

**TEACHERS' REFLECTION ON AND STUDENTS'
EXPERIENCES IN COLLABORATIVE EFL WRITING:
A NARRATIVE INQUIRY**

DISSERTATION

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**UNIVERSITAS NEGERI MALANG
PASCASARJANA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
NOVEMBER 2017**

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DISSERTATION

Presented to
Universitas Negeri Malang
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the degree of Doctor

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**UNIVERSITAS NEGERI MALANG
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NOVEMBER 2017**

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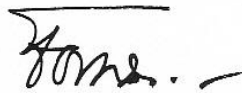


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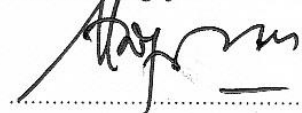


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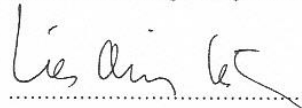
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ABSTRACT

Rohmah, Galuh Nur. 2017. *Teachers' Reflection on and Students' Experiences in Collaborative EFL Writing: A Narrative Study*. Dissertation, Post-Graduate Program in English Language Teaching, Universitas Negeri Malang. Advisors: (1) Prof. Utami Widiati, M.A, Ph.D., (2) Prof. A. Effendi Kadarisman, M.A, Ph.D., (3) Dr. Enny Irawati, M.Pd.

Keywords: collaborative EFL writing, teachers' experiences, students' experiences, narrative inquiry

In the middle of writing pedagogy mainstream which places writing as solitary activity, collaborative writing has been emerged as a promising activity providing both instructional and nurturing effects. Then, collaborative writing has been common practice in the teaching of EFL writing. When teachers taught and students wrote through collaborative writing, it was conflicting situation for them and invited some tensions. Revealing their experiences became an academic effort to add knowledge about collaborative writing in EFL context.

The study was approached through narrative inquiry which primarily focused on EFL university teachers' experiences in teaching and students' experiences in learning through collaborative EFL writing. A pilot study was done to identify the participants. The three teacher-participants were selected among EFL writing teachers at UIN Maulana Malik Ibrahim Malang who had process approach orientation and intensively applied peer collaboration for some years. Meanwhile, the two student-participants were selected based on their three-semester enrollment in Writing courses which used collaborative writing. Narrative frame and interview were used as the research instruments. Both teachers and students were asked to write their experiences in the narrative frame to have past, present, future order from their experiences. The interview was done after the participants finished writing the narrative frames. The interview was to gain deeper information about their life history with collaborative writing, contemporary experiences with collaborative writing activity, and aspirations for future direction.

Teachers reflected that applying collaborative writing in the middle of mainstream writing pedagogy raised some opportunities and challenges. The legitimation from sociocultural perspective, CLT, and process writing pedagogy has made collaborative writing accountable in EFL writing context. Teachers' reflection in managing collaborative writing informed that grouping system and evaluation procedures should be carefully handled to have high equality and mutuality. Teachers shared that collaborative writing gave great possibilities for giving instructional and nurturing effects. The findings of the study also reveal teachers' aspirations for their future collaborative writing.

Being intensively exposed by collaborative writing activities, firstly, students felt it was difficult to work together in producing a text. They felt that it was like endless competition, and it easily raised situation in which there was dominant-passive relationship. Meanwhile, students also narrated that

collaborative writing provided instructional effects indicating from the improvement on their grammar, content, and language style. The collaboration also stimulated other skills such as social interaction, negotiation, and responsibility. For future collaborative writing, students hoped that it should be built based on complementary situation and interdependent relationship in finishing the writing task.

This narrative study is not free from limitations. It challenged me to take balance position in representing teachers and students' narratives. It is also still far from its ability to capture all important experiences that reflected day-to-day experiences of teachers and students. However, this narrative study offers theoretical and pedagogical implication. The theoretical implication is to incorporate previous efforts to confirm the sociocultural theory, CLT, and process writing pedagogy as strong supports for applying collaborative writing. The pedagogical implication of the study is it provides supplementary empirical evidence for the benefits of collaborative writing in EFL context. It also informs the complexities of collaborative writing faced by teachers and students which then can be used as point of departure for better practice of collaborative writing in EFL context.

Point worth noting about this narrative study is that educational needs and approaches are changing, and teacher-educators need to explore various approaches, methods, and pedagogies to address these changing needs in their teaching and learning. A need analysis and research on teacher training programmes using collaborative writing should be conducted before any changes in their pedagogical practices. For further studies, involving students from all proficiency levels to share the narratives will be essential to conduct.

ABSTRAK

Rohmah, Galuh Nur. 2017. *Teachers' Reflection on and Students' Experiences in Collaborative EFL Writing: A Narrative Study*. Disertasi, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Negeri Malang. Promotor: (1) Prof. Utami Widiati, M.A, Ph.D., (2) Prof. A. Effendi Kadarisman, M.A, Ph.D., (3) Dr. Enny Irawati, M.Pd.

Kata Kunci: collaborative EFL writing, teachers' experiences, students' experiences, narrative inquiry

Ketika para pengajar mengajar dengan kegiatan menulis kolaboratif, dan mahasiswa belajar melalui menulis kolaboratif, mereka berada pada situasi yang tidak mudah. Tidak jarang pula beberapa tekanan muncul seiring dengan banyaknya kompleksitas yang harus dihadapi. Upaya untuk menggali pengalaman dosen dan mahasiswa ketika mengajar dan belajar melalui menulis kolaboratif, menjadi usaha akademik untuk menambah pengetahuan tentang menulis kolaboratif dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing.

Studi ini menggunakan metode studi narasi (narrative inquiry) yang memfokuskan pada pengalaman mengenai menulis kolaboratif. Studi panduan (pilot study) dilakukan untuk mengidentifikasi partisipan. Tiga dosen yang memiliki orientasi pendekatan proses dalam mengajar menulis, dan telah secara intensif mengaplikasikan menulis kolaboratif dipilih sebagai partisipan. Dua mahasiswa yang telah mengikuti kelas menulis kolaboratif selama 3 semester berturut-turut dipilih sebagai partisipan. Penelitian ini menggunakan kerangka cerita dan interview sebagai instrumen untuk pengumpulan data. Dosen dan mahasiswa diminta menuliskan pengalamannya dalam kerangka cerita yang dilengkapi dengan kalimat pengantar. Interview dilakukan untuk menggali data lebih mendalam tentang kisah keterlibatan partisipan dalam pembelajaran menulis, dilanjutkan dengan pengalaman terkini tentang menulis kolaboratif, dan diakhiri dengan menggali aspirasi mereka tentang menulis kolaboratif yang lebih baik.

Pengalaman dosen merepresentasikan bahwa menerapkan menulis kolaboratif di tengah arus utama pembelajaran menulis yang menitikberatkan pada individualitas memunculkan peluang sekaligus tantangan. Menulis kolaboratif menjadi strategi pembelajaran yang bisa dipertanggungjawabkan karena dilegitimasi oleh teori sosiokultural, pembelajaran komunikatif, dan pendekatan proses. Pengalaman dosen dalam mengelola menulis kolaboratif mengisyaratkan bahwa cara membentuk grup dan mengevaluasi hasil tulisan harus dilakukan dengan cermat. Dari pengalaman dosen, menulis kolaboratif memberikan dampak pembelajaran dan dampak iringan. Untuk format ke depan, dosen tetap akan menggunakan menulis kolaboratif meski pada saat ini mereka masih berada pada tahap selalu mencari format yang tepat.

Dari pengalaman mahasiswa, saat pertama menulis secara berkolaborasi, mereka bagaikan berada pada situasi kompetisi tiada akhir. Sangat rentan sekali hubungan dominan-pasif muncul, dan beberapa situasi sulit lainnya seperti

mengelola waktu berkolaborasi dan bagaimana membagi peran agar semua bisa terlibat aktif. Akan tetapi, di samping situasi yang sulit tadi, mahasiswa juga mendapatkan keuntungan untuk ketrampilan menulis dan keutungan lainnya. Mahasiswa memperoleh peningkatan pada aspek tata bahasa, isi, dan gaya bahasa. Berkolaborasi juga mempertajam ketrampilan sosial, bernegosiasi, dan tanggungjawab. Mahasiswa berharap kelas kolaboratif dikonsidikan dalam situasi komplementer dan hubungan interdependen.

Keterbatasan yang dimiliki studi ini adalah mudahnya peneliti terjebak untuk memosisikan partisipan sebagai 'superhero' yang dalam mengatasi masalahnya. Studi ini juga belum mampu menangkap semua pengalaman penting dosen dan mahasiswa. Akan tetapi, studi ini sudah berupaya memberikan kontribusinya. Kontribusi teoritisnya adalah studi ini melanjutkan studi sebelumnya yang bertujuan untuk mengkonfirmasi bahwa teori sosiokultural, pembelajaran komunikatif, dan pendekatan proses adalah pendukung kuat dalam pengaplikasian menulis kolaboratif. Kontribusi pedagogisnya adalah studi ini menjadi bukti tambahan tentang manfaat menulis kolaboratif dalam pembelajaran menulis. Studi ini juga menginformasikan tentang kompleksitas menulis kolaboratif, sehingga data tambahan untuk memperoleh praktek yang lebih baik.

Catatan penting dari studi ini adalah kebutuhan pendidikan dan pendekatan pembelajaran selalu mengalami perubahan, sehingga mencari berbagai pendekatan dan metode menjadi suatu keharusan bagi praktisi. Analisa kebutuhan dan penelitian tentang program menulis kolaboratif perlu dilakukan sebelum ada perubahan.. Untuk studi lanjutan, perlunya penelitian yang menggali pengalaman dari semua level mahasiswa sehingga gambaran menulis kolaboratif lebih menyeluruh.

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The Researcher

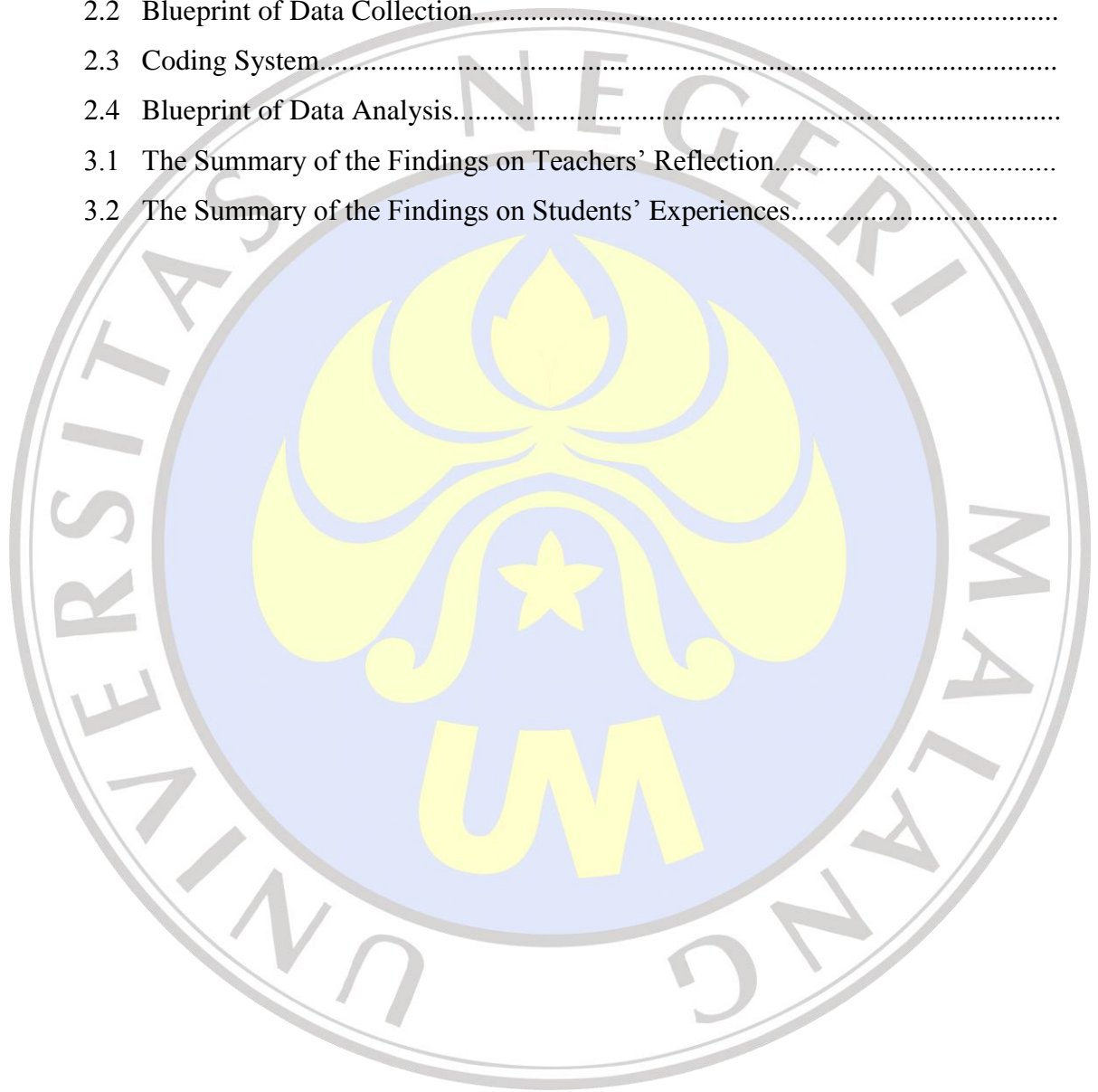
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CHAPTER I

INTRODUCTION

The research is about collaborative EFL writing focusing on teachers' and students' experiences when they have taught and learnt through collaborative activities in writing class. This chapter presents background of the study, research questions, scope of the study, significance of the study, theoretical framework, and definition of key terms.

1.1 Background of the Study

Collaborative writing has been considered as a promising second language learning activity. It also has been a topic of interest among ELT researchers.

Collaborative writing may be defined as the joint production or the coauthoring of a text by two or more writers (Storch, 2011:275) that can potentially develop students' writing performance (Mulligan & Garafalo, 2011:9). They confirmed that collaborative writing is a non-stressful approach leading to purposeful usage of the target language and concrete writing improvements. The richness of collaborative writing, then, invites ELT practitioners to investigate it.

The common practice of ELT writing pedagogy holds that writing is seen as individual activity in which the main practice in EFL writing formal setting was teachers of writing assign the students to find a topic to develop individually and hand it to the teacher after finishing the draft (Mirzaei & Eslami, 2013; Storch, 2013). And, teachers go directly checking the draft and giving mark to each individual work. While writing is commonly recognized as solitary activity, in real world contexts, collaborative writing is usual practice. As a result, EFL

writing gradually shifts its pedagogical practice by adding collaborative writing activities which allows students to write together in small group or pair work (Wigglesworth & Storch, 2012). This practice has been justified by the theoretical bases of the process writing theory, collaborative learning theory, CLT, and sociocultural theory (Rahimi, 2013:68).

Based on the roadmap of 21st century education, it is necessary to have additional learning skills along with traditional core subjects. One essential learning skill is communication and collaboration (www.roadmap21st.org). At higher level of education, working in group is common practice for finishing the project, and also at the workplace context. Higher education students are expected to work collaboratively because it will give more benefits than working individually. The teaching of writing has been the potential place to facilitate students to have collaborative skill. Moreover, the emergence of process writing approach has welcomed collaboration during the process of writing which then collaborative writing gains its popularity to apply. In EFL writing context, students are situated to work collaboratively during writing process. This situation was commonly found in EFL writing classroom whose the teachers emphasized their teaching orientation on writing as a process (Rohmah, 2014).

The emergence of collaborative writing results a number of studies documenting the advantages and the effects of collaborative writing. The studies, so far, have primarily been concerned with the effects of collaborative writing on students' writing performance. The studies investigated various patterns of collaborative writing, such as face-to-face collaboration, computer-mediated collaboration/online collaboration, ZPD-activated collaboration, collaborative

revision, students' interaction, collaborative prewriting, and collaborative editing (Storch, 2005; Fung, 2010; Mulligan & Garofalo, 2011; Shehadeh, 2011; Mirzaeia & Eslamib, 2013; Trajtemberg & Yiakoumetti, 2011; Chaoa & Lob, 2011; Houat, 2012; Lee & Wang, 2013; Cullen, Kullman, & Wild, 2013).

The effect of collaborative writing on linguistic competence has still become the targeted area of investigation. A study by Dobao (2012) gives strong evidence about the advancement of collaborative writing for students' linguistic competence. Comparing collaborative writing in pairs and individual writing reveal that the texts written collaboratively were overall more accurate than those written individually. On the other hand, it was found that the texts written in small groups and pairs contained significantly fewer errors than those written individually. These results suggest that the effect of collaboration on accuracy may be related to the number of participants in the activity.

The use of collaborative writing can significantly improve students' writing performance on grammar, vocabulary, content and organization, and, fluency and complexity. The effect of collaborative writing on students' grammatical and discourse competence is revealed in Shehadeh's study (2011). The study investigated the effectiveness and the students' perception of collaborative writing in L2 in the UAE. The experimental research confirms that collaborative writing had an overall significant effect on students' L2 on vocabulary and organization. Mirzaei and Eslami (2013) reveal that ZPD-activated collaborative writing facilitates the learner to use meta-discourse appropriately and to improve writing, grammar and vocabulary. This study also strongly positions sociocultural theory as influential theoretical support for collaborative writing. Bringing sociocultural

dimension resulted students' sociocultural competence, in this sense, they enabled to produce a reader-friendly discourse.

The nature of writing as a solitary writing activity influences the way of treating the students to write collaboratively. A study from Nuemann and Mc Donough (2015) investigated the relationship between interaction during collaborative prewriting tasks and students' written text in EAP course showed that collaborative writing can be placed in one of writing stages which resulted content and organization improvement. The point is that collaborative writing contributes to the improvement of writing skills, even, when it is used partially and separately. The researchers remind that collaborative writing serves challenges such as class size, time constraints, and teacher's ability to manage collaborative activities. Still focusing on L2 writers' collaborative revision interactions, Hanjani and Li (2014) reveal that students employed a variety of functions in their negotiations including scaffolding that was mutual and both partners benefited from the joint revision task.

Instead of investigating on instructional effects of collaborative writing, some researchers also revealed its nurturing effects on language learning. Several studies inform the investigation on the merits of collaborative writing. In ESL tertiary classes, pair work provided the opportunity for using, reflecting language use and engaging with the moves (Storch, 2007). The face-to-face group work in an ESL academic writing in Malaysia consisting of mutual interaction, negotiations, conflict, and shared expertise, backtracking and humor facilitates students to be capable of constructing knowledge and developing writing and social skills through interactions with their peers Fung (2010).

The nurturing effects of collaborative writing in L2 learning is explicitly described by Mulligan and Garafalo (2011). The students' positive comments reflect that collaborative writing serves 3 benefits those are social skill development, stress reduction and time-saving benefits, and motivational effects. The students experienced collaborative writing as the way to sharpen sense of responsibility in helping each other to be better. In term of the second point, students felt secure because they share the job that saves the time as well. The point was elaborated from the students' effort to write harder since the single grade will apply.

Another exploration on the merits of collaborative strengthens the benefits of collaborative writing. Lee and Wang (2013) conducted a research on online collaborative writing with online picture book as the project to Taiwanese students from 2 universities. The research is to identify factors contributing to students' involvement in collaborative writing project. It is found that the nature of the learning tasks, students' constant communication and appreciation of different opinions, the difficulties they encountered when communicating asynchronously, and students' expectations toward English learning affected to what extent they were involved in the online collaboration. Cullen et al. (2013) examined the benefits of a wiki-based collaborative writing project done by Malaysian student teachers pursuing Bachelor Degree in UK. It shows high level of collaborative behavior indicating by interactivity, mutual respect, and interdependence as a means to improve a strong sense of community practice.

Therefore, having open and deep look on collaborative writing is the way to gain better and deeper understanding about collaborative writing. Instead of

having well-documented statistical findings on the effect of collaborative writing, investigating collaborative writing from other dimensions is also worth doing as what have been conducted by other researchers. They explored collaborative writing more intensively on students' side to advance research on collaborative writing. Students experienced collaborative writing as the way to develop writing and social skills such as helping each other (Mulligan & Garafalo, 2011; Fung, 2010). Students' views on learning through collaborative writing were positive and supportive. They experienced that collaborative writing not only influence task performance and L2 development but also self-confidence and creativity (Shehadeh, 2011; Lin & Maarof, 2013; Dobao & Blum, 2013). In EFL context, Rezeki (2016) explored Indonesian EFL undergraduate students' experiences in collaborative writing. The findings confirms that exploring students' experiences provides rich insight into EFL students' understanding and meaning making of their collaborative writing experiences.

Meanwhile, to extend investigation on collaborative writing, a case study was done to understand EFL students' participation in group peer feedback revealed that students' motives could influence students' participation in group peer feedback activities, engagement with the peer feedback and their subsequent revisions (Yu & Lee, 2014). Specific studies on collaborative writers' stories confirmed that they experienced the tensions during a decade of writing collaboratively that gives useful insights for other writers and collaborators and those who seek caring, responsive, nurturing writing relationship, autonomy, and sense of classroom community (Douglas & Carless, 2014; Houat 2012).

When students are involved in collaborative writing and given space to share their experiences, it can provide pointers with regard to the design features of a “good collaborative task”, of more interactive and resourceful collaborative writing (Bremmer et al. 2014:165). For many EFL learners, the experience of writing with other learners in a group can be terrible one. In these situation, they may be faced with more competent language users, and they may be concerned about their ability to contribute, and about the attitude they may encounter from others in the group (Wigglesworth & Storch, 2012). For sure, these situation become important to share. A study on how do learners experience joint writing focusing on university students’ conceptions of online collaborative writing and task environment found that students commonly consider that online collaborative writing as document production or co-construction of personal understanding which was effectively done if it was supported with various procedural, functional and behavioral scaffolds (Limbu & Markauskaite, 2015).

At the students’ side, the collaborative writing has been intensively investigated which reveal that collaborative writing served some benefits for them, meanwhile, at the teacher’s side, it still has many dimensions to reveal. When writing is seen as solitary activity, then, how teachers accomodate this in the middle of their collaborative writing practice. This study aims at filling the gap on the lack of exploring teachers’ experiences in teaching using collaborative writing which then is rerepresented in their reflection. Using collaborative writing is a fairly novel strategy (Storch, 2005). When teachers of EFL writing decided to use collaborative writing, it means that they are adding different taste in their mainstream pedagogical practice of EFL writing. Issues such as how to build

sense of students' participation, how to grade collaborative work, and how to form the group have been conflicting situation for teachers. Moreover, some other issues related to collaborative writing such as which types of collaboration, and which part of writing process, and which aspects to develop depending on the EFL classroom context. All aspects of collaborative writing will serve its own benefits for writing improvement. In this sense, collaborative writing should be prepared and handled properly to achieve the optimal benefits.

This present study explores teachers' reflection on and students' experiences in collaborative writing in Indonesian EFL writing context. The reflection and experiences were gained from university EFL teachers and students at English Letters Department, UIN Maulana Malik Ibrahim Malang. Established in 1997, the department firstly used Kurikulum Nasional 1994 (Kepmen. No.056/U/1994) which was known as Kurikulum Berbasis Isi (Content-Based Curriculum). It placed writing as MKDK (Mata Kuliah Dasar Keahlian) taught as a series of compulsory and prerequisite subjects focusing on academic writing from Writing I to Writing IV. Responding to the global needs of education for accommodating students' hardskills and softskills, Kurikulum Inti dan Institusional (Kepmen No.232/U/2000 and 045/U/2002) which was known as Kurikulum Berbasis Kompetensi (Competence-based Curriculum) (Direktorat Akademik, 2008).

