problem-based learning, all skillfully woven together to form an effective teaching methodology. At the core of Fitri's teaching philosophy lies collaborative writing. This method seamlessly blends with other models like the Genre-Based Approach. It all begins with collaborative writing during the joint construction stage, where students embark on collective writing ventures. Together, they discuss topics, draft outlines, develop ideas, and meticulously revise their texts. Then this approach leads to significant enhancements in grammar, vocabulary, content, and text organization. The results of collaborative assignments outshine individual efforts, making it an essential step before tackling more complex writing tasks, such as proposal writing. Collaborative writing nurtures collaboration and problem-solving among students. It encourages mutual support when encountering writer's block or conceptual challenges, fostering cooperation within Fitri's classroom. Fitri's teaching method extends to creating writing portfolios, where students work in groups of three or four, pooling their collective strengths. For instance, when tackling argumentative texts, students engage in guided discussions to decide on topics and develop concepts. They follow the collaborative writing process, encompassing drafting, development, revision, and editing, ensuring their texts align with language features, generic structures, and content related to their chosen topics. Fitri takes great care in forming groups, strategically dividing students based on their abilities. Each group includes a leader with strong writing skills, while the other students have the autonomy



to choose their groups, promoting a sense of ownership. Fitri emphasizes fair task distribution within each group. Collaborative writing transcends traditional teaching boundaries, encouraging students to explore together, sharpening their critical thinking, networking, and problem-solving abilities. Fitri transforms into a facilitator, allowing students to unleash their creativity. While many students embrace collaboration, some may prefer individual work. To accommodate these preferences, Fitri provides clear job descriptions for each group member, ensuring everyone understands their role. At the end of each learning journey, Fitri invites students to reflect on their experiences through Google Forms, providing them with a platform to express their learning outcomes and share any challenges they encountered. Fitri's classroom follows a structured evaluation process. Students' progress through learning stages that cover language context, content, and text organization. Peer feedback plays a pivotal role. Students review each other's work, offering suggestions and constructive criticism, thereby improving the quality of their writing.

Fitri's experiences with collaborative writing can be divided into three phases. The past saw the introduction of this innovative teaching technique, aiming to provide students with a better writing experience, allowing them to work together, share feedback, and complement each other's strengths. The present phase showcases Fitri's current teaching journey, where collaborative writing has become a fundamental part of the curriculum. Students have grown more confident and proficient, making it a cornerstone of their writing endeavors. By refining the technique and incorporating contemporary issues, Fitri aims to inspire students to explore their ideas more deeply, fostering motivation and excitement in her future teaching. In Fitri's classroom, the impact of collaborative writing is profound. It empowers students to write with newfound confidence, express their ideas freely, and confidently tackle the complexities of the written word.

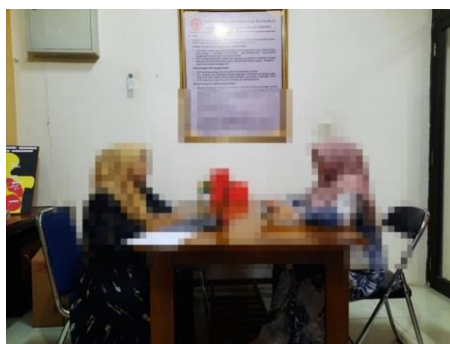
### **A story of Wati**

For four years, Wati has been on a mission to teach writing in a way that brings out the best in her students. She's found that collaborative writing is the key to unlocking their potential. In Wati's classroom, writing isn't a solitary endeavor; it's a team effort. She divides her students into groups, each tasked with exploring a topic related to the Genre-Based Approach. These groups engage in lively discussions, share ideas, and craft their writing collaboratively. The final step is editing their work to match the genre's conventions. Students in her class actively discuss ideas, accept suggestions from their peers, and see their writing improve in terms of structure, grammar, and vocabulary. It's a process that not only produces better-written work but also helps students construct meaning together, resulting in higher-quality outputs.



But introducing collaborative writing wasn't without its challenges. Some students were new to this style of writing, so Wati took the time to explain the rationale behind co-authoring and assigned short collaborative writing tasks. She also led by example, demonstrating how to negotiate, plan, and write as a team. Collaborative writing involves students working in small teams, typically of three or four members. These teams go through various stages, from pre-writing and drafting to revising and editing, all under Wati's guidance. What makes these groups special is their diversity: they include high-achieving, average-achieving, and lower-achieving students. This mix of abilities enriches discussions, promotes shared learning, and benefits everyone in the group. Collaborative writing turns raw ideas into polished prose. It leads to a stronger final product and encourages students to have meaningful discussions about different aspects of writing. Mistakes aren't seen as failures but as opportunities for growth, as students collaborate to identify and fix them. Yet, collaborative writing can have its challenges. Managing interactions within groups, ensuring clear communication, and coordinating tasks and roles can be tricky. Conflicting opinions and preferences may arise, affecting both the quality of the work and relationships among the writers.