The competence was based on students' cognitive, affective, and psychomotoric aspects which were integratively and proportionally accomodated. Therefore, KBK shifted the orientation from Teacher-Centered Learning (TCL) to Student-Centered Learning (SCL). One of key features of SCL is the classroom atmosphere tends to be more on collaborative, supportive, and cooperative. The

implication of SCL is that facilitating students with Collaborative Learning (Febriyanti, 2013:308). Based KBK Writing courses are positioned as Mata Kuliah Keilmuan dan Ketrampilan (MKK). Writing I (4 credits) aims at enabling students to express ideas through written text in the form of narrative, descriptive, expository, and argumentative paragraphs. Writing II (4 credits) aims at enabling students to express ideas through written text in the form of narrative, descriptive, expository, and argumentative essays. Writing III (4 credits) aims at enabling students to express ideas through written text in the form of argumentative essay for academic paper (English Department, 2008).

Recently, the department is in the transition period in the development of new curriculum, Kurikulum Pendidikan Tinggi, based on UU No.12/2012 Perpres 08/2012 Permendikbud No.73/2014 Permendikbud No.49/2014 which is recognized as KKNI Based-Curriculum (Panduan Praktis Penyusunan Kurikulum PT, 2016). In terms of naming, the courses are changed into Paragraph Writing (2 credits) which facilitates students to write fluent, accurate and complex paragraphs of narration, description and exposition. Essay Writing (4 credits) which facilitates students to write fluent, accurate and complex essays of exposition and argumentation. Academic Writing (2 credits) which facilitates students to write fluent, accurate, and complex essay for academic purposes. The newest KKNI-based curriculum has been implemented for students of 2015 academic year. It is also still in the process to be officially mandated.

Related to the research context, the curriculum which both teachers and students experiences is Kurikulum Berbasis Kompetensi. Aforementioned points on KBK suggested collaborative learning as one of teaching strategies to apply. It

implies to the teaching of EFL writing as collaborative writing. It facilitates to strengthen students' softskill on negotiation and communicative skills (Febriyanti, 2013). Therefore, collaborative writing could be inserted as hidden curriculum to support students' writing performance.

The implication of the hidden curriculum is that teaching under the same syllabus does not limit teachers of writing in the classroom. Teachers are allowed to employ various teaching techniques that facilitate students achieve the standard of competence. My colleagues and I are always at the process of doing better teaching by employing different techniques. Among techniques used by teachers, The researcher is attracted by the use of collaborative writing activities in some EFL writing classes.

This is the researcher's point to explore more about their and their students' experiences. Aforementioned points about relevant empirical finding on the benefits of collaborative writing have represented the success of collaborative writing for students. Therefore, exploring collaborative writing from teachers' point of views is to give them space to share their stories with collaborative writing. By exploring collaborative EFL from both teachers' and students' perspectives, collaborative writing can be seen from balanced side that lead to better understanding.

Furthermore, exploring two sides of teacher's and students' experiences using narrative inquiry allows the researcher to give them a space to make their personal knowledge becomes professional knowledge and intellectual resource for other EFL teachers and students. Narrative inquiry captures the potency and the complexities, the challenges, and the success and unsuccess of collaborative writing

in EFL context. This does not mean that the researcher is able to present all experiences in very thorough way. The researcher realizes that presenting the teachers' and students' selective and fruitful experiences, then, giving critical reflection on them has its own difficulty. Nevertheless by presenting their narratives, the researcher is constructing an alternative narrative to advance some of the claims made by research and policy on the teaching of collaborative writing. Narrative inquiry provides the researcher with a way of inquiring into those experiences and of capturing the sense of the interface between collaborative and individual writing.

Narrative inquiry also promises to empower teachers' and students' voices as someone who has an experience to tell. Their experiences gives an alternative point of view of collaborative EFL writing knowledge. Another important reason for using narrative is that it provides a tool for doing self-criticism about the challenges, the conflicts as well as the complexities of teaching and learning English using collaborative EFL writing that they encounter everyday.

1.2 Research Questions

Based on the above description and explanation, the present study is to probe two major research questions followed by sub-questions:

1. What teaching experiences using collaborative EFL writing have been important to teachers?
 - a. What did teachers experience in firstly applying collaborative writing?
 - b. What did teachers experience in managing collaborative writing?
 - c. What did teachers find about the benefits of collaborative writing?
 - d. What did teachers hope about future direction of collaborative writing?

2. What learning experiences using collaborative EFL writing have been important to students?
 - a. What did students experience in firstly engaging with collaborative writing?
 - b. What did students find about the benefits of collaborative writing?
 - c. What did students hope about future direction of collaborative writing?

Referring to the research questions, the present study is expected to reveal how teachers and students experienced, engaged with, and made meaning of collaborative writing with its ups and downs. By recollecting teachers' important experiences, the study provides rich description on the first time teachers applied collaborative writing activities, on the way teachers managed collaborative writing class, on the benefits teachers had from collaborative writing, and on the aspirations teachers had for future direction. Recollecting students' important experiences also gave wider horizon about the students' first engagement with collaborative writing, the benefits they gained, and their aspirations for future collaborative writing. This study also gains deep understanding on the strengths and weaknesses of collaborative writing as well the challenges and opportunities. Therefore, there is a clear description about how both teachers and students feel and think of collaborative writing activity with its success and unsuccessful stories.

1.3 Scope of the Study

The present study focuses on teachers' reflection and students' important experiences in teaching using and learning through collaborative writing. The important experiences were taken from three teachers of writing who intensively

applied collaborative writing in their writing class. They had full collaboration that facilitated students to write together from planning, drafting, revising, editing, and writing final draft. The two participating students were those who enrolled Writing I, II, and III which used collaborative writing. The reflection and important experiences referred to any narratives which were fruitful to them. They were welcome to share both ups and downs of experiencing collaborative writing.

1.4 Significance of the Study

Theoretically, as the study aims to explore both teachers' reflection on and students' experience in collaborative writing, the findings of this study can provide a more comprehensive picture of underlying principles of applying collaborative writing, of some important aspects in managing collaborative writing, and of the instructional and nurturing benefits from collaborative writing. Practically, the findings of the study are expected to be of some use for EFL writing teachers and students. Teachers can find effective way to manage their collaborative writing class by considering classroom context. Meanwhile, students who engage with collaborative writing can find the way to equally and mutually collaborate in producing better a piece of writing.

1.5 Theoretical Framework

As the beginning of the section, the discussion on the basic ideas of collaborative writing is started from defining and distinguishing collaborative and cooperative learning. Cooperative and collaborative learning are often used interchangeably referring to a situation in which students working in pairs small groups to achieve shared learning goals (Barkley et al., 2005). The interchangeability of both are also shown by others terms such as team learning, group learning, or peer-assisted learning (p. 4). Positioning under similar approach to language teaching, CLT, both focus on students' engagement in communication and student-student interaction to facilitate them to develop their communicative competence through sharing ideas and negotiating for meaning and form (Storch, 2013; Larsen-Freeman, 2012). Furthermore, both cooperative and collaborative learning facilitate to active learning, higher order cognitive skills, students autonomy, social and teambuilding skills, information retention, and diversity (Matthews et al., 1995; Larsen-Freeman, 2012)

However, some distinctive features have made to differentiate between cooperative and collaborative learning. Matthews et al. (1995) provide this following table of differences:

Table 1.1 The Differences between Cooperative and Collaborative Learning

Cooperative Learning	Collaborative Learning
<ul style="list-style-type: none">• Students receive training in small group social skills.• Activities are structured with each student having a specific role.• The teacher observes, listens and intervenes in a group when necessary.	<ul style="list-style-type: none">• There is the belief that students already have the necessary social skills, and that they will build on their existing skills in order to reach their goals.• Students organize and negotiate efforts themselves.• The activity is not monitored by the instructor. When questions are directed

- | | |
|--|--|
| | towards the teacher, the teacher guides the students to the information needed. |
| <ul style="list-style-type: none">• Students submit work at the end of class for evaluation.• Students assess individual and group performance. | <ul style="list-style-type: none">• Students retain drafts to complete further work.• Students assess individual and group performance. |
-

Some highlights have been also made to the differences. Cooperative learning is considered to be the most structured approach imposed by the teacher while collaborative learning is less structured whereby students are given more power over their learning than in traditional instruction (McWhaw et al., 2003). In cooperative learning, teachers intervene in the group when necessary because students still need to receive training in small group social skill. Different situation happens to collaborative learning because it encourages students to develop autonomous, articulate, and thinking people as they have to organize and negotiate efforts themselves. Those different views on both resulted a categorization that cooperative learning is more appropriate for use with elementary schoolchildren while collaborative learning is better suited for adults including college and university students (Bruffee in Barkley et al., 2005; McWhaw et al., 2003).

As the present study is conducted at higher level of education, then, collaborative learning becomes the main focus which is narrowed down into collaborative writing. Storch (2013) points that collaborative writing involves students interacting in pairs or small groups on a writing task (p. 6). Collaborative writing has two key components for the verbal interaction and the act of writing. The components contributes much for L2 learning because students involve cognitive processes in producing oral and written languages.

1.5.1 Collaborative Writing Functions for SLA

L2 acquisition happens in both formal and informal learning situation. Classroom is one of rich formal situation for exposing the success of L2 acquisition. Important theoretical framework that influence SLA is mapped by Troike (2006:26) shows that beyond linguistic factor, other two factors are also needed for being acquired in SLA. In line with pair and small group activities, those are constituted as one of the most common practices in communicative second language (L2) classroom which is theoretically also supported by both psycholinguistic and sociolinguistic perspectives on L2 acquisition (Dobao, 2012:40).

The classroom setting represents the scope of SLA that includes the linguistics of SLA, the psychology of SLA, and social contexts of SLA (Troike, 2006). The linguistics aspects become the most frequent topic in ELT discussion. Syntax, morphology, vocabulary, and discourse are strongly involved component in language learning. When figuring out the information and producing language to convey meaning, a learner combining all linguistics aspects that leads to students' linguistic competence as revealed by some studies on the following sections. Collaborative writing contributes to students' writing performance in terms of grammar, vocabulary, content and organization.

The psychology of SLA includes language in the brain, learning processes, differences in learners, and the effect of multilingualism. This research is closely relevant to learners differences which is also known as individual differences in SLA which has been classified by Dörnyei (2008) into personality, temperament, mood, language aptitude, motivation, learning style and cognitive style, learning

strategies and student self-regulation, and other learner characteristics. Dealing with other learner characteristics, anxiety, it has been promoted that students who work collaboratively in writing gain supportive and stress reduction atmosphere which make the level of anxiety lower.

With the massive use of Communicative Language Teaching (CLT), collaborative activity has assumed an important role in the L2 classroom. It has been seen as one of the key characteristics of communicative L2 classroom. The inclusion of collaborative activities in the L2 classroom has been justified through reference to sociocultural theory (SCT). From a sociocultural perspective, learning a socially situated activity (Dobao, 2012:41). The central premise of SCT describes that engagement in collaboration and social interaction is the main source of learning and development. It was soon welcomed SLA researchers figure this out more deeply. Collaborative writing is underpinned by Vygotsky's sociocultural theory where social interaction is an integral component of learning (Lin and Maarof, 2013). The sociocultural theory of mind emphasizes the role interaction and peer collaboration in L2 development.

1.5.2 Models of Collaborative Writing

Having thorough understanding on models of collaborative writing encourages better decision to use which model might be appropriate for classroom context. Alexander (2012:184) categories collaborative writing into the following three models:

Table 1.2: Models of Collaborative Writing

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</p> <p>Scheduling problems. The team must find a time to meet together, 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>Perceived as fair distribution of labor.</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 nonexistent. 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,</p>

3. **Layered.**

Each person is assigned a primary role, and all team members have overlapping layers of responsibility.

This method is most appropriate when drafting and revising longer documents and most closely workplace collaboration.

Expectations, responsibilities, and roles are clear.

Divides students up according to their expertise, which maximizes contributions.

Produces a highquality document.
Emphasizes writing as a process, document cycling, and checks and balances. It motivates students.

material is often duplicated or inconsistent, the writing is incoherent, and the writing style and quality varies between sections.

Takes more up-front effort and planning so that each person knows what tasks they are assigned.

Workload may be different for various roles.

In this study, I used face-to-face collaborative model because three teachers assigned the students to work collaboratively from the very beginning of the process. It was from finding topic to writing the last draft. However, the collaborative writing class would be very dynamic to face any possible change. The second model might appear because it is also common way of doing collaboration.

1.5.3 Collaborative Writing in L2 Writing Context

To facilitate the students in meaningful writing process, collaborative writing could be the answer. It is relevant to the pedagogical view of writing that is it a process of discovering and making meaning. At the technical level, collaborative or joint writing is not very different from individual writing. They

both serve similar sub-tasks such as planning, drafting, editing, and revising. But, in collaborative writing, students must share their thoughts early with other friends by discussing, negotiating, and building knowledge (Limbu & Markauskaite, 2015) and it is performed collectively by more than one person to produce a single text and writing is any activity that leads to a completed document (Lin & Maarof, 2013:601). Successful collaborative writing is influenced by the nature of collaborative sub-writing tasks such as collaborative pre-writing and editing (Storch, 2007; Nuemann & Mc Donough, 2015) or at the prolonged writing activity (Shehadeh, 2011). The nature of collaborative task can be manifested in face-to-face collaboration (Storch, 2005; Reynolds & Anderson, 2015) or online or computer-mediated communication collaboration using wiki or blog as media of instruction (Chaoa & Lob, 2011; Houat, 2012)

The second point to be great influence to the success of collaborative writing is the language proficiency of team members as confirmed that L2 proficiency in peer review significantly predicted the number of suggestions made, moreover, equality and mutuality also another point that contribute to the success (Allen & Mills, 2014). The interaction patterns also become contributing factor leading to meaningful collaborative writing. The interaction will provide rich Language-Related Episodes (LREs) to construct the text. The episodes include discussion about (a) where specific ideas should be placed in outlines, charts, or tables, (b) what order ideas should be presented in writing, and (c) how links between ideas or between reasons and examples could be more or improved (Nuemann & Mc Donough, 2015:89). Instead of knowing the LREs, interaction also indicates the

students' talk during the collaboration which is classified into social talk, planning talk, and language talk (Cullen et al, 2013:428).

1.5.4 Collaborative Writing for Writing Competence

The main goal of language classroom is to promote the students' communicative competence. Writing classroom is one of potential media to promote improvement on students' writing competence. Hyland (2003:51) referring to Canale and Swain's (1980) framework states that "to write successfully in English, a writer needs at least grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. To reach the ultimate goal, writing activity should be designed as the way to fill students' need on the improvement of communicative, in this context, writing competence. To see how collaborative writing activity is strongly relevant to communicative competence, the updated communicative competence and explicit description of communicative competence proposed by Celce-Murcia et al. (1995) becomes the basis of the discussion. The updated model is the continuation of Canale and Swain's framework which makes the dimension of communicative competence more comprehensive.

The updated communicative competence model was resulted from reviewing and synthesizing the Canale and Swain's communicative competence (1980) and Bachman's communicative language abilities (1990). There is an additional competence, actional competence, a competence used in conveying and understanding communicative intention (p. 17) which is mainly used for oral communication. Another addition is minor change in 2 terminologies that is from

grammatical to linguistic competence, and from sociolinguistic to sociocultural competence. The first change is to give the space for other linguistic elements such as lexis and phonology in addition to morphology and syntax. The second change is to differentiate between the elements of actional competence.

In order to make communicative competence contextual and concrete checklist for practitioners, the components and sub-components of the updated model is clearly described. Discourse competence includes cohesion, deixis, coherence, genre/generic structure (formal schemata), and conversational structure (turn taking system). For linguistic competence, the components are from syntax, morphology, lexicon (receptive and productive), phonology (for pronunciation), and orthography (for spelling). Actional competence includes interpersonal exchange, information, opinions, feelings, and future scenarios. Sociocultural competence is indicated by social contextual factors, stylistic appropriateness factors, cultural factors, non-verbal communicative factors. The last is strategic competence which covers avoidance or reduction strategies, achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies.

It is for sure that the components and sub-components of communicative competence are applicable for all language teaching and learning, and applicable for both oral and written forms, therefore, it should be taken as relative rather than absolute. As we know that communicative competence may have different meaning depending on the teaching context. It is obvious that the teaching of writing will use the components differently from the teaching of speaking. Not all components are suitable for indicating students' writing competence.

The effects of collaborative writing on students' grammatical/linguistic competence (the knowledge of language code: grammatical rules, vocabulary, syntax, spelling) were shown from the findings revealed by Storch (2005). The study compared between composing a full text collaboratively or individually. Most of them chose collaborative writing when composing a short paragraph based on a given graphic prompt. Both quantitative and qualitative data analyses are applied. Quantitative procedure measured the students' writing fluency indicating by number of words, accuracy and complexities (clause analysis), meanwhile, qualitative procedure measured the content and structure of the text and task fulfillment. The classroom-based study reveals that advanced ESL learners' collaborative essay grades were higher than those done independently and tended to have greater grammatical accuracy.

Two aspects of linguistic competence, grammar and vocabulary, again, are clearly described by Mulligan and Garofalo (2011) who evaluated collaborative methodology designed for EFL university students in Kyoto in which students work in pairs to produce co-authored paragraphs and essays. The step-by-step procedures from planning, negotiating, drafting, and revising their writing assignments lead to produce meaningful tasks. At the end of the program, the students gave the written feedback on the collaborative approach employed during the program. The study found that clear gains from collaborative writing are in structural and grammatical proficiency as well as learning new words and phrases while revising each other's draft. This study also reveal the improvement on student's discourse competence that is the students' essays are more carefully

organized as well as Nuemann and Mc Donough's study (2015) confirms that collaborative pre-writing stimulates student discusses content and organization.

Findings on the effect of collaborative writing on students' grammatical and discourse competence is also reflected in Shehadeh's study (2011) which reveals the effectiveness and the students' perception of collaborative writing in L2 in the UAE (Uni Arab Emirates). The experimental research confirms that collaborative writing had an overall significant effect on students' L2 writing; the effect was significant for vocabulary and organization. Mirzaei and Eslami (2013) found that ZPD-activated collaborative writing facilitates the leaners to use meta-discourse appropriately and to improve writing, grammar and vocabulary. This study also clearly elaborates sociocultural theory in collaborative writing resulted students' sociocultural competence that is producing a reader-friendly discourse.

A comparative study from Dobao (2012) gives strong evidence about the advancement of collaborative writing for students' linguistic competence.

Comparing collaborative writing, pair work and individual work reveal texts written collaboratively were overall more accurate than those written individually. On the other hand, it was found that the texts written in small groups contained significantly fewer errors not only than those written individually but also than those written in pair. These results suggest that the effect of collaboration on accuracy may be related to the number of participants in the activity, and in this way contribute to our understanding of collaborative writing tasks.

The study from Trajtemberg and Yiakoumetti (2011) is relevant to sociocultural competence, the students' knowledge to convey message which is suitable for social and cultural context that is clarified into applying the skill to

real-life communication. The study was conducted to investigate EFL interaction by using collaborative writing with web-blog project. EFL students from undergraduate class at University of Chile were involved. The findings reveal that blogs assist in motivating learners to use language for real communicative purposes and to write in English in ways that they have not previously experienced. Self-expression, self-evaluation, and a sense of language progress are promoted when students interact in a collaborative space.

By referring to the findings of the previous studies, it can be stated that collaborative writing has strong contribution to students' writing competence. The grammatical/linguistic competence is indicated by high level of accuracy and grammatical structure found in the text. Various range of vocabulary is also the indicator for linguistic competence. The discourse competence is well-reflected in students' writing through better organization of the essay that is commonly referred to coherence. Collaborative writing helps improve students' sociocultural competence through the writing for real-communication and reader-oriented point of view.

1.5.5 The Merits of Collaborative Writing

Instead of instructional effects which is discussed in the following section, nurturing effects of using collaborative writing in L2 writing context is also significant to explain. Several studies inform the investigation on the merits of collaborative writing. Storch (2007) compared pair and individual work on an editing task and analyzed the nature of pair interaction of ESL tertiary classes. There was statistically significant different in the accuracy of text edited in pair

and individually or there were no advantages for students to work in pairs on grammar-focused tasks. However, the pair work becomes the opportunity for using and reflecting language use, for engaging with the moves. Fung (2010) investigated the features of face-to-face collaborative writing group in an ESL academic writing in Malaysia. The defining features are mutual interaction, negotiations, conflict, and shared expertise while facilitating features include affective factors, use of L1, backtracking and humor. The features occur during collaborative writing reveal that students are capable of constructing knowledge and developing writing and social skills through interactions with their peers. However, affective conflict may sometimes hinder successful collaboration if not handled appropriately.

Writing collaboratively builds sense of collaboration, autonomy, classroom community as revealed by Houat (2012). He explored a blended course implemented using a wiki for collaborative writing project for Master's students from English and French Department in Morocco in which the students are assigned to construct writing about the history of distance learning. The data and statistic also reveal that there is positive perception and satisfaction from students.

The students' comments proved that collaborative writing serves 3 benefits on social skill development, stress reduction and time-saving, and motivational effects (Mulligan & Garafalo, 2011). The students experienced collaborative writing as the way to sharpen sense of responsibility for helping each other to be better. In term of the second point, students felt secure because they share the job that saves the time as well. The point was elaborated from the students' effort to write harder since the single grade will apply.

Furthermore, the involvement of sociocultural theory in L2 learning context adds different perspective in applying collaborative writing. Sociocultural theory views that writing classroom it is more than just a place to facilitate students to language learning, but it is a place for an engagement in collaboration and social interaction. This situation results the involvement of socio-cultural theory in writing classroom. As a place of social interaction, students are encouraged to work collaboratively to solve linguistic problems and to mediate L2 learning. Study about collaborative writing viewing from socio-cultural theory of mind and learning was conducted by Mirzaeia and Eslami (2013) who investigated the effect among four instructional designs, namely ZPD-activated collaborative, ZPD-free collaborative, fine-tuned L2-input provision and prevalent teacher fronted approach.

The above discussion shows that collaborative writing is very dynamic topic and activity for writing classroom. The benefits of collaborative writing will become the main reason for applying collaborative writing. However, possible challenges will also become important points to concern. When writing is seen as solitary activity, how can the writing classroom accommodate this, and how to build sense of participation among members of the collaborative group. The issue of fairness in gaining the score should be another consideration to think since collaborative text is the production of all members which sometimes not all are involved or participated in producing the text. In this sense, collaborative writing should be prepared and handled properly to achieve the optimal benefits.

1.5.6 Collaborative Writing in Computer-Mediated Communication

The recent online collaboration raises because of the development of technology in the past 20 years which makes the use of computer-mediated communication has greatly improved. The situation leads to a new form of collaborative writing activities. Different from face-to-face collaborative writing, computer-mediated collaboration involves a group of writers than pairs, and needs longer time allocation. Storch (2011: 285) reviewed that online collaboration stimulates students' involvement, but the language use is not fully taken into account.

The various types are used in the online collaboration. Wikis is known as a new form of collaborative writing activities. Wikis allows all users to add or edit the content information as far as at the beginning of collaboration all points should be understood by the all members. The use of wikis provides major advantage that is all members get equal access to the document. Web-blog is also common type used in online collaboration. On the other side, a study done by Lee and Wang (2013) used online picture as the medium for collaborative writing.

Moreover, a questionnaire survey and action research design adopted by Chaoa and Lob (2011) was combined between individual and collaborative writing in the teaching scenario. The study was to explore students' perception of Wiki-based collaborative writing for learners of English at university in central Taiwan. The research used a five-stage computer mediated collaborative writing project including collaborative planning, partitioned drafting, peer-revising, peer-editing, and individual publishing which was blended with on-campus English composition course. It reveals that a high percentage of students' satisfaction

showed positive perceptions of this Wiki-based collaborative writing environment. The use of wiki provides better collaborative writing experience than traditional classroom writing. It also motivates students to keep on top of collaborative writing and spend more time on task.

Collaborative writing with its potential is useful for L2 classroom. The choice for using which types of collaboration, and which part of writing process, and which aspects to develop depending on the L2 classroom context. All aspects of collaborative writing will serve its own benefits for writing improvement. The comprehensive understanding on the benefits and the challenges of collaborative writing will help to manage it properly. Collaborative writing, so far, is one of common practices in university writing course. Collaboration, whether in pair or small group resulted greater writing improvement.

The previous findings reveal that collaborative writing promotes to the development on both students' micro and macro levels. The components of micro level found in the previous studies are language use, content, organization, grammar and vocabulary. The macro levels are indicated by sense of participation, mutual understanding, skill to negotiate and share, and interactivity. By all levels, students can benefit collaborative writing for their goal of learning English that is the development of L2 writing competence. The use of collaborative writing stimulates other nurturing effects for students. The affective effects resulted from the benefit of collaborative writing for reducing stress and increasing motivation.

More importantly, the previous studies reveal that collaborative writing has strong instructional effects that are the improvement of writing skills and language use or the effects that is directly to the improvement of writing

competence. The dimension of writing competence involves linguistic competence, discourse competence, sociocultural competence. Having open and deep look and exploration to the benefits of collaborative writing is expected to gain better and deeper understanding about collaborative writing.

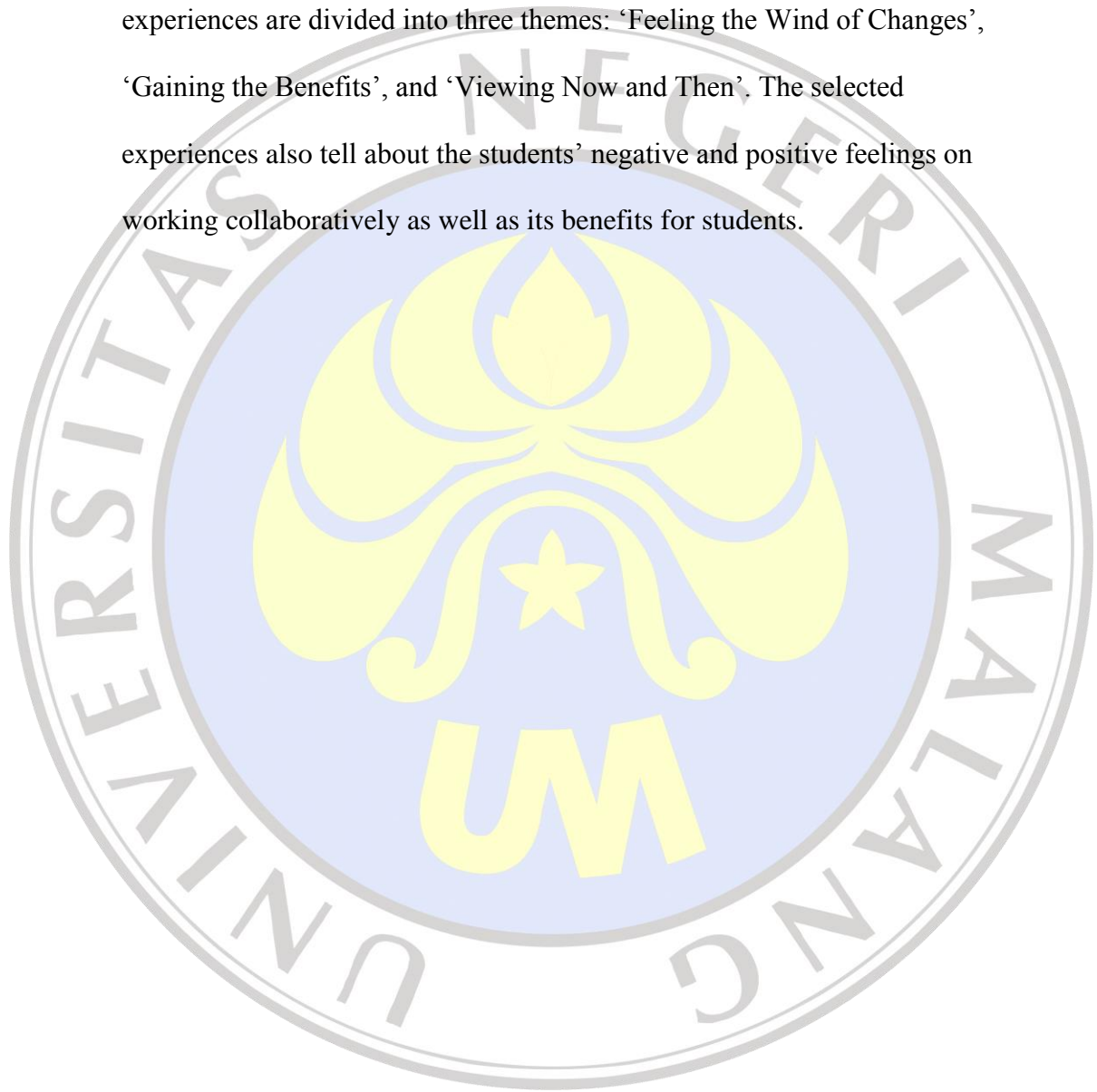
1.6 Definition of Key Terms

To avoid misunderstanding on some key words and the content of the study, it is necessary to define the following terms:

- a. Collaborative writing is student and student supplementary activity where two or more students in L2 writing class work together to produce a document of academic writing. Students write collaboratively during the process of writing, which includes idea generating, researching, planning, drafting, editing, and revising, and writing collaborative final draft.
- b. Narrative is a compilation of story consisting of teachers' reflection on teaching using collaborative writing in their EFL writing class, and students' experiences in learning EFL writing through collaborative writing.
- c. Teachers' reflection are any views of selected day-to-day experiences when the teachers use collaborative writing as a teaching technique in their EFL writing class. The experiences are divided into four themes: 'Adding A Different Taste: Solidarity in Writing', 'Managing Collaborative Writing', and 'Killing Two Birds with One Stone', and 'Viewing Now and Future Direction' which cover the efforts they made and the challenges they faced. Those also involve the moment that become the turning point to have better

collaborative writing. The experiences are also about the strengths and weaknesses of collaborative writing they perceive from.

- d. Students' experiences are selected experiences when the students engage themselves in collaborative writing activities to produce an essay. The experiences are divided into three themes: 'Feeling the Wind of Changes', 'Gaining the Benefits', and 'Viewing Now and Then'. The selected experiences also tell about the students' negative and positive feelings on working collaboratively as well as its benefits for students.



CHAPTER II

RESEARCH METHOD

This research is aimed at revealing how teachers and students experience, engage with, and make meaning on collaborative writing, which includes the ups and downs experiences of having collaborative writing in writing class, and their aspirations for future direction of collaborative writing. This chapter explains research design, research procedures, the quality of research outcomes.

2.1 Research Design

Narrative inquiry is used in this study as ‘interpretative device’ to understand teachers’ and students’ experiences (Lawler, 2002). Meanwhile, Creswell (2012:502) proposes ‘narrative research’ as the term representing a design which focuses “on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual”. Using narrative inquiry into teaching and learning has significant implications for classroom pedagogy as it invites teachers and students to see their classroom experiences from diverse point of view (Latta & Kim, 2010:139).

Narrative inquiry tells how teachers’ reflection and students’ experiences shape and inform their teaching and learning practices. The first time engaging with collaborative writing raised conflicting situation because both teachers and students faced different situation compared to their mainstream individual writing class. Teaching using collaborative writing invites potential benefits, however, at the same time it challenges teachers to manage it properly. For students, writing

collaboratively with other friends, also raises some challenges and opportunities. Hence, all those experiences could be only captured by narrative inquiry. It is in line with the capacity of narrative inquiry as a research tool that has shown its ability to holistically understand the day-to-day experiences

The present research explores collaborative writing experienced by EFL writing teachers and students. The researcher selects the teachers' fruitful experiences by chronologically arranging them into the past experience (the first time teachers added collaborative writing in their class), the present experience (current experience in managing collaborative writing and finding the benefits of collaborative writing), and the future experience (evaluation and aspirations for future direction).

The same arrangement is applied for selecting students' experiences. Those are mapped into the past experience (the first time students were situated in collaborative writing), the present experience (current situation with collaborative writing), and the future experience (evaluation and aspiration for better collaborative writing). Furthermore, deeper understanding on teachers' reflection and students' experiences can be achieved through the following systematic procedures:

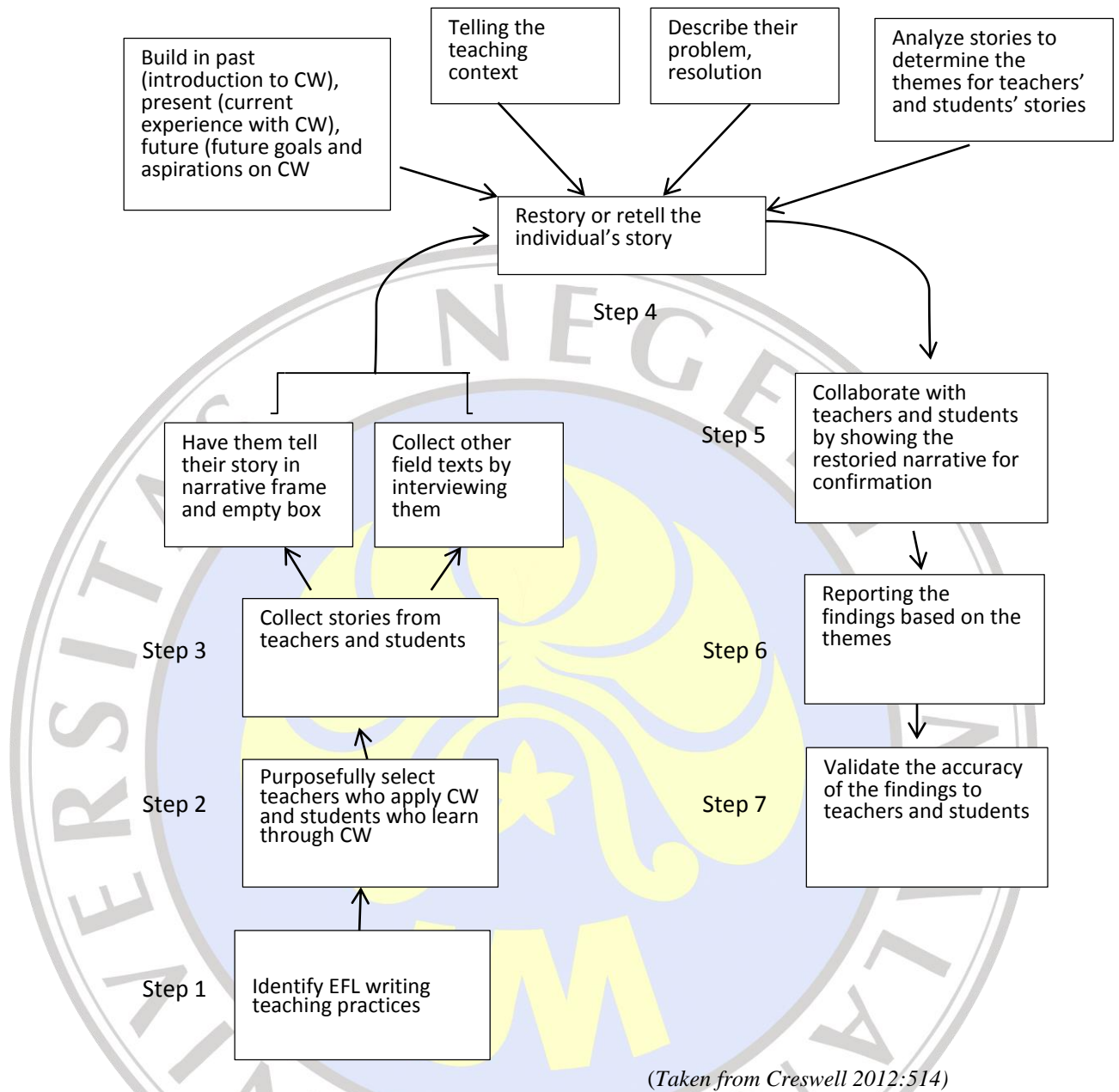


Figure 2.1 Steps in Conducting Narrative Inquiry

2.2 Research Procedures

The research procedures were taken from Creswell (2012:514). The procedures represent clear and comprehensive stages in conducting narrative inquiry. Then, it was operationalized into the research context. The steps were described as follows:

Step 1: Identify a Phenomenon to Explore

The phenomenon of collaborative writing has been identified by firstly conducting the preliminary study. The study involved nine EFL writing teachers from UIN Maulana Malik Ibrahim Malang who were given open-ended questionnaire to gain their views and practices about EFL writing. The findings reveal that EFL teachers variously viewed EFL writing, and those were implemented in diverse teaching practices. Most teachers viewed that writing is seen as a formal system and cognitive process. The formal system orientation focuses on the accurate and intensive application of students' grammatical knowledge and lexical knowledge. Therefore, teachers commonly assigned the students to follow some stages such as familiarization, controlled writing, guided writing, and free writing.

The cognitive process, known as process orientation, was also the most common view held by EFL writing teachers. It has been accommodated in the classroom by asking the students to have recursive process involving pre-writing, outlining, drafting, editing, revising, and publishing. Among the majority of process orientation teachers, there were identified that those teachers used peer collaboration. After sharing in writing consortium and weekly discussion forum, and continuing to intensive personal communication, the researcher came to the conclusion that there were three teachers who regularly and intensively applied collaborative writing as supplementary activity for students. Therefore, they were purposefully or intentionally selected as the participants to understand the phenomenon of collaborative EFL writing.

The selection was also supported by the principal orientations to L2 teaching of writing. Hyland (2003:23) states that “orientation on process has following main pedagogic techniques; brain-storming, planning, multiple drafting, peer collaboration, delayed editing, and portfolio assessment”. By applying peer collaboration, the three teachers highlight that writing cannot be separated from social activity where all members of writing community in the class work together to produce a text.

Step 2: Purposefully Select Teachers and Students

The identification process resulted that three teachers, Teacher 1 (T1), Teacher 2 (T2), and Teacher 3 (T3), were the teachers who provide rich information about collaborative writing. To have initial description about their collaborative writing activities, the researcher informally communicated with the teachers by addressing some questions related to what rationale they held for applying collaborative writing, what collaborative activities they employed, what challenges they had, and what pair or member selection method they used. The existing collaborative writing activities were described based on each teacher practices.

Experiencing 7 years ELT teaching, T1 spent her 3.5 years teaching EFL writing. She asked students to write 3000-word essay in group of 3. The group were formed into high-high, high-middle, and low-low based on the result of mid-term test. For low-low group, additional consultation was provided. After working in group, students were given a template which allows students to imitate the outline of the collaborative essay for developing individual essay based on their

own topic in the area of literature, linguistics and English education. Students presented the outline for teacher's and students' comments.

Teacher T2 applied collaborative writing in Intensive English Course (IEC) and Writing I. In IEC, students worked in group of 5 to write single topic on 'how to keep your healthy body'. They were asked to make wall article to build solid team work and to make them knowing each other as they are freshmen. T2 held strong point that the success of the work is the responsibility of all members no matter they are high, middle or low achievers. The activity made the students enjoyed and affected the whole class atmosphere where students did not hesitate to learn from others and teach for others. At the last session of IEC, students wrote individually equipped with peer feedback and self evaluation. In Writing I, students wrote in group of 3 from the beginning of the semester until the mid-term session, then, the rest of the semester was the time for students to write individually.

T3 has been teaching since 2000, and starting teaching writing in 2006. She used group work of 4 students at first, but she felt that it was not effective, then pair work was regularly used in her writing class. She applied 2 different collaborative activities for different classes. For high achiever class, she used collaborative pre-writing in the form of pair work outlining before students writing their paragraphs or essays. At the beginning, students selected the partner based on their own choice. Then, T3 decided the pair based on the quality of individual writing. The pair formation was high and low achievers work collaboratively in outlining and peer assessment. Each student kept the portfolios consisting of pair work outline, draft, peer assessment/review, and revision. For

low achiever class, T3 applied full collaborative writing activity where students work together from outlining to writing full draft.

To select students as the research participants, purposeful sampling was also applied. Students participants were selected based on their 3 semesters involvement in collaborative writing. It means that they simultaneously joined Writing I, II, and III classes that used collaborative writing. The number of students in each collaborative writing class (T1, T2, and T3 classes) is ranged from 20-25. From 61 students who enrolled Writing III at semester 5, there were 2 students who met the criteria. They enroll continuously three semesters to writing courses which have applied collaborative writing. With these three semesters involvement, they are considered as informants who can share the richness of experiencing collaborative writing classes. The two of them were intentionally selected to understand the central phenomenon with the basis of selection is whether they are 'information rich' (Patton, 1990 in Creswell, 2012:206). Then, they were contacted to have further interaction.

The pilot study on students' experiences was conducted based on the following steps. The researcher asked them to share their positive and negative comments about collaborative writing activities they experienced in the present semester (Semester 5), and the researcher also asked their aspirations if collaborative writing will be used again in the next writing class. It was found from Student 1 (S1) that the positive aspect of collaborative writing was it improved topic familiarity, and made outlining process easier. In terms of grammar and vocabulary, S1 felt that through writing collaboratively, he learned a lot about which accurate grammar and vocabulary to use in the composition. He

felt that coming to the decision about which ideas to write was the hardest part. He wanted the partner should be based on students' choice to encourage member involvement and contribution.

S2 found that his essay writing skill developed, even, at the beginning he felt uncomfortable during the discussion. He positioned himself as passive member who did not give any contribution. Experiencing half semester working collaboratively, he felt that group work expanded his knowledge and sharpened his understanding on grammar, word choice, and logical order of the essay. He said that he was ready to write individually for the rest half semester.

Table 2.1 Participants' Profile

Participant	Gender	Qualification	Teaching Period	Learning Period
T1	Female	M.A/ TESOL	6 years	
T2	Female	M.A/ TESOL	6 years	
T3	Female	Dr/ ELT	17 years	
S1	Male	-	-	5th semesters/ 3 semesters with CW
S2	Male	-	-	5th semesters/ 3 semesters with CW

The gender contrast existing in the participants' profile was obtained through the set-up criteria to obtain the research participants. As stated at the previous part, the teachers were selected based on their writing pedagogy and intensity to apply collaborative writing. The students were selected based on their continuous three semesters enrollment in Writing courses. It could be noted that the gender contrast did not cause any effects to the research.

Step 3: Collect the Stories from Teachers and Students

Collecting the stories was a process when the teachers and students were asked to write their stories/experiences about their collaborative writing

experiences. The time for collecting stories was after teachers and students finished completing their three semesters collaborative writing classes to ensure that they have rich stories to share. In the case of teachers, they had opportunities to recollect other experiences in teaching using collaborative writing not limited only in three semesters like students because they started to use collaborative writing some semesters before. To collect the stories, I used two research instruments namely narrative frame and interview guide.

3.2.2.1 Research Instruments

The key research instrument was the researcher herself because she was the one who explores and develops a detailed understanding of a personal phenomenon, who collects data in the forms of words from individuals, and who analyzes and interpret the data which include her subjective reflexivity and bias (Creswell, 2012:16). In addition, to collect the data, narrative frame and interview were used.

Narrative Frames

Narrative frame is defined by Barkhuizen et al. (2014:45) as a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. Narrative frame can help the researcher catch the expected experiences to be written since it provides insightful and fuller picture of the teachers and students experiences (Hiratsuka, 2014: 170) and provide teachers and students with guidance and support in both the structure and content of narrative (Xu, 2014:245).

The frame should reflect the chronology of the experiences, therefore, Creswell (2012:511) suggests that the frame must have the three-dimensional space narrative structure consisting of interaction (information how they feel, hope, react, and think), continuity (now and then), and situation (context, time and space).

The participants were given an explanation about the purpose of the study and the inclusion of narrative frames. The researcher asked teachers and students to complete narrative frames with statement starters (see Appendix 1 and 3) which was intended to guide teachers and students in recollecting their experiences. The narrative frame for teachers was adapted from Barkhuizen et al. (2014:47). The original version was about making change in teaching practice. It still covers very general aspects of teaching practice. Therefore, some changes were made to fulfil the research needs. The teaching practice being asked was focused on collaborative writing and its aspects.

Meanwhile, the narrative frame for students was adapted from Hiratsuka (2014:178). The original version was to ask students' experiences in observing a video clip taped from the last-team teaching class. The idea was similar to this research was that experiencing two different activities. Hence, the changes that were made only on the types of activities, individual and collaborative writing. In terms of the narrative frame structure, I followed the original version because it has thoroughly represented the narrative elements starting in the past, moving to the present, and looking to the future.

To anticipate the limitation of narrative frame such as restricting teachers' and students' stories (who wants to write more) and researcher's accessible data,

the researcher includes an empty box (see Appendix 2 and 4) with appropriate prompts at the beginning and end of the actual sentence-starter frame for participants to write freely any additional information they wanted to share (Barkhuizen et al., 2014:49). The narrative empty boxes also followed the above narrative elements.

After the semesters finished, both teachers and students were given narrative frames and narrative empty box to be filled at teachers' and students' any preference of time and place. At the time when the frames was given, three teachers finished their writing teaching sessions. T1 and T2 taught Writing III for fifth semester students, and T3 taught Essay Writing for third semester students. Even, the teaching context for collecting the narrative was different, it was not significant concern because what became the major concern was teachers' experiences of using collaborative writing from the very beginning of teaching not from the present semester only.

Both students were fifth semester students who had three semesters in experiencing collaborative writing. They started to enroll Writing classes from third with Writing I, continued in fourth semester with Writing II, and ended in fifth semester with Writing III. The consideration of selecting the two students was because of they were potential rich resources to share collaborative EFL writing experiences. The time to finish the narrative frames and narrative empty box (Appendix 3 and 4) was maximally one month. Actually there was no exact time for finishing the frames. But, due to the time limit for the research it should be given. One important aspect to be concerned was they were allowed to do flexibly and freely meaning no specific word numbers to write as far as they can

recollect fruitful experiences. The narrative frames were considered as narrative data that were ready to restory. The data that were gained from narrative frames and narrative empty box were three elaborated experiences about the past, present, and future.

Interview

Combining narrative frame with other data collection instruments made it more advantageous. Therefore, this research also used follow-up narrative interview. The interview for the teachers (see Appendix 5) covered three stages of experiences (Brinkmann, 2013): a) life history for presenting past, b) contemporary experience for presenting present, and c) reflection on meaning for presenting future. At the interview, the teachers were encouraged to cover the topics of (1) their introduction to collaborative writing, knowledge about collaborative writing, (2) the reasons of group-project assignments, (3) their practices of managing collaborative writing, (4) their evaluation on what they have done and (5) their plans and aspirations to make collaborative writing better.

The interview with the students outlined a set of issues related to their first engagement with collaborative writing activities employed by their EFL writing teachers, their current moment of having collaborative writing, and their reflections and future aspiration about collaborative writing (see Appendix 6) that finally influenced their view approaching collaborative writing and their perceived learning outcomes (Yang, 2014). The framework did not dictate the direction of interview; it was important to give sufficient freedom to talk about aspects of their

experiences without feeling any burden of a rigid set of questions. The interview was tape-recorded and transcribed verbatim.

Soon after finishing narrative frame and empty box, teachers and students were invited to have one individual semi-structured interview, each lasting around 60 minutes. During interview both teachers and students were firstly asked to elaborate on the written narratives (narrative frame and empty box) and next were invited to talk over questions concerning with their experiences, reflections, and aspirations in teaching and learning through collaborative writing. The interview was conducted in English, however, they were allowed to use Indonesian just in case they faced difficulty to express some feelings, emotions, and others.

The first part of the interview covered about life history about involving in EFL writing class, the contemporary experiences, and the reflection on the collaborative writing class as well as their aspirations. Move to second part, the researcher mainly focused on making some clarification on unclear stories written the narrative frames.

Before collecting the stories or experiences, expert validation was firstly done on both instruments, followed by trying out to students who enrolled Writing course which used collaborative writing. The validation procedures were begun with selecting the validators. As part of validation process, firstly, the researcher contacted the validators for their availability. The selection of validators was based on area of expertise, research interest, and teaching experiences. The curriculum vitae of the validations can be seen in Appendix.