To tackle these challenges, Wati starts by setting clear expectations from the beginning. She outlines objectives and learning outcomes and creates an environment where students share responsibility, actively interact, pool resources, and make decisions together. The revision and editing stages of collaborative writing are particularly illuminating. Wati ensures that feedback focuses on essential aspects such as the main idea, organization, evidence, and audience, avoiding the trap of correcting every error. Wati's journey with collaborative writing unfolds in three phases. In the past, she ventured into this technique, believing it would enhance her students' writing abilities. However, forming effective groups and ensuring equal participation presented challenges. In the present, Wati has refined her approach. She places greater emphasis on the intricacies of collaborative writing, from setting clear guidelines and forming diverse groups to guiding students through meaningful interactions. The results have been remarkable, with students more engaged and confident in the writing classroom. Looking to the future, Wati envisions a learning environment where collaborative writing is at the forefront, motivating and inspiring students to explore their ideas freely. Integration of modern tools and current issues promises to make the process even more exciting for students. Her ultimate goal is to instill self-confidence in her students, empowering them to embrace writing as a means of self-expression, free from the fear of making errors. In Wati's classroom, collaborative writing isn't just a technique; it's a transformative force that empowers students to wield the written word with confidence, creativity, and clarity. The journey continues as Wati paves the way for a brighter future for her budding writers.



Furthermore, in phase of the theme development, two overarching themes emerged: practices of CW and impacts and future of CW. These themes serve as the pillars upon which our understanding of CW in the context of these educators' narratives is built. Each theme and its corresponding sub-themes and categories are presented in Table 2.

**Table 2: The emerged themes in qualitative analysis**

<b>Theme 1: Practices of CW</b>	
<b>Sub-themes</b>	<b>Categories</b>
The stages of structured CW within a genre-based framework	<ol style="list-style-type: none"> <li>1. Building knowledge</li> <li>2. Modelling</li> <li>3. Joint construction</li> <li>4. Writing portfolio</li> <li>5. Parallel writing model</li> <li>6. Group distribution</li> <li>7. Designating group leaders</li> <li>8. Topic selection</li> <li>9. Idea development</li> <li>10. Pre-writing, outlining/drafting, revising, editing</li> </ol>
Challenges and obstacles	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Coordination</li> <li>3. Potential conflicts</li> </ol>
<b>Theme 2: Impacts and Future of CW</b>	
<b>Sub-themes</b>	<b>Categories</b>
Impacts on writing and language	<ol style="list-style-type: none"> <li>1. Writing skill and performance</li> <li>2. Grammar and vocabulary mastery</li> <li>3. Idea generation and topic selection</li> <li>4. Students' providing feedback</li> </ol>
Impact on learning	<ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Learning motivation</li> <li>3. Problem-solving abilities</li> </ol>
Impact on affective/ social aspects	<ol style="list-style-type: none"> <li>1. Increased enthusiasm</li> <li>2. Increased confidence on writing</li> <li>3. Acceptance of suggestion</li> <li>4. Teamwork</li> </ol>
Future CW	<ol style="list-style-type: none"> <li>1. Integration of technology</li> <li>2. Addressing current issues</li> <li>3. Group division strategy by formatting group heterogeneity</li> <li>4. Adapting students' current needs</li> <li>5. A more structured and detailed CW by providing clear guidance and striving active involvement</li> </ol>

**2. Which variables identified in the qualitative stage are experienced by most university students when engaged in collaborative writing?**

The purpose of this research question was to capture students' perceptions and corroborate the qualitative insights gleaned from teachers' practices and perspectives. To address this question, a descriptive qualitative survey was conducted to paint a comprehensive picture of these shared experiences among students. The results of descriptive analysis from the survey were presented.