The validation resulted some feedbacks and correction on language expression and content of narrative frames and interview guides (the written

feedback were attached). In term of the content, significant feedback was given to narrative frame for teachers in prompt no. 4 that need to be seperated for each writing stage as teachers are likely to have different opinion about collaborating on each writing stage. In the narrative frame for students, it was suggested by one of validators that prompts no. 5, 9, 10, 11 and 13 were not necessary. Students need more space to write and narrate their experiences. There was a prompt in narrative empty box for students that was confusing, therefore, it should be separated into different section. Dealing with interview guides, there were no significant feedbacks on content. The feedback were mostly about language expressions. All validation forms and the feedback were provided in Appendices. The revised version of research instruments, then, were tried out.

The try out was done in the middle of this semester because based on the information from the two teachers who employed collaborative writing, it was the right time for students to narrate their experiences. There were 61 students involved in the try out both from expository and argumentative writing classes which intensively employed collaborative writing. In narrating their stories, students were free to share any feeling about collaborative writing activities they experienced. With very limited time (100 minutes), students were able to fill appropriate responses for each prompts. It was good sign that the narrative frame was understandable to fill. For next real data collection with more time to write, therefore, there will be very rich narrative the students can write.

It was found that 51 out of 61 students comprehensively responded 9 prompts provided in narrative frames and narrative empty box, while, 10 out of 61 students did not provide complete responses. Those 10 students did not circle or

choose the option between student/teacher at prompts no. 5, 7, and 8. It influenced what students should response because when they did not choose student/teacher, it cannot be clearly understood on which entity they referred to.

To the teachers, the narrative frames were given to two EFL writing teachers from different university. Before choosing those two teachers, firstly, I had personal communication with all 5 teachers. It had been identified that only 2 teachers intensively have implemented collaborative writing activities. In their writing class, students were assigned to work in pair or small group of 3 students to collaboratively make outline and write the essay. It was conducted at the first-half of the semester. The narrative frames were responded comprehensively by the two teachers. In terms of the lay out, the space for each prompt should be sufficient to let teachers narrate their rich stories.

Table 2.2 Blueprint for Data Collection

Data	Data Collection Method	Instrument	Procedures in Collecting Data
Teachers' experiences	Writing story by recollecting their experiences for some years teaching using CW	Narrative Frames and Narrative Empty Box	Teachers were asked to fill the frames based on statement starters and empty box for additional information. They wrote at any preference time and place.
	Semi-structured interview for exploring more experiences and for clarifying unclear stories written in narrative frame	Interview Guide	After finishing with narrative frame, teachers were invited in 1 face-to-face session equipped with recorder discussing teachers' introduction to CW (past), current use of CW (present), and teachers' feeling, hope, evaluation, and future goals and aspirations (future)
Students' experiences	Writing story by recollecting the three semesters in collaborative writing classes	Narrative Frames and Narrative Empty Box	Students were asked to fill the frames based statement starters and empty box for additional information.
	Semi-structured interview for	Interview Guide	After finishing with narrative frame, students were invited in 1

exploring more experiences and for clarifying unclear stories written in narrative frame	face-to-face session equipped with recorder discussing students' first engagement with CW (past), current CW activity (present), and aspirations (Future) .
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Step 4: Restory the Teachers' and Students' Stories

Because narrative inquiry is one of forms of qualitative research, it often employs qualitative data analysis. The data analysis was begun with the step when I made the sense of the whole data by examining the narrative data from narrative frame and narrative empty box, and the non-narrative data from interview transcription. Then, the researcher identified elements of a story, and organized the elements into logically ordered narrative based on literary elements of setting, characters, actions, problem, and resolution. This step also allowed the researcher to build past, present, and future experiences. In this stage, both narrative frames and narrative empty box were combined by firstly adding similar points from narrative empty box to narrative frames. Then, some new stories were added to the narrative frame. When it was done as completed narrative frame, I moved to interview transcripts to find any similar stories and any elaborated stories to be compiled in the narrative frame.

After the restorying process finished, I gave the restoried version to teachers and students to verify whether my version really represented their stories. They were also invited to provide further information or make alternations of their stories. When all participants agreed with my version, the researcher segmented the narrative data into themes as suggested by Creswell (2012:511) that narrative researcher typically present the themes or categories after restorying-retelling the

story. However, at the initial stage, the themes were built into the research questions leading to a search for evidence related to them. Meanwhile, the nature of qualitative research which are interactive (repeated readings on the narratives, emergent (open possibility to new details), and interpretive (researchers' subjectivity) (Dörnyei (2007: 243), required the researcher to move back and forth between the narrative, its codes, and categorized form in order to refine themes and theoretical relationship (Barkhuizen et al (2014:76).

The themes were based on theoretical bases and pedagogical aspect. It means that to have the themes, I did review of literature on collaborative writing and review on empirical relevant findings. The themes was segmented based on the chronology of the experiences to elicit teachers' and students' past, present, and future. For teachers, theme 1 was '*Adding A Different Taste: Solidarity in Writing*' (Past) which covered subthemes; Reasons, Students' Response, Happy and Sad Experiences. Theme 2 was '*Managing Collaborative Writing*' (Present) which embodied subthemes; Forming the Group, Checking Member Involvement, Designing Pattern of Collaboration. Theme 3 was '*Killing Two Birds with One Stone*' (Present). Theme 4 was '*Viewing Now and Future Direction*' (Future).

The themes for students were much more similar in terms of the chronology of presenting the narrative. Theme 1 '*Feeling the Wind of Changes*' (Past) which covered Sad and Happy Experiences. Theme 2 was '*Gaining the Benefits*' (Present) which involved subthemes; Instructional and Nurturing Benefits. Theme 3 was '*Viewing Now and Then*' (Future) which covered reflecting their collaborative writing class and hoping for future direction. This was the way to keep the continuity of the experience.

The themes had significant role in this narrative study. It led to find the commonalities among participants' narrative and helped. A thematic analysis is the major way to analyze the data (Bremner, et al, 2014). Thematic analysis is a largely a matter of categorization and classification. The restoried version of the narratives were coded and categorized based on the themes. The coding was focused on the key meaning of the participants' narratives in which I had to pay attention on making understandable sign to represent every single experience. I moved to the next step of data analysis was that coding. The process involves identifying narratives, placing a bracket, and assigning a code word or phrase that precisely describes the meaning of the narratives.

Table 2.3 Coding System

Teachers' Experiences		Students' Experiences	
Codes	Meaning	Codes	Meaning
T1	Teacher 1	S1	Student 1
T2	Teacher 2	S2	Student 2
T3	Teacher 3	SE	Sad experiences
Re	Reasons for Applying Collaborative Writing	HE	Happy experiences
Op	Opportunities	IE	Instructional effects
Cha	Challenges	NE	Nurturing effects
FG	Forming the Group	Ev	Evaluation
Ch	Checking member involvement	Ho	Hope
Ds	Designing Collaborative Writing		
As	Assessing collaborative work		
IE	Instructional Effects		
NE	Nurturing Effects		
BP	Best Practices		
Ho	Hope		

Table 2.4 Blueprint for Data Analysis

No.	Research Questions	Data Analysis	Prompts/ Questions	Results
1.	What teaching experiences using CW have been important to teachers?	Identifying teachers' past, present, future experinces	All prompts in narrative frame for teachers, and all questions in interview guide.	Findings on selected past, present, and future experiences

1.a	What did teachers experience in firstly applying collaborative writing?	Identifying & interpreting teachers' experiences on theme 1: <i>Adding A Different Taste: solidarity in Writing</i>	Narrative frame 1-5. Narrative empty box 1 Interview A.3, 6, B.1	Findings on teachers' reasons of applying CW, students' responses, happy & sad experiences
1.b	What did teachers experience in managing collaborative writing?	Identifying & interpreting teachers' experiences on theme 2: <i>Managing collaborative writing</i>	Narrative frame no. 6-7. Narrative empty box 2 Interview B.2, 3, 4, 7, 8,	Findings on the way teachers managed on grouping & checking member involvement system, designing pattern of CW
1.c	What did teachers find about the benefits of collaborative writing?	Identifying & interpreting teachers' experiences on theme 3: <i>Killing two birds with one stone</i>	Narrative frame 6, 7. Narrative empty box 2 Interview B.9-10	Findings on the way teachers found benefits of CW from their students
1.d	What did teachers evaluate, hope about future direction for collaborative writing?	Identifying & interpreting teachers' experiences on theme 4: <i>Viewing now and future direction</i>	Narrative frame 8. Narrative empty box 3 Interview C.1-2	Findings on teachers' evaluation on their CW class, and teachers' hopes for future CW direction
2.	What learning experiences using CW have been important to students?	Identifying students' past, present, future experiences	All prompts in narrative frame for students, and all questions in interview guide.	Findings on selected past, present, and future experiences
2.a	What did students experience in firstly engaging with collaborative writing?	Identifying & interpreting students' experiences on theme 1: <i>Feeling the wind of changes</i>	Narrative frame 1-4. Narrative empty box 1 Interview A.1-2, B. 1-4	Findings on students' sad & happy experiences when they were situated in CW
2.b	What did students find about the benefits of collaborative writing?	Identifying & interpreting students' experiences on theme 2: <i>Gaining the Benefits</i>	Narrative frame 5-8. Narrative empty box 2. Interview B.5-7, C.1	Findings on the way students gained instructional & nurturing benefits from CW
2.c	What did students evaluate, hope about future direction for collaborative writing?	Identifying & interpreting students' experiences on theme 3: <i>Viewing now and then</i>	Narrative frame 9. Narrative empty box 3. Interview C.2-3	Findings on students' evaluation on their CW class and students' hopes for better practice of CW

Step 5: Collaborate with the Participant-Storyteller

Collaboration with teachers and students during the research process was essential part to me. It aimed to validate the data source. At the initial stage, I

started to closely work with teachers and students in collecting the narratives. Before asking them to write the narrative, they must have good understanding about what story to tell. I ensured them that both pleasant or unpleasant stories were welcome as far as the stories were relevant to the frames. My collaboration with the participants was continued to interview session. I also built mutual relationship by communicating through social media in group or personally to anticipate when I need additional information or making appointment to meet.

When restorying process occurs, it referred to the time when I write the narratives in my words which potentially can destroy the real meaning conveyed by teachers and students in their original narratives. In my situation, I did not totally rewording the narrative because the written narrative in the narrative frames was the data. What I did was combining information from interview to narrative frame to have completed narrative frame. During the process of combining, I added and changed some points. Therefore, I have to share the result with them whether my retold narratives still represent their narratives or whether I made not clear message to their original stories.

Step 6: Reporting the Findings about the Participants' Experiences

This step refers to time for reporting the findings. In narrative inquiry, theme is prioritized to be placed at the first part of the findings. There is no single arrangement to present the report, however, this research arranges the report using thematic analysis through single case meaning that narratives of participants is analyzed individually. Later, the discussion section wrap up all narratives into comprehensive point of view about collaborative writing in EFL context.

The outline of the findings section is in the following model as suggested by Barkhuizen et al. (2014):

Section: Teachers' Experiences	Section: Students' Experiences
Subsection: Theme	Subsection: Theme
Discussion	Discussion
Excerpt of data	Excerpt of data
Discussion	Discussion
Excerpt of data	Excerpt of data
Discussion	Discussion
etc.	etc.
Subsection: Theme	Subsection: Theme
Discussion	Discussion
Excerpt of data	Excerpt of data
Discussion	Discussion
Excerpt of data	Excerpt of data
Discussion	Discussion
etc.	etc.
Same pattern repeated two more times	Same pattern repeated two more times

Step 7: Validate the Accuracy of the Report

To maintain the accuracy and credibility of narrative account, I kept collaborating with the participants throughout the process from the time of collecting, restorying, and reporting their narratives. The report on finding is finished after validating process such as member checking, triangulating the data source, and searching for disconfirming evidences. This step was elaborated into the following section on the quality of the study.

2.3 The Quality of the Study

All forms of qualitative research, including narrative inquiry, aim at describing, exploring, and discovering realities that are subjective and personal as well as socially constructed (Johnson & Christensen, 2004:31). To maintain the quality of my research, I pay attention to the issues proposed by Barkhuizen et al (2014) on rigor and trustworthiness. To achieve the rigor, I systematically analyze the data by reading and coding repeatedly to figure out the themes, to find the

fruitful experiences that can be lesson learnt for other, and to share teachers' and students' narratives to be heard by others.

To build the trustworthiness of this narrative inquiry, I referred to the highly influential and much cited classic work of Lincoln and Guba (1985) and current systematic list provided by Loh (2013). The four criteria of trustworthiness were used, namely 1) credibility, 2) transferability, 3) dependability, and 4) confirmability.

2.3.1 Credibility

Among seven techniques to establish the credibility proposed by Lincoln and Guba (1985), triangulation and member checking was used (Creswell, 2012:259). Triangulation was conducted to improve the probability that findings and interpretations could be found credible. Two triangulation were applied in this study, namely data source and methods triangulation. Data source triangulation in this study resulted from studying five subjects being asked to narrate their experience in the narrative frame and the interview when teaching and learning through collaborative writing. This was done in order to tap the chronology of the experiences. Meanwhile, methods triangulation resulted from using two kinds of research instruments for data collection. This study used narrative frames and interview guide. Those two kinds of instruments were to compensate for other potential shortcomings. The narrative frame could restrict teachers and students in narrating the stories especially for those who wanted to write more. Therefore, combining narrative frame with interview helped to collect rich data.

The second technique to achieve the credibility was member checking. Conducting step 4 and 5 represented member checking because after I finished to restore (combining narrative frame and interview transcription), I gave it back to the teachers and students to ask whether the restored version still represent their narrative or whether the change the researcher made clear to them or not. As suggested by Loh (2013:6) that peer validation was done to keep trustworthiness and to provide more insight to the interpretation the interpretation of data. I gave the whole draft to my colleague, a teacher of EFL writing, who holds Doctorate degree in ELT to read all chapters. She suggested to discuss components of teaching to show how collaborative writing strongly interconnects to approach of teaching, method, materials, and evaluation. Moreover, she suggested to discuss aspects of writing when discussing students' collaborative writing experiences.

2.3.2 Transferability

To establish the transferability of this study, data base that makes transferability judgments possible on the part of potential appliers should be provided. Therefore, a thick description of the subjects, of research procedures, of research instruments were provided in detail in subheading 2.2 of this dissertation. In addition, the materials—the narrative frame for teachers and students, interview guides, teachers' and students' narratives, coding-categorizing lists, and the summary of the findings are presented as appendices.

2.3.3 Dependability and Confirmability

To fulfil dependability and confirmability of this study, the researcher maintained: 1) a dependability audit examining the process of inquiry: how data were collected, how data were kept, accuracy of data) and 2) confirmability audit (examining the product to provide that the findings, interpretation and recommendations are supported by data). To meet the two kinds of audits; a) every finding was supported by with data. For example: Moreover, the teachers concerned much on students' need to learn and interact with friends during writing process. T1 shared that some students hesitate to share with her when they were into trouble *'There was somekind of a gap between us. Some of them even felt inferior when I told them their mistakes'* NF 3.1(T1Ra.2), and b) potential auditors were provided access to trace all data.

CHAPTER III

FINDINGS

This chapter presents findings of the research study which are organized into two parts consisting teachers' experiences and students' experiences. Each experience is outlined by several themes that represent the flow of the narratives. Thematic analysis opens possibility to compare the narratives in data set and establish shared themes as well as highlight individual differences. The comparison is not to contrast different position but to expose diversity of the experiences in teaching and learning through collaborative EFL writing.

3.1 TEACHERS' EXPERIENCES

Findings on teachers' experiences are divided into four themes. The four themes are directed to answer the main research question "What teaching experiences using collaborative EFL writing have been important to teachers?", however, the important experiences are broken down into four sub-themes to answer four sub-questions.

First sub-theme is '*Adding A Different Taste: Solidarity in Writing*' that refers to the situation of when teachers firstly added collaborative writing activity instead of the mainstream individual writing. It covers the findings on the reasons of applying collaborative writing and students' responses. It is to address RQ 1a. "What did teachers experience in firstly applying collaborative writing?". Second theme is '*Managing Collaborative Writing*' which represents teachers's ways to facilitate collaborative writing activities. It discusses forming the group, checking member involvement, and assessing collaborative work. The second theme is to

answer RQ 1b. “What did teachers experience in managing collaborative writing?”

Third theme is *‘Killing Two Birds with One Stone’* which tells about the way teachers see the instructional and nurturing benefits of collaborative writing for students. This is to answer RQ 1c. “What did teachers find about the benefits of collaborative writing?”. The fourth theme is *‘Viewing Now and Future Direction’* which signifies teachers’ evaluation on their collaborative writing class, their perception, and their aspirations for future direction of better collaborative EFL writing. This theme is to answer RQ1d. “What did teachers hope about future direction of collaborative writing?”

3.1.1 Theme 1: Adding A Different Taste: Solidarity in Writing

Bringing collaborative writing as supplementary activity in the teaching of writing was considered as weird and risky decision. It should be carefully synergized with the mainstream pedagogy of teaching writing. By nature, writing has been seen as individual or solitary activity which relies much of individual student’s performance in expressing ideas and discovering meaning. Each student is the most responsible person for outlining, drafting, editing revising, and finalising the draft. However, in some writing classes, involving two or more students to work together while in the process of writing has been commonly done as supplementary activity. Peer-editing has been popular part of writing process in which students work together to check one another piece of writing. Then, the rest of writing process will come back to individual responsibility.

Starting to apply collaborative writing were from many reasons which came from teachers' deep look on their class situation. Students were the first priority to be the cause to apply collaborative writing. It was found from the narrative that T1 identified that students had linguistic problems to be solved not only with teacher. The teacher-student session did not work well as it was hard for T1 to spend too much time correcting grammatical mistakes.

'Many of the students had big problems with English grammar, appropriate tense, and well-ordered sentence' 2.1-2.3 (T1Re.1) 'There was somekind of a gap between us. Some of them even felt inferior when I told them their mistakes' 3.1 (T1Re.2). 'The feeling was different from when they were discussing their problems with their friends. There were fewer gaps when they were talking to a friend' 3.2 (T1Re.2)

T2 recognized that at the initial stage of writing class, individual writing cannot facilitate students to learn others. In the process of discovering the meaning of the text, students needed others to discuss.

'Individual writing seemed to be ineffective because it does not give any chance for the students to learn from their friends' 2.1 (T2Re.1). 'When they write individually, for brave students, they never hesitate to come and see for consultation, but for shy students, they felt doubt to see me having face-to-face interaction' 2.2 (T2Re.2)

T3 used collaborative writing as the weapon to solve studens' sleepy period for having mid-day class session. This was more practical consideration because talking with friends activate them to contribute ideas and give comments to other ideas.

'I felt that it was sleepy period... I needed something new which was not done individually' 4.1 (T3Re.1). 'From free writing, they have various competence, writing skill or proficiency, so very hard to develop their skill individually' 4.2 (T3Re.2).

The narratives tell that the teachers concern much on students' need to learn and interact with friends during the writing process. All teachers believed that

having talk with others can make them relieve and gain more comfort zone to write. Meanwhile, instead of those aforementioned reasons, T2 used her personal learning experience as important reason to apply collaborative writing. As a learner, T2 experienced 6 months academic training program where the learning process was mostly done in group. It was fruitful experience for T2, therefore, working in group became T2's major activity in her writing class.

'I remembered, during nine months, I did my pre-departure training, I rarely did individual assignments. Most of the tasks were done collaboratively in 'roundtable' that gave me chance to share and discuss ideas... . By doing collaborative works, I could learn something from my friends either new things or the missing lesson which had been taught by the instructor in the class. From this experience, I thought that 'Oh, I should do like this' 4.5-8 (T2Re.4)

At the beginning of their collaborative writing class, the three teachers told some stories indicating their ups moments. It was the moment when teachers gained lots of joy in applying collaborative writing. T1 reflected that her teaching responsibility became easier. It was in line with T2 who felt that her teaching writing was more efficient. In term of time to spend with one-by-one students, T1 and T2 shared similar stories. It was found that T1 did not spend too much time to help low students. Story from T2 revealed that no need to meet with every student. Moreover, at this point, T1 also felt that she was more successful teacher.

'To me, my responsibility was easier especially for correcting the papers as there would be fewer papers to correct' 4.1 (T1Op.1). 'I don't have to spend too much time to help low students as I assigned some students to assist me to solve their friends' problem' 7.2 (T1Op.2). 'I feel like I am a more successful teacher when I am able to teach more students to write well organized essay in English 6.1. Moreover, making changes in CW class taught me more of how to apply this strategy' (T1Op.3)

'...it makes my writing teaching efficient. I don't need to explain the materials one by one to students...students can check their understanding to their peer before finally confirm it (in group) again to me as a lecturer' 6.3 (T2Op.1). 'I didn't need to meet them one by one to have consultation but as a group and they completed each other' 6.4 (T2Op.2)

'Various topics from them were my effective way to group them based on their interest, then, asked them to read and write. It begins from their interest, to write something

unique not because everyone talks about it but because everyone like it. Collaborative writing really works well' 4.1-3 (T3Op).

Applying different strategy like collaborative writing, for sure, raised difficult and problematic situation for teachers. Some challenges were recollected and analyzed from three teachers' stories. T1 told that there was a big gap between the essay written by high and low achievers as stated that. The situation was caused by difficulty to manage the collaboration. T2's story also confirmed about the down side of the journey. The difficulty in knowing who works more or less, then, challenged teachers' sensitivity to see it closely. Based on the narratives, it was hard for T1 and T3 to monitor students' involvement. While T3 also shared similar sad experience. They told:

'The result of the essay was not as good as I expected. The part of the essay written by high achiever was well organized, while the rest of it was not' 4.4-5 (T1Cha.1). 'I didn't have any special rubric to assess students' collaborative work' 7.12 (T1Cha.3) 'It didn't run very successfully because most students had difficulties to manage teamwork especially in sharing responsibilities' 4.6 (T1Cha.2)

'Sometimes, it is difficult to me to know who works more or less and who really understands the material or not' 6.11 (T2Cha)

'Unfortunately, I haven't got the model for that, I think it was one of the weaknesses of pairwork. I cannot monitor whether the cooperation still work, or dominate others' 4.28 (T3Cha).

Under this theme, teachers' experiences represented the situation that when the first time the teachers employed collaborative writing was inseparable from any ups and downs side. Their experiences came from many different angels including from they themselves, their students and classroom situation. It was clearly seen that teaching using collaborative writing activity provided both opportunities and treads. Teachers' reason to use collaborative writing can be categorized into pedagogical and practical rationale. From the narratives,

collaborative writing was seen by teachers as alternative activity to reduce teachers' burden which later it was considered as potential and promising activity to improve students' writing skill.

3.1.2 Theme 2: Managing Collaborative Writing

The theme tells about how teachers manage collaborative activities. It covers the stories of grouping system, checking member involvement, designing pattern of collaboration, and assessing collaborative work.

3.1.2.1 Forming the Group

As essential part of collaboration, forming the group becomes the main concern that teachers cannot be neglected. From the stories, it was found that T1, T2 and T3 relied on students' level of writing proficiency in deciding who will work with whom. T1 had 2 formations. At the beginning of applying collaborative writing, T1 formed a group of 3 students as what T2 and T3 did. Then, it was changed into a group of 5 students. Even, the number of students was different, the basis to form a group was totally similar. In line with T1's way of grouping, T2 shared similar way when deciding the group. T2 combined between high and low students as T2 stated that. T3 also did the same way to group the students

'Get them into a group must be carefully done, I started from their score on the essay written at the first session. Clever students (those who have little problem with language and logical thinking) with not clever students' 4.8 (T1FG1).

'I grouped them based on the result of pre-test writing then combining high and low students' 4.3 (T2FG)

'...later I decided based on their progress in writing at first composition. I mix different level' 4.11 (T3FG1)

Another crucial consideration used by T1 to form a group was about students' relationship. It was expected that students felt enjoy with whom s/he worked with. T1 stated that:

‘And, I concerned much with the relationship among students indicated by students’ statement ‘It’s not okay mom because he prefers to work individually, and I don’t really comfortable working with him’ 4.9 (T1FG.2).

Instead of having level proficiency grouping, T3’s also did another way of grouping system. T3 allowed students to work with different personality. It was important because students would have different point of view from different kind of students. The way T3 formed the group was by allowing students to have self-selected group. T3 also facilitated students to have partners with similar topic of interest. It gave students space to collaborate in more comfortable situation.