**Table 3: Descriptive Analysis of CW Practices**

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My writing teacher uses a learning model that emphasizes student collaboration in groups/pairs in learning to write.			6.7%	20%	73.3%
2.	My writing teacher asked us to discuss ideas, knowledge, points of view, and perspectives in groups in learning to write.				26.7%	73.3%
3.	My writing teacher asks students to apply the steps of the collaborative writing (group formation).				50%	50%
4.	My writing teacher creates directions, guidelines and rules to regulate the collaborative writing.				60%	40%
5.	My writing teacher organizes students so that they jointly construct a text together				36.7%	63.3%
6.	My writing teacher divides the groups by referring to the assessment results				26.7%	73.3%

Regarding the items in the questionnaire related to collaborative writing practices, the results indicate that students generally agreed that their writing teachers implement collaborative writing by organizing them into various groups and offering clear rules and guidelines to facilitate collaboration. Furthermore, they are assigned the responsibility of collectively creating a single piece of written work. Sampled items can be seen on Table 3.

**Table 4: Descriptive Analysis of Impacts and Future of CW**

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Using the collaborative writing can improve students' abilities in writing texts.			6.7%	16.7%	76.7%
2.	Collaborative writing can improve students' critical thinking.			3.3%	33.3%	63.3%
3.	Collaborative writing can improve problem solving abilities in writing scientific texts.			10%	16.7%	73.3%
4.	Collaborative writing can improve the ability to work together between students in producing texts.		3.3%	10%	40%	46.7%
5.	Through collaborative writing, I can develop ideas to produce good texts.			6.7%	40%	53.3%
6.	Students work together in group so that students will develop a sense of teamwork.				40%	60%

7.	Collaborative writing increases my learning motivation to write texts.				23.3%	76.7%
8.	Collaborative writing makes students active in learning to write.				33.3%	66.7%
9.	In collaborative writing, students develop their critical thinking			3.3%	50%	46.7%
10.	I enjoy my writing activities through collaborative writing.			2.9%	71.4%	25.7%
11.	I think collaborative writing activities should continue to be a part of the class.				74.3%	25.7%

Table 4 presents the students' perceptions of their collaborative writing experiences. The majority of students held a positive view of collaborative writing. They expressed agreement with the idea that collaborative writing enhances their writing skills by enabling them to generate ideas, select the most suitable ones, and construct texts collectively. Furthermore, they indicated their belief that collaborative writing fosters critical thinking, problem-solving abilities, and teamwork.

### 3. What is the correlation between specific variable identified in the qualitative stage and writing performance of the students?

This research question aims to assess the connection between students' perceptions of their collaborative writing practices and their text-writing abilities. Statistical calculations reveal a simple correlation value of 0.860, as seen on Table 4, indicating a highly positive relationship between students' perceptions of collaborative writing and their text-writing ability. The significance value of 0.000 (which is less than 0.05) confirms the presence of a significant relationship between students' perceptions of collaborative writing and their text-writing abilities. In simpler terms, when students' perceptions of collaborative writing improve, their proficiency in writing review texts also increases.

Correlations		X	Y
X	Pearson Correlation	1	.860**
	Sig. (2-tailed)		.000
	N	30	30
Y	Pearson Correlation	.860**	1
	Sig. (2-tailed)	.000	
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## DISCUSSION

The current study is aimed at exploring into the perceptions, practices, experiences, and feelings of both teachers and students regarding face-to-face collaborative writing practices within the context of a private university in Indonesia. This research endeavors to provide a comprehensive understanding of how collaborative writing is implemented, experienced, and perceived by key stakeholders in the educational process through collection of both qualitative and quantitative data.

From the teachers' interviews and narratives, it became evident that all teachers implemented collaborative writing as a fundamental teaching strategy in their EFL writing classes. This discovery is noteworthy, highlighting the widespread adoption of collaborative writing as an effective instructional approach among the educators in this study. One particularly interesting finding was the integration of multiple teaching strategies, which were deemed relevant and suitable for the writing course. The teachers seamlessly combined genre-based learning, collaborative writing, and the process writing approach to teach text types. This integration aligns with the requirements of the latest curriculum for English teaching in Indonesia, known as Kurikulum Merdeka, which aims to cultivate English competencies among students (Muslim & Sumarni, 2023). This synergy between genre-based learning and collaborative writing echoes findings from previous studies, including those conducted by Caplan and Farling (2016), Cargill (2004), Lazar and Ellis (2002), and Lee and Lee (2014). Such integration has the potential to enhance students' comprehension of text and improve their writing skills significantly. Furthermore, the integration of the process genre approach, which combines the process writing approach and the genre-based approach, has gained popularity in EFL writing instruction. This approach has been instrumental in facilitating writing development (Ghufron, 2016; Pujianto et al., 2014; Tuyen et al., 2016). The synergy of these methods presents a well-rounded approach to teaching writing, emphasizing both the structural aspects of genre-based writing and the iterative, developmental aspects of the writing process. This holistic approach to EFL writing instruction enhances students' ability to comprehend and produce various text types effectively.