‘I swop the group, Ss can learn how to interact with various person with different personality and gender’ 4.25 (T3FG.2). ‘Various topics from them was my effective way to group them’ 4.2 (T3FG.4). ‘In task 1, cause and effect writing, students choose partner by themselves’ 4.10 (T3FGr.3)

3.1.2.2 Checking Member Involvement

When collaborative writing was done, there was conflicting situation faced by teachers. Member involvement was very difficult to check. Ideally, all members should actively participate during the collaboration, but, it sometime was hard to find. The issue of dominant and non-dominat students, and passive and active students challenged teachers to ensure fair distribution of responsibility. Based on the narratives, some strategies of checking member involement were employed by T1, T2, and T3.

It was found that T1 met the students to check how they work collaboratively especially when there was a sign from a student to see T1 personally. Then, T1 tried to understand the situation by asking relieving question. It was the time to speak from heart to heart to find solution whether the student switch the partner or let him/her work alone. Instead of having face-to-face meeting, T1 also used social media, What's up Application (WA) to check the group work.

'When it's time one of them said "Mam, I need to see you personally". 'Are you still comfortable work with this person?' 7.6 (T1Ch.1). 'Communicating through WA group and with group leader to check any progress and problem was my way' 7.11 (T1Ch.2).

Still in line with that way, T2 also kept contacting with secret student namely a spy. Even it sounded strange to check through this way, but when the spy can give objective information, it was helpful for teacher. T2 shared that invited one student from each group. Meet with student personally was also in line with T2's strategy even it was done differently.

'To monitor the collaboration (responsibility sharing), I invite them (the most responsible from one of each group) secretly to be a spy to tell honestly about the team' 6.12 (T2Ch1).

Instead of involving 'invisible spy', the way to encourage students' active involvement in group was done through being a motivator. T2 never gave up to motivate them to learn from and help others no matter the position is. T2 illustrated that they were at the same writing journey.

'As if we are in one boat, we can't go and arrive at the same place without any good cooperation. High achiever doesn't mean automatically will get A score if they don't give their hand to other' 5.10-11 (T2Ch.2).

Comparing to T1 and T2 who told that kept contacting with one of members, T3's way was similar in term of using face-to-face interaction. However, T3 invited all member to be in 'one on one session'. The session was used to see each other involvement in every collaborative writing stages. T3 can have comprehensively look at each member contribution in the collaboration. Until, T3 can infer different types of students from the questions they raised. As stated by T3 that:

'They have one on one session, time to check whether they have written in accordance to their group outline. From the interaction, I can see one is dominant or passive'. 'If dominant, s/he will confirm any changes, difficulties, if silent will be different score. It affected the score. High usually dominate the interaction and develop question 'Is it about the ideas mam?. Is transition ok, mam?. Low student tend to be passive and ask difficulty, general concept, the length' 6.12-13 (T3Ch).

3.1.2.3 Designing Collaborative Writing

The selected three teaching contexts represented total collaboration which was the targeted area of this study. In total collaboration, teachers assigned the students to write the whole draft together both in pairs or small group starting from planning to writing the final draft. Based on the narratives, it was found that the three teachers narrated that they employed total collaboration at the beginning of the semester, then, the last half semester, students individually write the composition.

With total collaboration pattern, teachers totally collided to the nature of solitary in writing at first, but, they still valued that writing was based on individual performance by positioning individual as the final highest part of the process. However, to the mainstream writing class, it was risky decision as teachers faced double burdens. They should think about placing the right student

to the right group, think about how to ensure the workload distribution, think about solution for group conflict. The narratives demonstrated how T1, T2, and T3 used similar model of collaborative writing. It was found that those three teachers used similar pattern in applying collaborative writing.

‘I divided my students into some groups consisting 3 students. I asked them to write a long academic essay. They worked collaboratively from outlining, drafting, writing, editing process’ 4.3 (T1Ds.1).

‘In Writing III, I did CW before middle test. Total collaboration was to make students feel the process of writing’ 4.2 (T2Ds.1).

‘Outlining, conferencing, drafting, peer assessment, revising and publishing. Students write together in pairs for middle test project, then individual writing for final project’ 4.33 (T3Ds.1).

What teachers expected toward the collaboration was different from what students did. Ideally, students write together for all writing processes. But, they took the easiest way to finish the writing by dividing each part. This was just like untold commitment run by group. It was totally similar to T2’ narrative. T3 faced similar situation. Teachers’ narratives revealed that

‘In fact, most of the students divided the essay into three parts and wrote their part individually...the result of the essay was not as good as I expected’ 4.4 (T1Ds.2).

‘In fact, it did not work as my plan. Some groups were working individually. The member did some part of paragraphs, while the rest of paragraphs were done by other members’ 5.3 (T2Ds.2).

‘They feel that they can cut the job by dividing, there is significant difference not solid, not compatible in introduction and body paragraphs’ 5.4 (T3Ds.2).

With that pattern, teachers sometimes easily recognized the quality of the part which was written by high and low students. And, ironically, students commonly just put them all together into the full essay format without any effort to harmonize the parts. When the three teachers faced this situation, of course they cannot treat the score differently because they were in a team. This became one of

challenges in applying collaborative writing. Therefore, teachers' stories in assessing collaborative is fruitful experience to relocate.

T2 and T3 clearly told their way in assessing students' works. T2 placed teamwork as one of criteria to decide students' writing final score. T3 also had strict rule about this:

'I did not hve any special rubric to assess. Because, collaborative writing helped them only in the initial process of the essay. So, I didn't assess the group work' 7.12 (T1As).

'I applied assessment for this by giving 5% for total score, and all members were given the same score' 6.11 (T2As).

'To assess, I use individual portfolio, 30% process assessment. They must show me the copy by attaching collaborative outline indicating that they came and involved in group discussion' 4.6 (T3As).

3.1.3 Theme 3: Killing Two Birds with One Stone

At the beginning of the narrative, teachers have shared the benefits of collaborative writing for them. Now, at the end of the narratives, they shared how collaborative writing helped the students improved their writing skill and other skills. The ending of stories was not only closed with the stories about the benefits, but also with teachers' aspiration for future direction in applying collaborative writing. The main concerns of the ending are divided into two sub-themes, killing two birds with one stone and viewing direction for future development.

All three teachers shared that collaborative writing facilitated both high and low students gaining the benefits at different sense. In this context, high students refer to those have good writing proficiency while low students refer to those who are still struggling to have good writing proficiency. The high and low categories were based on teachers' assessment on individual writing, portfolio, and quiz.

Three teachers identified that low students gained the benefits from collaborative writing. T1 told that collaborative writing made students felt confidence to develop ideas. The confidence came from the rich information about ideas from members' perspectives. T2 wrote a story that low students found a situation that situated them in different writing class. The fresh air had positive sense since the majority of writing class, pair work was done at one step of writing, peer editing or peer correction while in this research context, collaboration was done for entire writing process. For T3's students, collaborative activity that helped them much was when they had to assess each other. This situation raised low students' confidence because of realizing all students faced their own challenges in writing. They shared:

'For low achievers, collaborative writing could build their confidence in developing an essay' 4.11, 5.4 & 7.18 (T1Ev.1)

'It seemed that low achiever had fresh air from the collaboration...' 5.11 (T2Ev.1)

'Low students learn lots from peer assessment, "Oh mam, even high students, they were lack on vocabulary, so I don't need worry about my vocab, my friend teach me using thesaurus' 4.29 (T3Ev.1)

Teachers' narratives about how collaborative writing influenced high students can be arranged into these following pattern. T1 notified that high students tended to be more patient. It had been clearly stated in T2's narrative that high students changed their behavior. This situation was in line with T3's narrative. She found that high achievers changed their behaviors during the interaction.

'For high achievers, collaborative writing could make them learn to work in a team, to be patient with their partner, and to share ideas with a partner' 4.12 (T1Ev.2). 'Furthermore, the high achievers thought that this activity could make them more aware of the use of English grammar, tenses, and appropriate word choices' 5.11 (T1Ev.3). 'Those who had problem with logical order thought that collaborative writing helped them to write with better logical order after having better talk among group members' 5.8 (T1Ev.4).

‘High achievers can also take advantage from collaborative writing, I am not sure, but I believe that at least they have experience to share their knowledge, to be emphaty, not selfish. They sharpened their social skill, they can easily said ‘ok, let’s learn together’ 5.12 (T2Ev.2)

‘High students tend to be open to other idea, at first, they underestimated other’s idea. Then, they realized that other’s idea was good’ 4.31 (T3Ev.2).

Improvement on grammar was another significant story to share. T1 shared that high students who were oftenly careless on grammar became more aware of accuracy. Still in relation to micro aspects of writing, collaborative writing helped students to solve their problem on logical order. T1 found that her students who firstly were hard to write with good logical order, later, they successfully wrote a piece of writing which was logically ordered. Meanwhile, T2 also shared the same story about grammar improvement. When students made improvement on grammar, it indicated that they started to place accuracy as the major concern. With those all improvement on micro aspects of writing, there was one highlight to share from T3’s narrative. The narrative represented how collaborative writing trained students to be more sensitive toward the essence of writing process. Involving many ideas and many heads shaped the way students make any difference at every single process of writing. As found in T3’s narrative that:

‘So, grammar improvement was clearly seen compare to content and organization’ 6.6 (T2Ev.4)

‘Their is not anymore on the length of their writing, or on how they can finish their writing on time, but, they focus more on the accuracy...’ 4.41 (T3Ev.7). ‘They double checked their writing as they wanted to perform better result’ 4.42 (T3Ev.6).

Instead of storying that students had easiness in logically ordering the composition, another teacher found that students can do outlining faster and easier. Outlining was important starting point for students to write. Once they can

finish the outline meaning that they 75% approaching the final draft. As narrated by T2 that:

‘Furthermore, collaborative writing helps students to outline the essay faster and easier because they have friends to talk with’ 6.5 (T2Ev.3).

When finding the merit of collaborative writing, it was found that collaborative writing served some outstanding points for any level of students as shared by all teachers. For students, collaborative writing successfully train them how to work in pairs with various characters. By working in pairs, students also know well about listening and respecting other ideas. Basically, this was still related to social skill, and support students’ pragmatic skill as well as because during the interaction in pair they know how to communicate with different gender. As stated by T1 and T3:

‘Despite any good and bad situation I got from my CW class, I emphasized that students know how to work with pairs’ 7.17 (T1Ev.5). ‘It also trained them to work with various characters, easy to work with’ 7.19 (T1Ev.6).

‘They learn about pragmatic skill, power relation and gender’ 4.20 (T3Ev.4).

Another good thing served by collaborative writing was its capacity to make students felt relieve or they were not anxious to face the process of writing. Teacher noticed that the interaction among students created a good exposure not only for linguistic resources but also for friendly atmosphere. Discussing the task in harmonious situation influenced the quality of the essay. They shared the ideas without any fear to be wrong.

‘Collaborative writing can reduce my students’ anxiety to write as they have more heads to think about the essay’ 6.9 (T2Ev.5).

During the collaborative writing, T3 shared another good thing from collaborative writing. Since writing is an act of communication, students need to be aware of their audience. It raised students' awareness on sense of audience

'It was significant change from writing as a product into as a process. Though this process, they realized that the audience of their writing product was not only me as their teacher. In collaborative writing, they also participate to assess their peer's writing' 6.39 (T3Ev.5).

3.1.4 Viewing Now and Future Direction

After all teachers narrated their experiences about their collaborative writing class, it was time to share their hopes for their next better collaborative writing class. From the very beginning of the story, all teachers shared any changes, strategies, challenges, and good things from teaching using collaborative writing.

All teachers enjoyed it, however, they still need to convince themselves to keep using collaborative writing for EFL writing class. They need better practice, at least based on their past experiences, of collaborative writing for their teaching context.

Teachers' narrative on this theme revealed about their evaluation on their existing collaborative writing and their hope for next collaborative writing class. Their perception and hopes were based purely on what they did so far and their reflection on any strengths and weaknesses of their own collaborative writing class. All teachers perceived that collaborative writing gave different nuance to the teaching of EFL writing. It provided rich exposure to improve students' writing skill.

Perceiving collaborative writing as a space to work together T1 told that it was the way to combine all ideas and the way to gain ideas. T2 perceived similar

point in term of its function as a great chance for students to develop ideas. In one perspective, both T1 and T2 valued collaborative writing as an activity to gain rich exposure of ideas which later students can develop ideas on the topic being written. It was written:

‘It will their asset to work with other in more larger group of people meaning that ‘how to live together’, ...how to listen and how to respect other’s ideas,..My highlight was CW is the way to work together and to develop ideas’ 7.20-7.22 (T1Ev.1).

‘...by asking students to do collaborative writing with the belief that it could ease the students to get ideas and make them learn from their friends’ 4.9 (T2Ev.1).

In addition, T3 perceived collaborative writing as one complete package for students to sharpen their writing and other aspects. It affected students’ awareness on the importance of writing and reading, then, also of interaction among and learning from other.

‘It is a good and meaningful way to make students learn effectively from the process not only writing and reading, but also from discussion, negotiation, adaptive skill. They learnt a lot from collaboration as long as they have similiar goal that it is for self improvement’ 8.5 (T3Ev.1).

After engaging with collaborative writing, all teachers were able to reflect what they did so far. It was their time to see any changes they made and time to state what they want next. They felt that so far they moved time to time to find which collaborative writing matched with their classroom. The over time changes showed that they dynamically experienced collaborative writing. They have been struggling to find the pathway for better practice.

Based on the narratives, all teachers made dynamic changes to find suitable pattern of collaborative writing activity for her class. The changes were made based on their evaluation on their collaborative writing practices from time to

time. They evaluated whether the activity really worked well for improving students' writing performance or not. Never ending evaluation showed that applying collaborative writing was not easy because it needed hard effort to be adjustable in EFL writing context. T1 made three changes during the application of collaborative writing.

T2 transformed collaborative writing activities which firstly valuing group presentation, then, group consultation as main part of the collaboration. But later, T2 found that those were conflicting. Then, T2 driven her class direction into google doc

'I tried new strategies all the time so when I started to apply collaborative writing in 2500 words essay, and asked students to work collaboratively for the whole process, but it didn't work well,...So, I changed into still asking them write in total collaboration but the essay was shorter, I felt it was the same like before. Then, giving a longer essay project, but, it was no difference 7.15 (T1Ref.).

'I realized it was hard. Therefore, I made 3 different ways, 1) group presentation on the outline and asking the progress but it was time consuming, 2) group consultation around 50', but it was not enough, only diligent group did it, but 'mbeling group' just 'maju mundur maju mundur' and kept silent, 3) using google doc and I am always thinking how to make sure it really works. I am sure it will works well because I can tract who do what' 6.14 (T2Ref.).

'My collaborative writing now still works well. Now and then I prefer asking students to write in pairs with different partner in each task, and I modify the type of assignments given for collaborative writing such as group writing for mini-magazine' 6.2 (T3Ref.)

Based on teachers' narratives on the dynamic changes they made, it can be identified best practices from each teacher. The best practice refers to activity which is considered as the most satisfying activity during they apply collaborative writing. T1 found that asking students to have collaborative outlining and editing were much better than asking them to have total collaboration. There were two kinds of outline, general and complete outline. The general outline was written collaboratively, then, students had to develop complete outline individually. This

method helped low students to organize ideas logically because they directly can continue the outline.

Meanwhile, the best practice from T2 was the use Google.doc as a collaborative platform and utilised cross-age tutor assessments in an English writing class to explore students' writing process and progress. It indicated that T2 has started to facilitate students into computer mediated collaborative writing. T2 formed a group of 5 dividing into 1 student as a leader (editor), and the other 4 as members (suggest only). With Google.doc, group outline could be viewed by other members which then allowed them to give feedback. T2 can monitor all activities from the display. The best practice shared by T3 was that using pairwork in writing the project. Working in pairs can be effective in terms of time to discuss and to finalize the project. In this case, T3 allowed students to have different partner for each writing task.

'So, the next project was writing longer essay collaboratively but not total only in drafting the outline and group editing' 7.16 (T1BP).

'At present, I find doing collaborative writing is easier since I use google docs for my students and me. It solved students' problem in managing time to meet. Also, from google docs I can still controlling 'who' is doing 'what' 6.15 (T2BP).

'I prefer asking students to write in pairs with different partner in each task, and I modify the type of assignments given for collaborative writing such as writing for mini-magazine' 6.2 (T3BP).

After reflecting the whole part of the experience, all teachers expressed about what to do next. It was the representation of their endless reflection on what they did and their continuous effort to develop better practice of collaborative writing. They explicitly stated the hopes because they have already seen collaborative writing as potential learning activity to continue based on their own context. As stated by T1 that she will keep using collaborative writing which is fixed to her

writing class. Meanwhile, T2 who still concern with students' involvement in the group hoped that she can control who did what without showing monitoring behavior. T3's hope was more on the group formation. T3 identified that collaborative work in pairs was better for her writing class, therefore, for next collaborative writing class working in pairs will be preferable.

'I am going to try to continue applying collaborative writing, however, considering some drawbacks I found in my past writing classes, I will ask my students to do collaborative writing only in drafting and editing phases...working in whole process will limit their ideas development as they have to share and negotiate which idea to choose, sometime, it raised not win-win solution' 8.2-3 (T1Ho).

'For the next writing class, I want to change the strategy by involving google docs in order to encourage students' involvement. I knew that they were underpressure to write collaboratively, but they took advantage from it. Finally, I love collaborative writing' 8.7 (T2Ho).

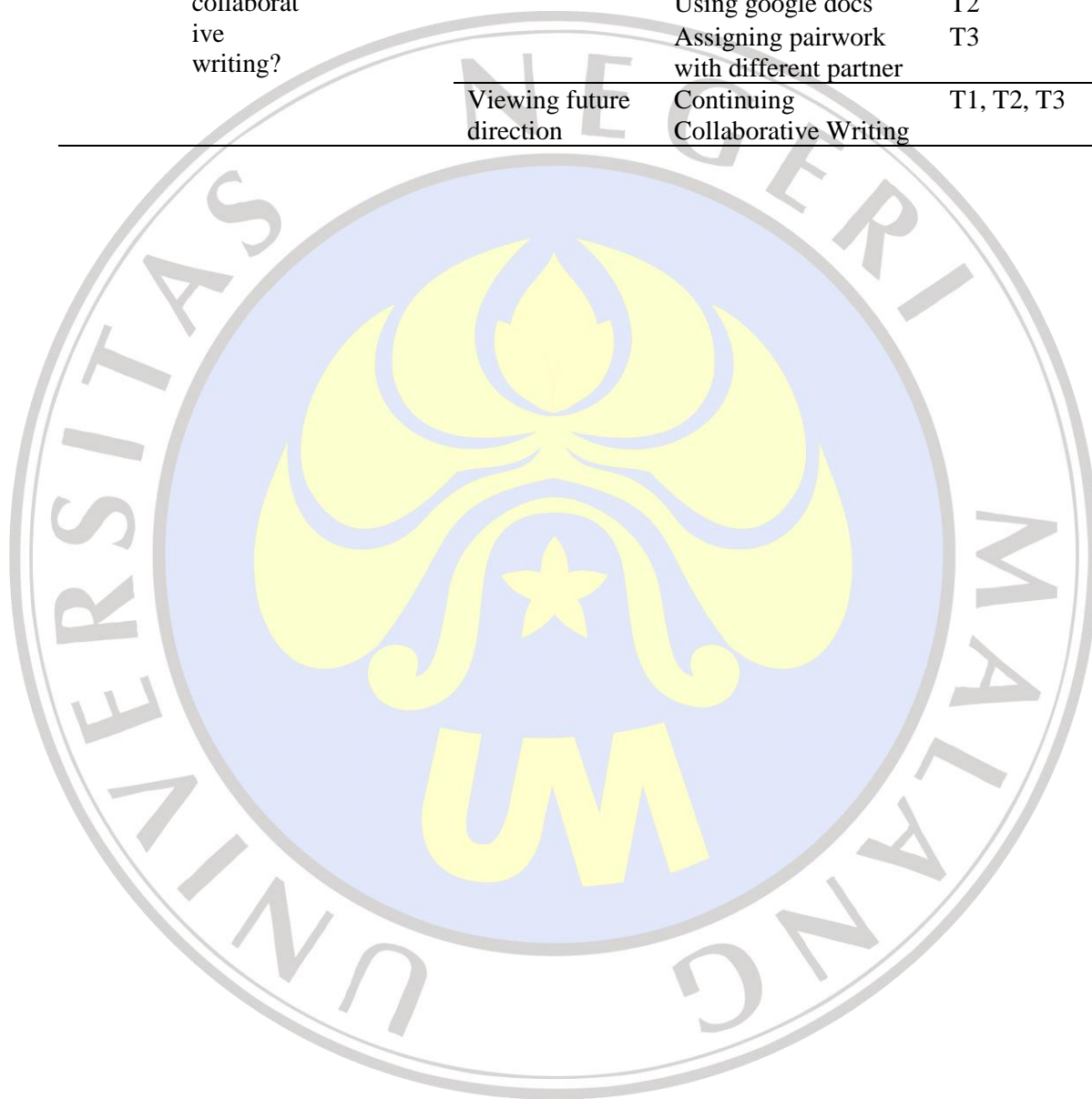
'I am going to encourage them to reach global readers by publishing their writing online through blog. Building students' awareness that the work was the collective work meaning that this became all responsibility which then was used for self-improvement. Then, I need to set the criteria for assessing collaborative work' 8.3 (T3Ho).

The teachers' experiences reflected that adding collaborative writing raised some tensions and at the same time offered great opportunities. Some aspects should be taken into account when teachers are managing their collaborative class. The experiences tell that teachers have been still at the initial stage of applying collaborative writing. It can seen from the unavailability on the fixed guidelines of collaborative writing. However, teachers have tried to make some changes to find better collaborative writing class. The following table describe the summary of the findings on teachers' experiences.

Table 3.1 The Summary of the Findings on Teachers' Reflection

Main RQ	Sub-RQs	Themes	Categories	Data	Participants	
RQ.1. What teaching experiences using collaborative EFL writing have been important to teachers BB	RQ.1.a. What did teachers experiences in firstly applying collaborative writing?	Adding a different Taste: Solidarity in Writing	Reasons for applying collaborative writing	Facilitating Students to learn from other students Reflecting personal experience as learner	T1, T2, T3 T2	
			Opportunities	Having the teaching more efficient and effective	T1, T2, T3	
			Challenges	Having no rubric to assess	T1	
				Having no model of collaborative writing	T3	
				Monitoring system to check who work more or less	T1, T2, T3	
	RQ.1.b. What did teachers experiences in managing collaborative writing?	Managing Collaborative Writing	Forming the Group	Teacher-assigned group Student-selected partner	T1, T2, T3 T1, T2, T3	
			Checking member involvement	Personal session with chosen students One on one session	T1, T2 T3	
			Designing Collaborative Writing	Total Collaboration	T1, T2, T3	
				Students divided the parts	T1, T2, T3	
			Assessing students Collaborative work	Giving 5% for collaborative work Attaching Collaborative outline	T2 T3	
	RQ.1.c. What did teachers find about the benefits of collaborative writing?	Killing Two Birds with One Stone	Instructional benefit	Low Student	Self-confident Fresh air	T1, T3 T2
				High Students	More patient, aware of grammar Not selfish More open	T1 T2 T3
			Nurturing Benefits	Aspect of writing	Accuracy (double check) Grammar and outlining	T3 T3 T2
				Learning with various Characters and aware of audience Reducing anxiety	T3 T2	

RQ.1.d. What did teachers hope about future direction of collaborat ive writing?	Viewing Now and Future Direction	Viewing now	Collaborative writing facilitates idea generation	T1, T2
			Collaborative writing opens opportunities to negotiate, discuss	T3
		Best practices	Collaborative outlining & editing	T1
			Using google docs	T2
			Assigning pairwork with different partner	T3
		Viewing future direction	Continuing Collaborative Writing	T1, T2, T3



3.2 STUDENTS' EXPERIENCES

The findings are addressed to answer the research question “What learning experiences using collaborative EFL writing have been important to students?”.