Both qualitative and quantitative data, gathered from both teachers and students, has unveiled a compelling narrative about the implementation of collaborative writing (CW) in face-to-face settings within the context of this study. It is evident that CW transcends its role as a mere writing strategy, offering a multitude of advantages that extend beyond the realms of writing and language development. These findings resonate with similar observations made in previous studies conducted within the Indonesian educational landscape. The robust body of research on CW in Indonesia underscores its pivotal role in fostering writing proficiency (Anggraini et al., 2020; Ardiasih et al., 2019; Fitria et al., 2023; Rezeki & Rahmani, 2021). The results of these studies, alongside the present findings, affirm that CW is a potent tool for nurturing writing skills and facilitating language acquisition. It serves as a dynamic platform for students to refine their writing abilities while gaining a deeper understanding of language conventions. Beyond its implications for writing and language, CW practices have far-reaching benefits in the realms of learning and social skills (Fitria et al., 2023; Sa'diyah & Nabhan, 2021). The collaborative nature of CW not only enhances students' writing but also cultivates vital skills essential for academic and social success.

Within this study, the narratives of the three dedicated writing teachers shed light on the challenges that accompanied the implementation of collaborative writing (CW) in their classrooms. As with any educational innovation, CW was not without its hurdles. These challenges primarily revolved around group dynamics, individual preferences, and the intricacies of student interactions. The issue of group formation emerged as a recurrent challenge, resonating with previous research findings (Fitria et al., 2023; Hanifah et al., 2019; Murtiningsih, 2016; Sundari & Febriyanti, 2023). Teachers grappled with the task of assembling groups that balanced students' varying abilities and preferences. Ensuring that each group functioned effectively, with diverse

strengths and weaknesses, was an intricate task. In some instances, individual preferences clashed, potentially hindering the collaborative process (Sundari & Febriyanti, 2023). Communication barriers and conflicts within groups were also prevalent issues in the practice of CW. These findings are consistent with observations made in previous research, reinforcing the notion that effective communication and conflict resolution are pivotal skills in collaborative endeavors. Moreover, the teachers in this study highlighted the importance of addressing issues related to participation and individual responsibility. Low levels of participation and a lack of individual accountability could undermine group interactions and compromise the quality of the final written product. However, the teachers in this study demonstrated resilience and resourcefulness in navigating these challenges. They implemented strategies to mitigate potential issues, such as setting clear timelines, encouraging student reflection, providing explicit guidelines, and offering constructive feedback. These proactive measures helped create a more conducive environment for successful CW practices.

In quantitative analysis, the statistical results underscore the vital role of collaborative writing in enhancing students' writing skills. When students have a positive perception of collaborative writing practices, they are more likely to exhibit improved text writing abilities. This suggests that fostering a supportive collaborative writing environment can be a key strategy for educators looking to enhance their students' writing competencies. Collaborative writing not only positively influences writing skills but also contributes to the development of critical thinking, problem-solving, and teamwork abilities, as noted by the students in this study. These additional benefits highlight the multifaceted advantages of collaborative writing in the academic setting.

## CONCLUSION

In this study, we embarked on a comprehensive exploration of collaborative writing (CW) practices in the context of a private university in Indonesia through sequential data collection. The research unfolded through a multifaceted examination, considering the perspectives, practices, experiences, and perceptions of both educators and students engaged in face-to-face CW activities. Our findings and analyses have provided valuable insights into the dynamics, challenges, and advantages associated with the implementation of CW.

The EFL writing teachers in our study have successfully integrated collaborative learning into the process-genre approach. The findings from both teachers and students indicate unanimous agreement on the positive impacts of this implementation on various aspects, including students' writing and language development, the overall learning process, and the enhancement of social and affective skills. However, it is important to acknowledge that this implementation has not been without its challenges, which encompass issues related to group formation, member participation, and communication barriers. Furthermore, the quantitative statistical data underscore the significance of students' perceptions of collaborative writing, revealing a strong correlation between positive perceptions and improved writing performance. This study illuminates the multifaceted benefits of collaborative writing practices in the EFL classroom, shedding light on its potential to foster holistic development in students. Nevertheless, the challenges encountered underscore the need for continued exploration and refinement of collaborative writing strategies to optimize its effectiveness.

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