Therefore, the students' experiences are arranged into three themes. First theme ‘*Feeling the Wind of Changes*’ which tells about students' feelings/impressions in firstly engaging with collaborative EFL writing, and students' changing feelings during three semesters following collaborative EFL writing classes. The theme is to answer RQ2a. “What did students experience in firstly engaging with collaborative writing?”. Second theme is ‘*Gaining the Benefits*’ representing students' stories about instructional and nurturing effects/benefits gained during collaborative EFL writing classes. It is to answer RQ2b. “What did students find about the benefits of collaborative writing?”. Third theme is ‘*Viewing Now and Then*’ signifies students' stories which tell about their evaluation and reflection about collaborative EFL writing experiences followed by students' aspirations on future direction of development of collaborative EFL writing. It is to answer RQ2c. “What did students hope about future direction of collaborative writing?”

3.2.1 Theme 1: *Feelings the Wind of Changes*

The narrative frames and the interview which were combined into restory version present narrative of experiences that continuously change. Illustrating themselves on the first time they were taught by using collaborative EFL writing activity, each of the students felt confused, difficult and tired. Entering new nuance from the mainstream writing class raised students' diverse feelings about collaborative writing. The mainstream class of writing is valuing writing as an individual or solitary activity which totally relies on students' individual

performance in producing outline, draft, revision, and final draft. When the students write collaboratively, they have double burdens at the same time. Both students expressed the same feeling when firstly following Writing I course. The course was emphasized for paragraph writing. In the classroom, students worked in small group of 3 students during the first half of the semester.

The confusion was from a situation when in a collaboration, students seemed like making scream one with another. Students were busy to state the ideas without any ending. Another confusion was from the situation when students did not know much about the partner but they were asked to collaborate for writing. So many ideas came different students caused a situation that challenged students to decide which idea is better to choose. Feeling uneasy to express idea and to reject or receive other's idea resulted confusing condition, therefore, they cannot start to write anything quickly.

'Feeling distracted and confused with this method, at first, something strange, it was like making yell with another' NF 1.1 (S1SE.1). 'I wanted to compose case A, and my partner intended case B. Sometimes, it seems like a competition to decide which idea is good to write' NF 1.4 (S1SE.2).

'It's difficult not knowing anyone but we have to various ideas into difficult task' NF 1.2 (S2SE.1). 'If the idea was rejected by the other member, we had to redo it from a scratch' NF 1.4 (S2SE.2).

Working together to produce one piece of writing collaboratively was kind of place that was full of competition to win the most acceptable idea. Competition is valued as negative thing for S1 who experienced that settling down idea to write as the initial stage of writing process was uncomfortable phase. With more ideas came up to the group discussion more conflicting situation happened. Writing one topic with other, sometime, took long time to have fixed idea that is really tiring. Fixing idea in writing, for sure, was not only one aspect of writing to discuss. It

covered the content, the language, the organization, and the mechanic which mostly, the group cannot cover all. Working in group was hard to start and to end.

Writing in pair or small group had been experienced by both S1 and S2. Various ways of forming the group made them aware of how to manage the team. In their collaborative writing class, teacher decided the partner and once, students chose the partner which personally S1 and S2 preferred to choose the partner with condition that the partner must be equal and balance. But, whatever the group formation was, feeling uncomfortable and uneasy with the partners easily raised in collaboration. The students met different kind of students' characteristics. In the classroom consisting 20-25 students, there was absolute situation that every individual student had her/his own value, identity, and characteristic. It raised some typology of group member such as passive-dominant, high-low and independent-demanding. Being too demanding or too dominant was commonly done by everyone. S1' experience emerged the term 'parasite' which was commonly found in a collaboration. The issue of paratism appeared when students were not active to contribute any ideas as stated by S1. Ironically, S1 cannot do anything facing this situation which was unfair. S2 shared similar story about having problematic partner.

'If one of them do not speak up, cannot be called as collaborative then,...that person will be referred to as parasite' NF 9.6 (S1SE.3).

'Having a partner who didn't contribute to give ideas was unavoidable point that make us cannot go further' NF 9.6 (S2SE.3).

It was found that when students were asked about their attitude toward individual writing, they had different attitude. S1 and S2 had different sides on the way they see individual writing. It was hard for them to enter an activity which

was totally different from their previous writing activity. Memorizing high school class, S1 shared that individual writing was major activity, therefore, S1 preferred individual writing as stated in S1's narrative:

'Honestly, I preferred to work alone than collaboratively NF 2.1 (S1Pref.1).

On the other side, for S2, valued individual writing is much more difficult to do especially when the topic was not familiar. Even, they have different views on collaborative writing, they shared similar feeling when the first time they involved in it.

'normally, when I write on my own, I will be stuck in brainstorming ideas' NF 2.1 (S2Pref.1).

Despite sharing their early time in collaborative writing class with difficulty, each of them presented the shifting of the feelings in experiencing collaborative writing activity at the following semesters. In contrary to the irritable faces expressed early on, next stories students shared show them enjoying collaborative writing. Both S1 and S2 reflected the beauty of collaborative writing as the place to gain much ideas and to learn for the betterment. The interaction existing during the writing process, resulted stimulating dialogue among members. As stated that:

'I like it because it gave me space to select the most suitable idea, Both ideas and critics from collaborative partner sometimes are more brilliant than I have ever thought' NF 3.1 (S1HE.1).

'I like it because in many ways, I can learn 'things' from other people'. No matter who your pair is, how smart or awful he is' NF 3.1 (S2HE. 1).

Time by time, the joy of collaborative writing was felt by students simultaneously. Feeling comfortable and shifting S1's view about 'competition'. The negative sense of competition, later, shifted into positive one. S1 found that

every member compete to offer a criticism and feedback which finally member should be supportive to the selected idea to write. The member support was also indicated by a moment when students gave all member put themselves in a group meaning that total involvement for producing a piece of writing. The same changing feeling expressed in S2's narrative S1 stated that

'the class was comfortable. Every member of the class create competitive atmosphere which force everyone to compete one another by offering criticism and the other will immediately give a feedback' NF 4.1 (S1HE.2).

'the class was amazing, the teacher was great in giving direction and the partner changing randomly' NF 4.1 (S2HE.2).

Students can identify which activities they liked most from the collaboration after having closer look on face-to-face interaction. Brainstorming was the most favourite activity for S1. Finding topic, outlining, drafting, and revising the draft invited students to any strengths and weaknesses of the draft. Viewing from different angles resulted good quality of writing. As the starting point of the collaboration, outlining was also the one S1 liked. It was time to put all best ideas together which invited very rich idea generation exposure for all members. Meanwhile, the discussion session was also the comfort zone for S2 where member share ideas and gave comments to one another as stated in:

'I enjoy brainstorming as it is a key process in collaboration, and I like most when giving argument in which everybody has to speak about the topic' NF 3.10 (S1HE.3).

'I like discussion session, because we have another people to talk, those who are different will see our weaknesses' NF 3.10 (S2HE.3). 'What I like the most was outlining session. It was the place to decide which idea will be applied/used' NF. 3.11(S2HE.4).

3.2.2 Gaining the Benefits

The continuous engagement with collaborative writing activity resulted some effects on both students' writing skills (instructional effects) and other skills

(nurturing effects). As the starting point of writing process, that is finding idea, it was important stage for students. By discussing any possible ideas to write, students gained very rich information from members. As a result, it trained students how to find better ideas after passing through dynamic discussion. S1 shared that the discussion gave him chance to select which ideas would be appropriate to develop. Having various perspectives sharpened his own point of view. Similar to S1, S2 also shared the same benefit in the process of finding idea

‘The development of myself is in finding appropriate idea’ NF 9.1 (S1IE.1). ‘When I think this is correct, based on my knowledge, it is correct, but when it was showed to my friends, my ideas are actually not in line with the main idea’ (S1IE.2).

‘Writing collaboratively helped me choosing better ideas’ (S2IE.1).

The second similar benefit gained from collaborative writing was improvement on language style. Different students brought different language style in writing. Writing a group essay sharpened students’ language style and sense on academic vocabulary as stated by S1. It was just the same with what S2 got from the members

‘Moreover, I got advantage about how to have good language style’ NF 9.2 (S1IE.2).

‘It helped me learning... about language style and form’ NF 9.1 (S2IE. 2).

One interesting point found from the narrative was about the benefits of collaborative writing on students’ grammar and content. S1 and S2 shared different stories. S1 realized that his grammar was better than content. S1’s role in the group was mostly to check the grammar of the essay. Therefore, S1 did not find that collaborative writing helped him to improve the grammar. However, during the collaboration, S1 got significant benefit on the content of writing

'I did not get improvement in grammar', my role was mostly on grammar as I realized that my grammar knowledge was better than content'. 'Gaining improvement in the content of the essay was my seen effect as I am not a good reader, my content knowledge was low, collaborating helped me to strengthen the content of the composition' NF 9.3 (S1IE.3).

Sharing different story, S2 did not gain much benefit on content. S2

considered that the content was basically based on how students think perspective differently and how far students read any relevant resources about the topic. In term of organization, S2 also did not learn much from the group members because the teacher taught explicitly about the organization of essay. Based on the narrative, S2 realized that improvement in grammar as the benefit from writing collaboratively.

'I am careless about grammar in complex sentence, but my friend can write complex one' NF 9.4 (S2IE.1).

Despite of sharing the benefits of collaborative writing for writing skill, students also shared about other good things of collaboration. In the narrative, it was found that both students were able to develop their negotiation and defending skill

'Negotiation and persuasion became my new skill when I defended my idea to write and persuade others to follow my idea' (S1NE1)

'Therefore, we learned how to make and defend our opinion in the class discussion. Moreover, I became know how to negotiate with others' NF 9.5 (S2NE.1).

Being exposed by intensive social interaction in the classroom, S1 and S2 can sharpen their social skill. For S1, collaborative writing taught him to put group decision as the priority. S1 and S2 did not only share some commonalities in gaining other good things of collaborative writing, but also share different aspects they got. While for S2, collaborative writing raised an idea about time

management. During the collaboration, S2 found that it was hard to meet each other, and many reasons made by the partners. Since then, S2 learned much that member of the group brought their own behavior. Sense of acceptance was needed in a collaboration.

‘I should not be selfish, and we should not think that we are the most correct human among others’ NF 9.6 (S1NE.2). ‘It helped me not only creating interesting work but also building a friendship from the interaction’ NF 6.1 (S1NE3).

‘Then, I became more open to other, and know each other NF 9.5 (S2NE.2). ‘Although I was uncomfortable in one pair with him, I learned about time management’ NF 3.3 (S2NE.3).

3.2.3 Viewing Now and Then

From time to time following writing class with collaborative activity, students were able to closely see their collaborative writing class. As a result, some evaluations have been made, as well as some aspirations for future development of collaborative writing have been expressed by S1 and S2. Based on the story, S1 evaluated that the issue of parasitism cannot be solved. It was indicated by S1’s behavior for doing nothing when having a parasite partner and keep saying. In line with S1 who struggled with parasitism, S2 referred to the same idea, that was passiveness. They narrated that:

‘Again, parasite is crucial aspect in collaboration that should be solved by both teacher and students’ NF 9.6 (S1Ev.1).

‘Moreover, having a partner who didn’t contribute to give ideas or passive partner was unavoidable’ NF 9.5 (S2Ev.1).

Not only see what other friends did in collaborative writing, S1 and S2 also shared their own roles. Realizing that S1 had better grammar knowledge, S1 contributed much on grammar to the draft. Once in a situation when S2 became the owner of selected idea, S2 contributed to the idea development

‘My contribution was mostly on grammar as I realized that my grammar knowledge was better than content’ NF 9.3 (S1Ev.2).

‘My role/position/contribution, after having little chat we choose one. We let the owner of the idea to make outline’ NF 9.4 (S2Ev.2).

In term of matching system, S1 shared his unsatisfied evaluation. S1 evaluated that the group formation with low and low formation did not work for collaboration

‘When students are low and low, so they did not support one another’ NF 7.3 (S1Ev.3).

S2 differently evaluated about high-low, low-low, and high-high formation. S2 pointed that formation of high and low basically was not contributing factors to the success of collaboration

‘It doesn’t matter about high and low students, it depends on their will to learn from other or not’ NF 8.5 (S2Ev.3).

What became essential for students in writing collaboratively was supportive behaviors which automatically lead every member of group gained the benefits. Moreover, based on S2’s evaluation, both high and low students were benefited from the collaboration even in different degrees. Working in group facilitated high students in realizing small mistakes and content as stated

‘For high students, they mainly learn about small mistake and deeper explanation about content’. ‘Low students learn much about grammar and ideas arrangement’ NF 8.3 and 8.5 (S2Ev.4).

Due to the key idea of effective collaborative writing, S1 and S2 mentioned different conception. S1 evaluated that a collaboration invited all members spirit to fill each another as contributing factor to the success. S1 storied that

‘The key of collaboration is ‘complementary’ meaning that other can see my strength and weakness vise versa’ NF 9.8 (S1Ev.5).

Effective collaboration did not directly connect to the idea of complementary. But, when it was due to the ability of each member to finish the task, it can be connected to equality. After evaluating the classroom practice, S2 formulated about effective collaboration, even, he still hesitated whether his definition was correct or not . It was indicated by the time to finish the project. S2 said

‘Effective collaboration, I don’t know, when we divide the part, I think it was fastest one’ NF 7.3 (S2Ev.5).

By reflecting their own ups and downs stories in experiencing collaborative writing, S1 and S2 expressed some hopes to teachers and other students and aspiratios for the betterment of collaborative writing. Dealing with teachers’ role, S1 hoped that teacher should monitor the collaboration. the direction for doing collaboration was not sufficiently given by teacher. It was expected that the collaboration was arranged through teacher’s fixed direction. S2 narrated that the teacher encouraged students to read more to be succesfully discuss about the topic in group

‘At the same time, I would like teacher to always being available in monitoring the students’ work. To teachers, it was very needed as ‘final destination’ to correct the essay’ NF 8.1 (S1Ho.1).

‘Teacher asked to read and report the reading, and made everyone gave opinion about the topic’ (S2Ho.1).

Instead of having expectation to what the teachers should do in managing collaborative writing class, both students expressed their hopes to the partners. It raised from students’ reflection of their experiences. S1 concerned much on

students' total availability to monitor the process of writing. Active involvement of each member was a must in a collaboration. S2's hope concerned with students' active participation in giving information to the content of the writing. Reading before discussing was seen by S2 as one of essential starting points to have dynamic collaboration.

'Students should be available to monitor the process of essay writing. Monitoring means correcting the flow of the writing, the content, the grammar, and word choice as well editing and reviewing the content' NF 8.1 (S1Ho.2).

'At the same time, I would like students to, at least, read about the materials before coming to the class since the class activity will be discussion. Reading the needed materials is essential in making opinion in the discussion and later will affect their arguments in their essays' NF 8.2 (S2Ho.2).

Struggling with different kinds of partner, contributed to S1's idea about matching system. Group with carefully formed influenced the quality of the collaboration and the writing. It was impossible to have perfect partner for the whole collaboration, but, it can be possible as far as the formation was done based on reasonable consideration. The chance to know more about who the partner to be should be open at the beginning of the process of collaboration. S1 shared his aspiration by writing:

'Knowing the characteristics of the individual student is a must. It is not like whether one is competent or not, firstly, it should be about her/his personality such as potentially being selfish or not' NF 9.13 (S1Ho.3). 'Students are allowed to make points like 'I want to work with her/him because s/he is in line with me' NF 9.13 (S1Ho.4).

After experiencing three-semester collaborative EFL writing activity, some views were emerged. The experiences, of course, was not sufficient yet to come up with final ideal collaborative writing, however, both students had some rich stories with its changing over time that can be used as resources to the next better practice of collaborative EFL writing. S1 raised a term 'true collaborative

environment' to indicate what a collaboration should be. It should be equal. Their hope about equality confirmed that successful collaboration was affected by the way each member equally take and give.

Both students agreed that collaborative writing will be useful for their future academic life. They proposed how collaborative writing should be done in the next writing class. As stated above, S1 came up with the idea of '*true collaborative writing environment*' while S2 gave more practical suggestion for applying next collaboration. S2 did not explicitly said the term equal, but it was represented by a situation where S2 had a space to compare the idea with other members. Comparing each other idea can be done equally if the owners of ideas at the same position to fill any hole in the idea development or draft writing. As stated by S2 that

'...in true collaborative environment, each contributor has an almost equal ability to add, edit, and remove text. Equal also refers to the knowledge on the topic, if not, we cannot give any comments so there was no act of underestimating one another. They have the same right to voice their opinions' NF 7.1 (S1Ho.4).

'Most acceptable is the one we chose. I can have another person to compare idea' NF 3.5 (S2Ho.4).

S2 believed that combining both individual and collaborative writing simultaneously was potential idea to the success of collaboration. With this zig-zag pattern, students can directly took the advantage of collaboration when they did individual writing.

'In collaborative-individual pattern. It means that after one task is done collaboratively, the next one will be individual task and so on' NF 9.5 (S2Ho.5).

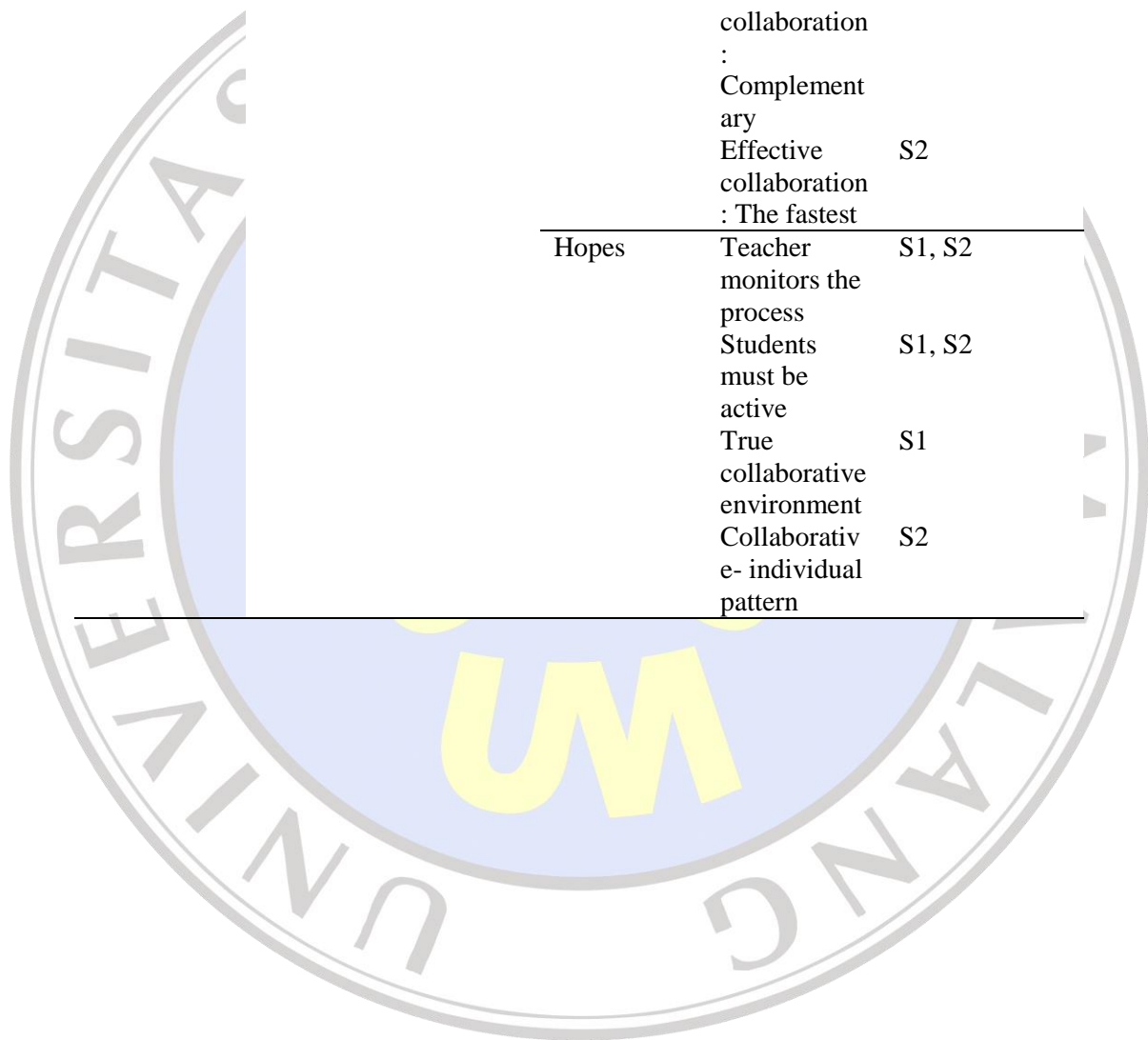
Some points could be highlighted from students' experiences. Initially, students experienced collaborative writing as a place of competition. Discussing

the topic, the outline, and many other aspects of writing brought them into uncomfortable situation. They needed time to adjust with the different taste applied by the teachers. Students faced some challenges to collaborate. However, they could find the joy of collaborative writing after three semesters engagement. The following table shows the summary of the findings on students' experiences.

Table 3.2 The Summary of the Findings on Students' Experiences

Main RQ	Sub-RQs	Themes	Categories	Data	Participants	
What Learning experiences using collaborative EFL writing have been important to students?	What did students experience in firstly engaging with collaborative writing?	Feeling the wind of changes	Feeling confusion	Entering a competition	S1, S2	
				Facing the issue of paratism	S1, S2	
			Preference	Individual writing	S1	
				Collaborative writing	S2	
			Shifting into positive feelings	Finding suitable ide	S1	
				Learning many things from others	S1, S2	
				Experiencing comfortable atmosphere	S1, S2	
				Enjoying brainstorming	S1	
				Enjoying discussion	S2	
				Gaining the benefits	Instructional benefits	Choosing better idea
What Learning experiences using collaborative EFL writing have been important to students?	What did students find about the benefits of collaborative writing?			Having good language style	S1, S2	
				Developing the content	S1	
				Improving the grammar	S2	
				Nurturing benefits	Negotiation skill	S1, S2
					Building friendship	S1
					Being open	S2
		Time management	S2			

What did students hope about future direction of collaborative writing?	Viewing now and then	Evaluation	The issue of paratism	S1, S2
			Contributing to grammar	S1
			Contributing to content	S2
			Low-low formation	S1
			Willingness to learn from others	S2
			Effective collaboration	S1
			: Complementary	
			Effective collaboration	S2
			: The fastest	
			Hopes	
		Students must be active	S1, S2	
		True collaborative environment	S1	
		Collaborative-individual pattern	S2	



CHAPTER IV

DISCUSSION

This chapter presents the discussion on the findings. Along with the teachers' and students' narratives, some statement of relationship among theories are made to show the theoretical supports for the findings. This chapter consists of two sections representing teachers' and students' experiences. The chapter is arranged based on research questions which are mainly focused on 1) What teaching experiences using collaborative writing have been important to teachers, and 2) What learning experiences using collaborative writing have been important to students?.

4.1 TEACHERS' REFLECTION

This part highlights important reflection and its interconnection to some relevant theoretical and empirical evidences. Important experiences were represented by teachers' rationale of applying collaborative writing, teachers' sad and happy experiences, teachers' reflection, and teachers' hopes for future direction. Based on the narratives, teachers shared important experiences to recollect. Identifying important experiences were based on the nature of narrative inquiry. Narrative inquiry suggested that not all experiences are important. The experiences which are fruitful for teachers in having better understanding on collaborative writing and in changing their way perceiving collaborative writing were considered as important experiences. Moreover, important experiences are also indicated by any bad and good sides of collaborative writing class that show significant role in teachers' teaching practice advancement.

4.1.1 Adding Different Taste: Solidarity in Writing

Bringing collaborative writing obviously was uneasy. By nature, writing is solitary activity, hence, in language learning context collaborative writing is unusual (Wigglesworth & Storch, 2012; Mirzaei & Eslami, 2013; Storch, 2013). It sensitively raised some tensions to the three teachers, particularly, when the teachers applied full or total collaborative writing. In this research context, full collaborative writing was writing together both in pairs or in small group from planning, drafting, editing, revising up to finalizing stages to produce an essay. So far, writing class has involved pairwork or groupwork but in a small portion such as peer-editing or peer-assessment. The huge portion from planning to writing final draft has been for individual writing.

Referring to the curriculum and syllabuses of writing courses, improvement on students' individual writing proficiency has been the main objective. It led the teachers to design the course outline which was primarily emphasized on individual writing activity. One of the indicators was the evaluation criteria which all percentage were from individual writing ranging from individual portfolio to individual final test. Lately, three teachers involved groupwork assignment, but still in small percentage. On the contrary, they had freedom to apply any teaching strategies which sometimes tempted them to try a novel strategy like collaborative writing. The collision between the policy and teachers' freedom made the tensions unavoidable which then followed by the issue about the accountability of collaborative writing in the middle of mainstream EFL writing context. However, the involvement of sociocultural perspective, CLT, and process pedagogy in language learning has justified the practice of collaborative writing.

Teachers' decision to add collaborative writing in EFL writing class has been theoretically and pedagogically legitimized. Eventhough they faced many struggles and had no idea about what they brought in the classroom, they have made significant changes in EFL writing class. They tried to think out of the box when bringing collaborative writing in the class. It was believed that all writing teachers were in agreement about placing individual performance as priority in writing skill. However, the shifting of writing pedagogy influenced teachers' mind to add different pedagogical approach in their way of teaching writing. One of the additions was applying full collaborative writing.

Based on the findings, it was found that the main reasons of applying collaborative writing was to fullfill students' need to interact with and learn from others. Instead of fullfilling students' needs, three teachers found individual writing was ineffective. Teachers wanted them to share meaningful ideas for better writing. It deals with social activity in which students were situated to work together in producing a text. The underlying principle of the teachers' rationale is in line with Vygotsky's sociocultural theory (Storch, 2013; Wigglesworth & Storch, 2012; Mirzaei & Eslami, 2013; Neumann & McDonough, 2014; Pierre, 2014). Based on sociocultural theory, language learning as one of cognitive development process is socially situated (Vygotsky, 1981 in Storch, 2013).

The schools of thought in L2 learning has been mapped by Brown (2007) to clearly describe the interconnection between collaborative writing and socio constructivism point of view. The major claim of this thought is social interaction is contributing factor to develop potential state of the students. Students cannot do alone instead of gaining assistance from others.

In EFL writing class, the class activities are potentially developed to facilitate socially situated class. The key feature of socially situated class is students' interaction. Irawati (2008) highlighted that student-student interaction was one of the collaborative efforts to help each other to negotiate and define their writing tasks. Based on the findings of the present study, it was clearly seen that the three teachers encouraged the students to have a collaboration during the process of writing. Teachers situated students to write in pair or in group to contribute to each other's at every step of the process. It has been shared by teachers that students brainstorm topics to write about, to develop outline, to check the draft, and to fix the final draft.

With the universality of sociocultural theory, it has been adapted in any fields of study including ELT which is considered as pedagogical support for doing collaborative writing. Storch (2013) clearly suggests two aspects involving in pedagogical support, those are *approach to language teaching* and *approach to writing instruction*. For approach to language teaching, Communicative Language Teaching (CLT) has become fundamental premise and guiding principal to show how collaborative writing is closely related to students' communicative competence, while the process approach supports the nature of circularity in writing which means that collaborative writing indicates strong features of the process approach.

Based on the findings, teachers' collaborative writing highly encouraged students to be in "interaction and communicative situation" (Celce-Murcia, 1995: 23). When the teachers assigned students to write collaboratively, they had a space to discuss the topic to write, the outline to develop, the sentence to construct

the meaning, and the way to fix the final draft. These activities allowed students to express ideas in particular social context, that is among group members. Teachers gave students chance to gain rich resource of idea from others. The use of group and pair work by T1, T2, and T3 significantly represents main dimension of CLT (Storch, 2013).

The interaction between and among students facilitates students to develop their communicative competences. Following the updated model of communicative competence proposed by Celce-Murcia, collaborative writing invited possibility to gain every dimension of CLT. Along with the shift from the teacher-centered classroom to the student-centered acquisition of communicative competence, communicative approaches encourage the language students to learn the second language through contextualized and meaningful communication (Clark, 2008; Biria & Jafari, 2013).

The second pedagogical support for applying collaborative writing deals with approach to writing instruction. Qian (2010) defines that writing is seen as communicative act (p. 14). With this sense, writing activity requires students to be aware of audience and its purpose to communicate meaningful ideas. Meaning-making process is commonly accommodated in the writing class which oriented to process approach. All participating teachers' classes were identified as classes which applied process approach by facilitating prewriting, writing, editing, revising, and publishing stages.

The shifting of writing pedagogy that was described by Pierre (2014:375) has clear pathway about how collaborative writing existed in EFL writing context.

It was exposed from the side of the focuses. At the beginning of writing pedagogy, known as *current traditional* approach in composition theory, the focus was on the text itself, the product, which means writing was a mechanic and linear activity. Pierre recollected his senior high school experience in learning to write. He shared that teacher hold the authority to explain the structure of five paragraphs essay, then, students were led to understand it clearly to write well-organized, grammatically correct, and error-free essay which frequently the essay cannot say much of anything.

The second writing pedagogy, known as *expressivist composition theories*, placed the writer as the focus. The writers had space to express themselves. As stated by Pierre (2014:375) “In this approach, freedom, individuality, experimentation, discovery, and personal growth are privileged over correctness and polished form” which encouraged students to write more on personal domain. Later, writing as a process started to gain its popularity to be used in writing class. Therefore, the third writing pedagogy known as writing process theory was widely applied. It was the result of writing process theory existence. The focus is on *the composing process* that is portrayed as a social and collaborative activity (p.375).

One of key features of process approach, ‘collaborative environment’, proposed by Widiati (2004) strengthens the pedagogical support for the practice of collaborative writing. Along with sociocultural point of view, writing has been viewed as a socially constructed act as well as a cognitive one (p. 7). It implied that teachers of writing were encouraged to create peer collaboration in discovering meaning.

Both theoretical and pedagogical supports showed that collaborative writing is academically accepted in the teaching of EFL writing class. Moreover, teachers also shared practical rationale for having collaborative writing, and later this rationale became their joy of applying collaborative writing. The number of individual essays to correct influenced teachers to have group work, therefore, 50% less for correction. Another teacher also used her experiences as a learner who was exposed by collaborative work to confidently apply it into her writing class. Reflecting our experience as a learner helped us to have a picture of what makes collaborative writing works well or not. Douglas and Carless (2014:304) suggest that “writing process has caused tensions, disagreement, or conflicts”, therefore, a teacher who ever experienced collaborative writing is able to see any potential challenges. Also, teachers gained important views for a collaboration, those are, “the need to work harder, stay focused on the task, pay attention to management, and value productivity” (p. 309).

Teachers experienced that there was students’ resistancy in working in group. The resistance was from established existence of traditional practice and also from understanding that writing should be done individually. The characteristics of traditional classroom stated by Barkley et al. (2005) strengthen why collaborative writing practice made teachers experienced difficulty. In traditional classroom, responsibility was purely referred to learning independently and oriented that teachers and materials as the main sources of knowledge. Meanwhile, collaborative classroom promotes that responsibility comes from learning interdependently and views that peers, self, and class members are important source of knowledge (p. 30).

4.1.2 Managing Collaborative Writing

Shifting from traditional to collaborative classroom challenged the teachers. Based on the findings, they faced difficulty in making students fairly collaborate. Teachers cannot successfully monitor the collaboration especially in sharing responsibility. They had no idea about who did more or less. This became common stories shared by teachers. In the following discussion, some changes and improvement on the collaborative writing practice were deeply developed.

As essential part of applying collaborative writing, grouping system should be done carefully. Teachers accommodated both teacher-assigned and student-selected pairs. Both formations brought its own contributions. Teacher-assigned pairs was formed based on students' pre-writing scores which resulted the group composition consisting of high and low students. When the teachers assigned different level of students to write, there will be rich resources coming from different angles. Mozaffari (2016) conducted a research to compare between student-selected and teacher-assigned pairs, and, it reveals that teacher-assigned pairs provided more language related episodes which influenced in producing better texts in terms of fluency, accuracy, organization, grammar, and vocabulary (p. 16).

Teachers also used proficiency pairing to form a team. Three different compositions was commonly found in collaborative writing, those are, high and high, low and low, high and low. Based on the narratives, teachers composed high and low group for the purpose of optimizing high students in helping low students. Having a look to a research finding that high and high produced huge number of language-related episodes, followed by high and low, and low and low

(Lesser, 2004 in Mozaffari 2015), collaborative pairing could be formed in that way.

To some extent, teachers' decision to form high and low group was still in line with a research conducted Mirzaei & Eslami (2013). Comparing between ZPD-free and ZPD-activated collaborative writing proved that a group consisting of high, medium, and low students benefited most. In ZPD-activated group, students were conditioned differently based on proficiency seen from TOEFL and pre-test writing scores. While ZPD-free group was randomly formed without considering students' initial proficiency. ZPD-activated group created the most facilitative learning space to solve linguistic problems and mediated students' idea generation (p.15). It was confirmed that students can overcome their negative feelings and improve L2 writing, metadiscourse, even grammar and vocabulary (p.17).

Meanwhile, student-selected pairs which was mostly based on students' personal relationship or friendship served its own strengths. It was justified by a study conducted by Russel (2010) that gave evidence on the good side of students-selected pairs. It provided encouraging situation to easily open the channel of communication. Russel takes important note from the participants that the collaboration worked well because they were friends, and felt confident to share ideas (p. 217).

For checking member involvement, all teachers were still relied much on meeting and asking one of students as resource person personally. Involving students to check the collaboration was quick and efficient, but, the issue of

subjectivity cannot be avoided. Teachers can manage monitoring system by firstly setting up group learning contract and group roles (Barkley et al, 2005). The group learning contract assigned students' commitments and consequences (p. 37). The group roles tightens individual responsibility in a group. Role as facilitator, recorder, reporter, timekeeper, folder monitor, and wildcard (p. 52) should be matched with group situation.

In designing collaborative writing, it was assumed that 'face-to-face collaboration' was the major pattern. With this pattern, teachers wanted group members meet in person to plan, draft, edit, revise the writing in order to give enough space to share ideas quickly and efficiently (Alexander, 2012:184). But, in fact, all teachers narrated that students tended to share the parts of the essay to each member. The 'divided or horizontal collaboration' benefited in terms of getting started and completed but it raised minimal collaboration and caused no group vision (p. 184).

Grading collaborative writing posed difficult and conflicting situation for teachers. Teachers should be able to see thoroughly to have one single score for all members. It raised unfairness if the group score was bad. Some students felt being penalized to the badness because they were confident to their individual performance (Barkley et al, 2005). Some criteria could be set to achieve better grading system. Bacabac (2012:169) proposed 25 percent for students' contribution, 25 percent for peer evaluation, and 50 percent for the quality of the project.

4.1.3 Killing Two Birds with One Stone

Teachers' journey of applying collaborative writing was significant point in their teaching practice. The narratives informed how collaborative writing contributed to writing class atmosphere. Despite all sad and happy narratives, teachers identified students were helped much from the collaboration. The language related episodes happened during the interaction stimulated meaningful resources to write. The teachers' stories represented that both low and high students differently took the benefits.

According to T1, low students became more confident to write. The conducive situation during group work fostered students' sense of confidence (Yong, 2006; Fung, 2015). T2 also highlighted that the fresh air from collaborative writing influenced the way students see and value the collaboration as a 'non-threatening approach' (Mulligan & Garofalo, 2011:9). As a result, low students who commonly took passive position became confident to share with. It was clearly shown from peer assessment activity. Low students found that even high students also had some writing problems.

Different from what happened to high students, they tend to be more open and sensitive to others. The nature of collaboration opened any possibility to have different ideas, different way of thinking, and different behaviors. It was the features negotiation in which students clarified and confirmed ideas in mutual relationship. When students came to a situation for making decision with other about what to write and how to develop the writing, they were in negotiation. Therefore, high students who frequently were more dominant easily positioned themselves as the most authoritative person which for sure was not recommended

in a collaboration. By having interaction during the writing process, high students tried to be patient and keeping others' faces not to be embarrassed (Browning, 2012; Fung, 2015).

Moreover, having language related episodes chronologically affected high students' grammatical sensitivity. Commonly accepted that high students did not have writing problem at all, however, their carelessness on grammar justified that that was not totally true. Most high students were good at content and organization. They proudly showed that mastering content and organization was the essence of writing skill, they took for granted about grammar. Through collaborative writing, high students improved their grammar

Better talk with friends helped students improve their knowledge on logical order. As narrated by T1, some students had problem to logically order the writing. Rich linguistic resource from group member about transition signal and organizing paragraphs activated students' knowledge about the structure of the text. One identified focus area from students' interaction was structure. It allowed students to discuss about the organization of ideas into logically ordered text (Storch, 2005).

One important point noticed by teachers was students had better engagement with other. They knew how to live together with diverse characters. Yong (2010:28) confirms that "collaborative writing provides a social context of learning". The social context connected students to the importance of audience when they write. Good awareness of audience in writing guarantees the process of meaning making on the students' ideas. In collaborative writing, audience can be

referred to group members who were the source to ask for feedback about aspects of writing including the language, the content, and the organization.

One last important thing about the benefit of collaborative writing was its capacity to reduce students' anxiety. With its complexities, writing skill easily made EFL students felt fear, dislike, be less productive to write. T3 notified the anxiety started from finding the topic to drafting. By assigning students to collaborate, teachers created 'positive affective condition', therefore, they had readiness and willingness to write (Fung, 2015).

4.1.4 Viewing Now and Future Direction

At the end of teachers' narratives, some aspirations were shared. The aspirations came up after teachers made dynamic changes in their EFL collaborative writing class. The changes proved that no magic formula for having effective collaborative writing activities. As narrated by T1, having total collaboration for her class did not really work well. The decision to keep continuing collaboration in drafting and editing stages was to let students have more space for working alone. It connects to the idea from Nuemann and McDonough (2015) that collaborative writing can be placed in one writing stages to improve content and organization.

When T2 started to involve Google.doc in her collaborative writing class, it was one evidence to her engagement with online collaborative writing. In the past 20 years, computer-mediated interaction hugely increased (Storch, 2011).

Google.doc basically functions as a web-based word processor where all participants and student tutors can easily access and collaborate with others by

sharing the same document online. It allowed students to easily create, edit, and delete writing content. The use of Google.doc benefited students for meaningful peer interactions, motivation, and vocabulary gain (Lin & Yang, 2013; Liu & Lan, 2016). This way will be continued to T2's collaborative writing class.

For future practice of collaborative writing, T3 prefers to have pairwork than groupwork. Research conducted by Dobao (2012) reveals that pairwork and groupwork basically have similar effect to the text accuracy. In term of participation, groupwork had small chance for every individual to participate (p. 55). It became the main reason for not having groupwork. Moreover, Brown (2000:182) highlights that pairwork is more appropriate as it is short, linguistically simple, and quite controlled.

Applying collaborative writing for some years with its changes over time reflected how teachers perceive it. Teachers saw collaborative writing as promising activity which served both instructional and nurturing effects. As found in the narratives, the instructional effects can be seen from improvements on students' grammatical and lexical accuracy, idea generation, content, and organization (Dobao, 2012; Neumann & McDonough, 2015). It was stated that teachers viewed collaborative writing as the tool to get and to develop the idea and provide chances for discussion about language which was much easier compare to individual writing (Wigglesworth & Storch, 2012).

Teachers also valued collaborative writing as a contributor for students' non-writing aspects referring to nurturing effects. Some behaviors such as being confident, open, more sensitive raising once students were engaged with writing

in group . It was clearly stated in the narrative that collaborative writing could be the place to learn from others by negotiation and discussion. It also sharpened students' sense of self-improvement in writing (Mulligan & Garafalo, 2011:8).

During the groupwork, students set the same goal to finish the project. Setting the same goal trained each student to do similarly when they have to write individually.

The challenges faced by teachers also influenced their perception. Applying non mainstream activity like collaborative writing made teachers were into trouble in monitoring the students' involvement and grading the group essay. Having not sufficient guideline to make sure the group that works and no fixed grading system, sometimes, made teachers treated collaborative writing just ordinary supplementary activity ignoring its potency. Therefore, teachers' better understanding on aspects of collaborative activity in EFL writing context was urgent and a must to optimize its benefits.

The point that could be made from the findings is that applying collaborative writing supports the prominent principles on language learning and teaching. Teachers values group work as the way to create sustainable interaction among students. The findings imply that collaborative writing becomes teachers' way to build both students sense of collaboration. The second point is reflecting the experiences in teaching using collaborative writing allows teachers to be reflective teachers. Astika (2014) states that by reflecting the teaching practice, teachers is close to the meaningful activity for improving their teaching quality. The reflection becomes the medium for teacher to see the ups and downs of experiences. Reflecting the experiences becomes a powerful tool that will greatly

influence the teachers' beliefs and practices in collaborative writing. The reflection would be used as the basis for teachers themselves and other teachers to working hand in hand to design effective collaborative writing activity.

Allowing the teachers to reflect their teaching practice gives them awareness on lifelong learning. Jarvis (2007) defines lifelong learning as the combination of processes throughout a lifetime whereby a whole person experiences social situations which is then transformed cognitively, emotively or practically resulting in a continually changing. It is essential the element for teachers' professional development. Pepka and Kristina (2005) reveal that individuals can involve successfully in such an environment only if they permanently educate themselves, if they perceptive to the changes, if they are capable of self-enhancement, if they can demonstrate active independent behaviour. Lifelong learning always links to teachers continuing professional development and should be their lifelong commitment to learning. Teachers cannot close themselves from constant changes. The lifelong learning facilitates teachers to enter social inclusion, economic competitiveness, and technological innovation (Klein & Osborne, 2007).

4.2 STUDENTS' EXPERIENCES

This section discusses students' important experiences. The important experiences were selected based on the nature of narrative inquiry in which the experiences should be able to represent students' any ups and downs moments, students' reflection, students' perception, and students' hopes for next collaborative writing activity.

4.2.1 Feeling the Wind of Change

The nature of writing as an individual or solitary activity was commonly still in students' mind. When the students were firstly engaged with collaborative writing, it was hard situation. Working in group, actually, was not something strange and new for students. In the learning process, they were exposed to work in group for some years. However, totally working in group to produce a writing was still uneasy for them. Being Situated in collaborative writing, students narrated their stories and show the dynamic of experiencing it. They faced double burden to write.

Firstly, students thought that passing the writing process was like as a place of competition. Each student had idea to choose as group topic. Students faced complex experience about being win and loose in defeating the topic. However, once students passed the combination of collaboration and competition, they produced the best result. As stated by Browning (2012:154) "Our students will certainly face competition in the workplace, competition that will lead to both victories and defeats, thus it is productive and constructive for them to be able to process and debrief that experience together in an educational setting and to gain insight and appreciation for the lessons learned".

Secondly, writing with different types of group members made the collaboration, sometimes, did not run smoothly. The issue of dominant-passive pattern was always in collaboration. Students' motives played important role in positioning to be dominant or passive (Yu & Lee, 2015). Their study proves that when a student had negative belief about working with others reflected by feeling not interested, having no expectation from group activity, and only for following

teacher's instruction, s/he will act passively (p.584). It raised the issue of 'paratism' as said S1 in which representing a situation when one student just follow what group decided without giving any contribution.

In term of group formation, both S1 and S2 preferred to choose the partner by themselves. It was in line with Russell (2010) who explored students' reflection on collaborative writing found that 'students saw the ease of communication they experienced with friends as highly significant' (p. 217). The friendship lessens difference among members and weakens inconvenience. It serves joy to finish the task.

There was slightly different feelings between S1 and S2 when firstly experienced collaborative writing. S1 preferred to write alone, it was caused by the freedom to write. In individual writing, S1 did not need to share anything with others, once, he came up with an idea, it can be developed without waiting decision from others. It was not so easy to collaborate towards one agreement with others like in a tyranny (Pierre, 2014:375). On the other hand, S2 started from the beginning enjoyed writing collaboratively. He was easily stuck when the time write alone. Writing with others helped him to produce more accurate and better writing quality (Sveum, 2013; Hanjani & Li, 2014).

Later, S1 and S2 experienced collaborative writing in similar way. Changing attitude from negative to positive was another result of better knowing on collaborative writing. During class interaction, they found a place to get better idea and meaningful feedback from other members. It was caused by many

channels to communicate and more interactive discussion which shifted their behavior from group work to collaboration (Bremner et al., 2014:165).

Experiencing total collaborative writing made both students were able to identify which activity contributed more to them. For S1, brainstorming and outlining were key points where everybody had to speak up the possible and best ideas to write. While S2, found that all discussion sessions became strong evidence for him to see the power of collaborative writing. The stimulating discussion provided rich linguistic resources to develop writing quality and opportunities to compare ideas (Storch, 2005). Dobao (2012) investigated oral interaction in pair and group work to identify Language-Related Episodes (LREs). The episodes consisted of Form-focused LRE, Lexis-focused LRE, Mechanics-focused LRE (p. 45).

4.2.2 Gaining the Benefits

Students' narratives shared commonalities in the way they gained the pedagogical benefits. Finding appropriate and better idea were similarly experienced by both students. Having discussion among members resulted the best topic to write. Each member with his/her own idea tried to strongly convince others that the topic was better, others did the same thing. Once, members were in agreement which best idea to choose meaning that they already carefully chose.

Experiencing writing in group facilitated students to see others' language style. The exposure of Language Related Episodes (LREs) from group interaction opened students' horizon on how to select and use appropriate style. Both S1 and S2 shared the same narrative on it. Group interaction also affected students' language style because during the discussion, opportunities to discuss on language

was open. Another instructional effect of collaborative writing was improvement on content was significantly happened to S1. Good content of the writing was mostly caused by students' content knowledge sharing gaining from their active reading. Improvement on grammar was experienced by S2. Problem on constructing complex sentence was frequently faced in writing the composition. Interacting with group members who were more capable on grammar was really helpful (Wigglesworth & Storch, 2012; Storch, 2013; Mirzaei & Eslami, 2013) .

Instead of having pedagogical benefits for students, collaborative writing also served students with some merits. As mentioned earlier, collaboration allowed students to share and negotiate their ideas to others. Starting from finding topic, students negotiated to convince the best topic. At the following stages of outlining, drafting, editing, and revising, students were still invited to negotiate their ideas. This stimulated students to sharpen their negotiation skill. Dobao (2012) highlights that the interaction “offers different opportunities for negotiation of meaning, feedback, and modified output” (p.232).

Writing together with others also stimulates students' awareness how to appreciate others' ideas. Being respectful and open in a group was one of requirements to the success of a collaboration. The bonding among members during group interaction produced sense of friendship. In Sveum's research (2013) was confirmed that “ one of the main benefits of collaborative writing is creating network, cultural interaction, and friendship” (p. 220).

Collaborative writing challenged students' capacity to manage the time for finishing the writing because it required up to twice the amount of time to

complete the same writing task compare to individual writing (Sveum, 2013; Neumann & McDonough, 2014). Recursive process of writing did not allow them to instantly write the composition. Therefore, students were conditioned to manage the time efficiently for finishing the writing not placing the speed as the priority but the speed and the quality of the writing

4.2.3 Viewing Now and Then

Reflecting the three semesters experience, S1 and S2 notified that the existence of paratism or passiveness cannot be avoided in group work. Positioning as safe player raised because there will be group responsibility, therefore, when the project was done by others, it was for all. For students, level of writing proficiency was not the only one important role to the success of groupwork.

What matter for students was the relationship and the role they took.

Two types of relationship in pair or group work, dominant-passive and high-low relationship, were mostly occurred. High-high composition resulted the largest LREs, followed by high-low composition. Meanwhile, low-low composition resulted the smallest LREs (Lesser, 2004 in Storch, 2013). Proficiency pairing in another research conducted by Mirzaei and Eslami (2013) shows different result. With ZPD-activated collaboration in which students were grouped based on high-medium-low level. The composition provides rich exposure of metadiscourse to the content, organization, and audience issues in writing.

In collaboration, both formations of relationship served its consequences. Students' narratives indicated that they did not have much problem with high-low relationship. This could be happened as the idea of collaboration has extended from more-less capable collaboration into symmetrical (equal ability) one

regardless of their proficiency that allows students to discuss (Hanjani & Li, 2014). When the students face dominant-passive relationship, it was not from the influence of proficiency level (Storch, 2013). In the previous part, it was mentioned that students' motives became influential factor to be dominant or passive. Dominant-passive relationship refers to how far the contribution of each member. Dominant students took control of the task while passive students had very little contribution to both quantity and quality of the task which raised low equality and low mutuality. To have high equality and high mutuality, collaborative relationship must be emerged. Any member contribute to all aspects of the task, and share the responsibility (p. 61-62).

When it came to students' contribution in the group, S1 and S2 shared different experiences. S1 realized that he was good at grammar, hence, he gave grammar touch into the writing. And, S2 contibuted much on the content of the writing as his ideas was chosen to develop and he had background knowledge. In a collaboration, each member is hoped to have significant contribution to the area that s/he becomes the expert. Fung (2010) used technical term 'shared expertise' to describe this phenomenon in which S1 and S2 brought direct impact of their stance by offering assistance, checking mutual progress, and providing help (Yu & Lee, 2015).

After engaging with collaborative writing, students evaluated that it was meaningful activity in EFL writing class. To ensure the betterment of the practice, some hopes were written in students' narratives. Students stated their hopes to the teachers. There should be fixed guideline from teachers to do collaborative writing. The guideline helped students effectively collaborate. Having

collaborative writing was still unfamiliar activity. As discussed before, it easily raised conflicting situation when to write a composition with others. Ideally, before all done collaboratively, every single step must be clear for students. Also, it was strongly suggested that teachers needed to be aware of different patterns of relationship, group behavior and dynamics (Dobao & Blum, 2013:375).

Instead of addressing the hopes to teachers, S1 and S2 also made hopes to their friends. They wanted group member was available to intensively monitor the writing process, actively involved during collaboration. Hoping such kind of collaborative behaviors was reasonable as the quality of the writing relied much on the mutual relationship. However, students need to realize that for some students, collaborative writing was still uneasy. Lin and Maarof (2013) describe some students' problems of doing collaborative writing consisting lack of English proficiency, reluctance to give opinion, and spending longer time to finish the task (p. 604). Making realistic hopes could be started from student her/himself to positively value collaborative writing.

Moreover, knowing members personally was also key success for collaboration. It can be inferred that students preferred choosing their own partner compare to teacher-assigned partner. By choosing the partner by themselves, students knew their friends behavior and background because it was also key feature of group selection (Braine et al., 1990 in Russel, 2010). It was impossible to have perfect partner for the whole collaboration, but, it can be possible as far as the formation was done based on reasonable consideration.

Engaging three-semester in collaborative writing class made students positively perceived it. Students perceived collaborative writing as a tool to improve writing skill and non-writing skill. Related to writing skills, students thought LREs produced in the writing process helped them to improve grammatical and lexical accuracy, content and organization, coherence and language style, idea generation, (Shehadeh, 2011; Lin & Maarof, 2013; Dobao & Blum, 2013). The improvements were caused by mutual discussion among members. The positive change among students was the result from the collaborative activities they engaged with, and those affected students' non-writing skill. Collaborative writing provided greater variety of ideas and creativity, fun atmosphere to feel comfortable, space for self-confidence (Storch, 2007; Shehadeh, 2011; Dobao & Blum, 2013).

Students viewed that collaborative writing was advantageous for both high and low students. At the beginning they engaged with collaborative writing, the difficulty to adapt with different types of students, sometimes, hindered the interaction. Soon after students contributed more to group discussion, it resulted resources for grammar, content, organization, and idea generation. Students from both levels gained the advantages differently. S1 stated that high students learnt to be aware of small mistakes and to deepen the content. While low students learnt about grammatical and lexical accuracy (Dobao & Blum, 2013; Mirzaei & Eslami, 2013).

After experiencing collaborative writing, students can closely see what a collaborative writing should be. Both students viewed that collaborative writing will be useful for students' future in academic life and workplace. S1 had a

perception that a collaboration should have a true collaborative environment. The strong indicator for having true collaborative environment is equality. S1 constructed the idea of equality was a situation when all members were able to contribute to the group writing. The contribution could be to add, edit, and revise the draft. The students' perception about true collaborative was in line with how collaborative writing defined in this study. It was a situation when students work together throughout the entire writing process, sharing authorship, and responsibility for the final product (Dobao & Blum, 2013).

Students also viewed that effective collaboration referred to the nature of interaction and the speed to finish the writing. During planning and writing the draft, students wrote the best selected topic and added the most relevant support for the good quality of writing. They knew each other from everybody strengths and weaknesses, therefore, there was mutual interaction to create complementary situation for broader view points (Fung, 2010:20). Moreover, interdependent relationship occurred since everybody sees peers and self as additional and important source of knowledge of writing (Barkley et al., 2005).

On the other side, S2 took different stand about effective collaboration. For him, effective collaborative writing was if the draft can be finished earlier. To finish earlier, students divided the part of the essay separately. Based on model of collaboration, this was categorized as 'divided or horizontal' model (Bremner et al., 2015). The good quality of the text cannot be guaranteed because it was based on fairness in allocating workload, students' preference or willingness to do a task (p. 158). S2 realized that his narratives still cannot fully portrayed the practice of collaborative EFL writing, but, he seized that it works for students when was

applied in zig-zag pattern. He viewed that both collaborative and individual writing should be done simultaneously.

The closing statement on students' experiences could be mapped into several points. For students, collaborative writing empower their both cognitive and socioaffective strategies. At the same time, collaborative writing serves the students to have essential learning skill needed in 21st century education. Based on the roadmap of 21st century education, it is necessary to have additional learning skills along with traditional core subjects. There are many skills that students need in order to be successfull in the 21st century education. Some of the are critical thinking, problem solving, creativity, communication, and collaboration (www.roadmap21st.org). As one of essential learning skills, collaboration should be common practice in any level of education. It fosters greater respect and tolarance for others as well as provides opportunity for group work. Higher education students are expected to work collaboratively because it will give more benefits than working individually. The teaching of writing has been the potential place to facilitate students to have collaborative skill.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter indicates the last part of the dissertation which covers some points on restatement of the findings, limitation of the study, theoretical and pedagogical implications, and recommendation for further research and ELT practitioners.

5.1 Conclusion

Conducting the present study on teachers' reflection on and students' experiences in collaborative EFL writing shows the dynamic changes of the experiences. This study opens any ups and downs of engaging with collaborative writing which is considered a novel strategy in EFL writing context. It is strongly believed that teachers' and students' engagement with collaborative writing provides very rich pedagogical information about the complexities of collaborative writing. This also allows the researcher to critically reflect teachers' and students' day-to-day experiences with collaborative writing. Therefore, it is the best time to give them space to share their voice to be heard by other ELT practitioners. Their voices would be meaningful intellectual resources for real collaborative writing practices.

The first finding reveals that teachers shared the reasons of applying collaborative writing followed by opportunities and challenges they faced during firstly engaged with collaborative writing. The teachers' main reason of applying collaborative writing was to fulfill students' need to interact with and learn from others. Moreover, personal experience as a learner was important reason to apply collaborative writing. In applying collaborative writing, teachers found that

collaborative writing gave them opportunity to make their teaching more effective and efficient. However, they still did not have sufficient support for a rubric to assess collaborative work, a model of collaborative writing, and a monitoring system.

The second finding informs teachers' experiences in managing collaborative writing. It is found the teachers grouped the students by using both teacher-assigned and student-selected group. In the teacher-assigned group, teachers decided based on students' pre-writing result which is also known as proficiency pairing. Meanwhile, the student-selected group was done based on close relationship among students. Furthermore, checking the students' involvement during the collaboration became the teachers' main concern which was achieved by asking one student and having one on one session. In designing collaborative writing, all teachers used total collaboration, but, the students often divide the part for each member. In term of assessing the collaborative work, it was found that T2 and T3 involved collaborative work as one of criteria.

The third finding reveals that collaborative writing gave instructional and nurturing benefits. Collaborative writing provides great opportunities for students to have grammatical and lexical accuracy, organization and coherence, content, and idea generation. In terms of nurturing benefits, teachers shared that collaborative writing was 'non-threatening approach' that creates stimulating classroom atmosphere for students. The existence of equality and mutuality that emerged during collaboration created fun atmosphere in the classroom, hence, made low-proficiency students more confident to share and write. Furthermore, high students became more open and sensitive to assisting their friends.

Based on the teachers' reflection, it was found the best practices from them. The best practices, then, directed them to keep applying collaborative writing. It was found that T1 will continue with collaborative drafting and editing. T2 will intensively use Google.doc to enter online collaboration. While T3 will still continue with total collaboration, but, it will be done in pairs. All teachers' future directions implies that there is no magic formula to apply collaborative writing.

Meanwhile, students also shared important experiences about collaborative writing. They felt confused at the first time assigned to write together. They shared that they were like in a competition to win whose idea was the best to choose. They also faced the issue of paratism which made the collaboration did not work well. There was shifting feeling after they followed collaborative writing class. Collaborative writing served them chance to have comfortable atmosphere for discussing ideas.

The findings confirm that students gained instructional and nurturing benefits from collaborative writing. The instructional benefits could be seen from the improvement on content, grammar and language style. For both students, collaborative writing also boosted the quality of their writing resulted from the interaction where they found a place to get better writing and meaningful feedback. In terms of nurturing benefits, the findings of the study reveal that students sharpened the negotiation skill, mutual and equal relationship, and time management skill, particularly.

The last findings on students' experiences were about their evaluation and hopes. They evaluated that the issue of paratism was crucial to solve in order to

have complementary collaboration. They reflected to their own roles during the collaboration which made them realized the importance of giving contribution in the group. They had aspiration that teachers must have clear guidelines for collaborative writing. They wanted every single step must be clear for them, hence, students' motive to reach high equality and mutuality in writing the task will be high. Realizing the power of collaborative writing, students viewed that collaborative writing should be built based on complementary situation and interdependent relationship in finishing the writing task. It offers great opportunities to have 'shared expertise' and to appreciate strengths and weaknesses.

5.2 Limitation of the Study

This narrative study is not free from limitations. First, relocating teachers' reflection on and students' experiences in collaborative writing challenged the researcher capacity to take a balanced position in representing them. It may get easily trapped to place them as superheroes who can solve the problems in collaborative writing. Second, teachers and students might give more detailed and potentially interesting narratives and expressions if they had written and spoken in their first language, Indonesian. This narrative study is still far from perfection as it cannot capture all important experiences that reflected day-to-day experiences of teachers and students.

5.3 Implication of the Study

Conducting a narrative study results in two contributions. A number of theoretical and pedagogical implications are derived from the findings of the study. The main theoretical implication is to incorporate previous efforts to

confirm the sociocultural theory and communicative language teaching as strong support for applying collaborative writing. It also strengthens how process approach pedagogy closely relates to collaborative writing. Another theoretical implication of the study is the findings that collaborative writing goes beyond microskills of writing. The findings shows that collaborative writing opens up students' social skills such as being open to other types of students and having good skill to negotiate and discuss.

From a pedagogical point of view, the findings of the study provide supplementary empirical evidence of the advantages of collaborative writing in EFL writing classroom. The social context in collaborative writing facilitated the students to learn from others. The interaction during collaboration provided rich Language-Related Episodes for better grammatical and lexical accuracy. Moreover, equal and mutual relationships gave the students stimulating space to sharpen their other writing skills such as better content and organization. It has been widely revealed that students' hard skill in terms of writing performance gains much improvement because of collaborative writing. The findings of the present research fill the gap on how collaborative writing improves students' soft skills.

Teachers' intensive exposure for doing collaborative writing gives students a meaningful space to build their soft skills. Collaborative writing builds students' character as a social being. The interaction and negotiation during the collaboration trains them to be more open and respectful to any differences. Students have great opportunity to create network, have cultural interaction, and have sense of friendship. Collaborative writing also becomes a potential strategy

for reflecting 'gotong royong' which culturally has become one of the principles of Indonesian way of life. Collaborative writing provides formal harmony in learning which leads to positive association with collectiveness in society.

Collaborative writing represents one of pillars of education that is learning to live together. Çekiç (2010: 9) elaborates into the ability to collaborate with others, respect and appreciate the diversity, share knowledge, and negotiate ideas. It has been clear collaborative writing escalates the essence of character education for students.

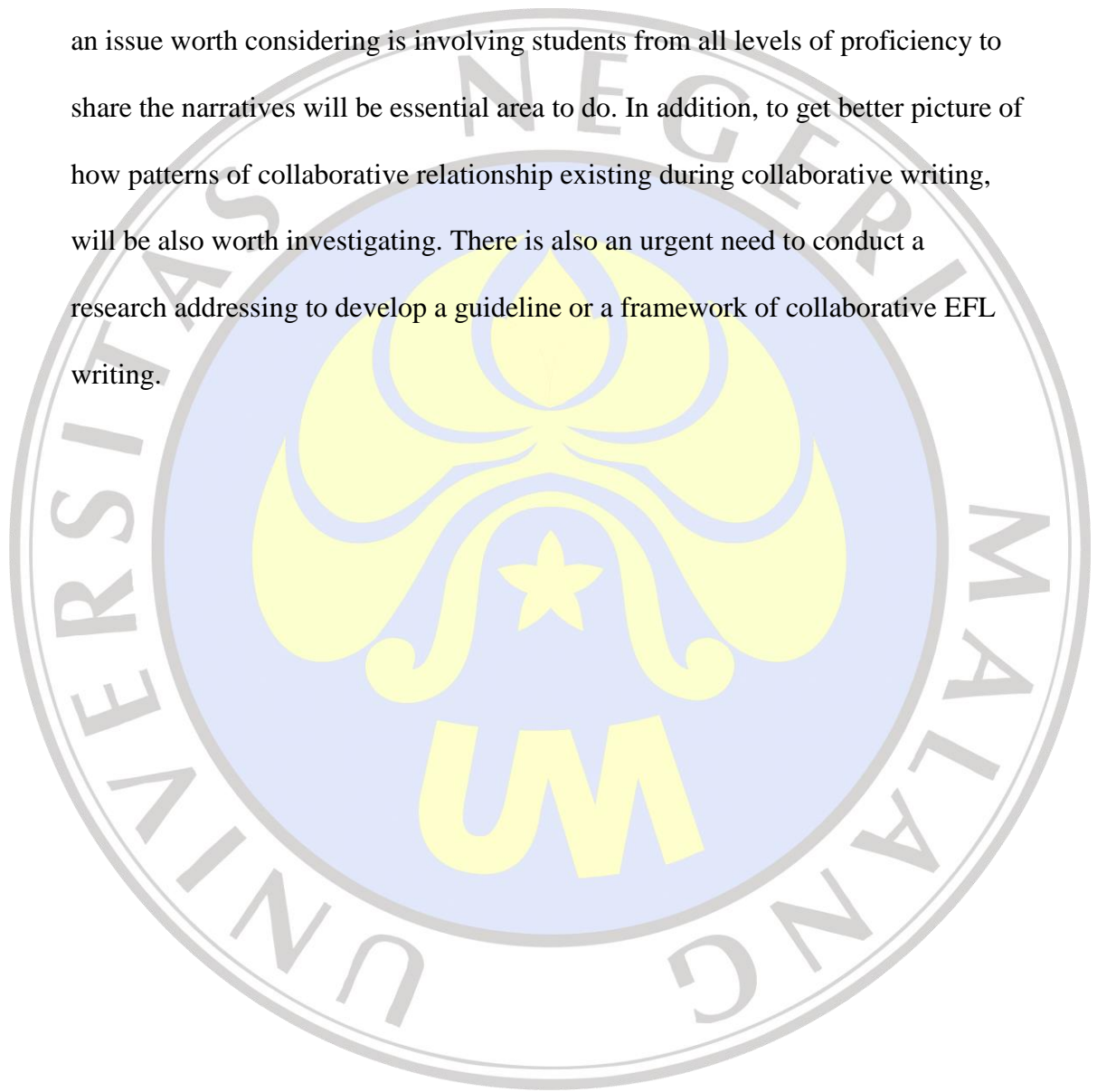
5.4 Recommendation

After revealing the teachers' reflection on and students' experiences in collaborative EFL writing, some recommendations have been made for teachers, students, and future researchers. For teachers, one point worth noting about the study is that educational needs and approaches are changing, and teacher-educators need to explore various approaches, methods and pedagogies to address these changing needs in their teaching such as applying collaborative writing. Although collaborative writing may not give immediate results and transform students into great writers, utilizing EFL writing class with this strategy is a potential alternative to the traditional method of teaching writing. Teachers should aware that applying collaborative writing is not without its challenges. Factors such as class size, time constraints, students' attitudes and teachers' ability to facilitate and guide students in the process of collaborative writing are some important issues to be taken into account.

By looking at the success and the failure in the narratives, students of EFL writing are recommended to do these several points to maximize instructional

results and writing achievements through collaborative writing. Students should have great willingness to learn from others. They also should be active during the collaboration by contributing to the aspects they mastered.

Finally to future researchers on collaborative writing, it is recommended that an issue worth considering is involving students from all levels of proficiency to share the narratives will be essential area to do. In addition, to get better picture of how patterns of collaborative relationship existing during collaborative writing, will be also worth investigating. There is also an urgent need to conduct a research addressing to develop a guideline or a framework of collaborative EFL writing.



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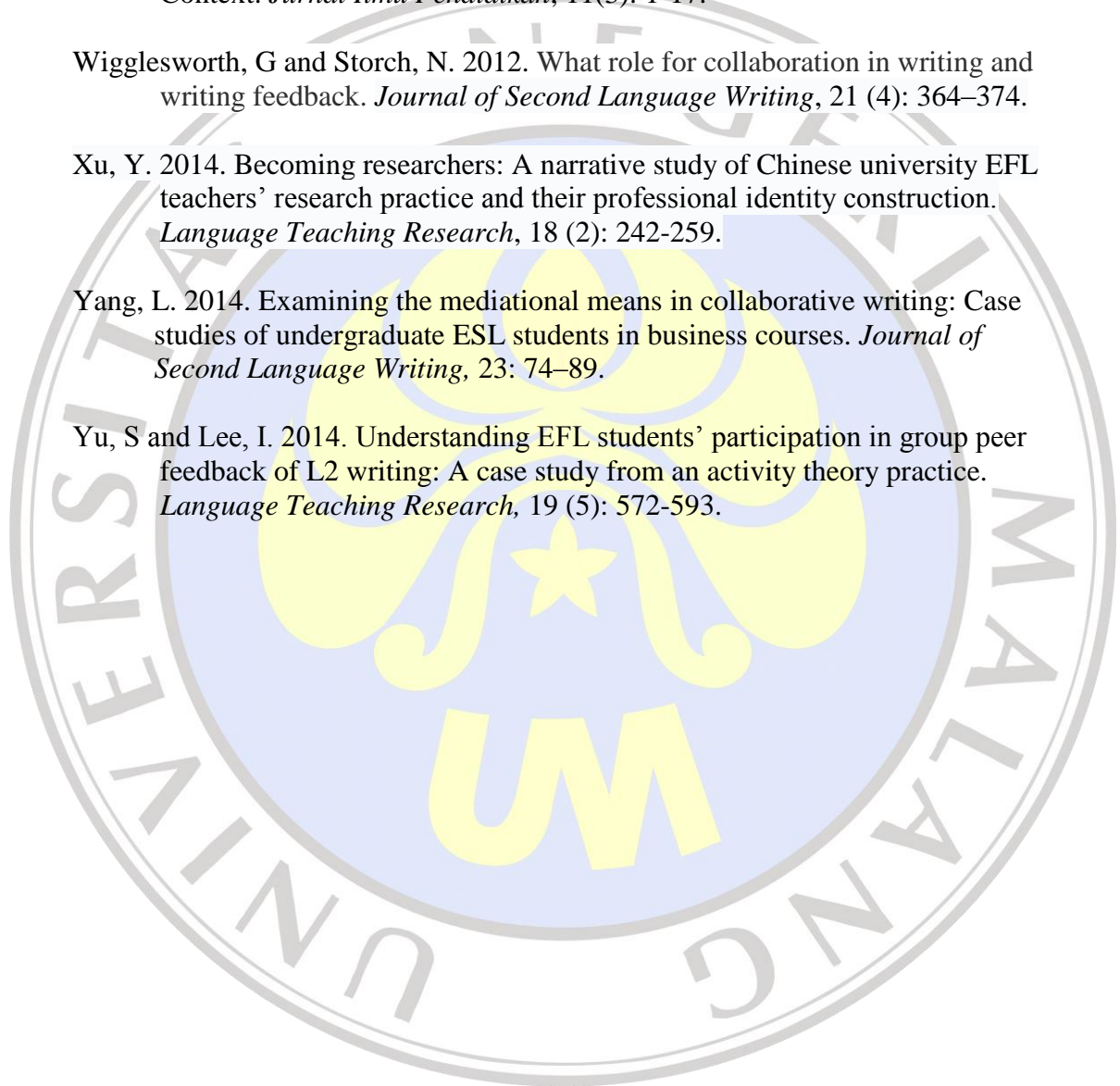
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Appendix 1. Narrative Frame for the Teachers

I am an English writing teacher. The first experience/time I started to teach writing was

(1) _____

_____. Upon asking the students to write individually, it seemed to be (2) _____

_____. My students felt (3) _____

_____. Since then (Past Experience), I let the students work collaboratively, either in pairs or small groups in outlining/drafting/writing/editing to (4) _____

_____. When asked to write collaboratively, my students are (5) _____

_____. Making changes (Present Experience) to my teaching practice is something that (6) _____

This is probably because (7) _____

_____. In the future, (Future Experience) I am going to try to

(8) _____

Adapted From Barkhuizen, et al (2014)

Appendix 2. Narrative Empty Box For Teachers

Here, I describe/elaborate my experience in three phases. My past experience is when for the first time I used collaborative writing in my class. It was

(1) _____

_____.

My present experience is the time of my current use of collaborative writing (2). I find that CW _____

_____.

To describe my future expectation/expected experience about collaborative writing, I share my future goals and aspirations for my collaborative writing practice. For my next CW, I expect

(3) _____

_____.

Appendix 3. Narrative Frame for Students

I have just finished writing my essay collaboratively. While finishing the essay, once, I had to work writing collaboratively with my friends in pair or small group made me feel

(1) _____

_____. Wrote my draf individually, I found that (2) _____

_____. I liked/disliked my class which incorporated collaborative writing activities because (3) _____

In addition, the class was (4) _____

Furthermore, what I noticed was that (students/teachers) (5) _____

_____ probably

because (6) _____ Another

point I noticed was that (students/teachers) (7) _____

At the same time, I would like (students/teachers) to (8) _____

_____ Overall, I think

collaborative writing activities are (9) _____

_____ This is the end

of my story.

Adapted from Hiratsuka (2014)

Appendix 5. Interview Guide for Teachers

1. The post-narrative frame writing will be semi-structured interview and held after you finished the narrative frame.
2. The interviews will be individual in-depth interviews, lasting up to an hour.
3. You are free to share your successful and unsuccessful stories.
4. To make you feel comfortable, interviews will be done casually.
5. The interview will be audio-recorded.
6. You are free to ask for clarification in case there are unclear questions.
7. The interview covers three stages: a) life history, b) contemporary experience, and c) reflection on meaning

Interview with the teacher:

A. Interview about life history. This part is about the phase when you started to become a writing teacher to the point that you decided to apply collaborative writing instruction in your class.

1. How long have you been teaching writing?
2. Please describe how you became a teacher of writing?
3. Could you please describe how you came to the decision to apply collaborative writing activities?

B. Interview about contemporary experience. This is the stage to explore about your stories in implementing collaborative writing instruction.

1. What are your reasons for applying collaborative writing?
2. Which models of collaborative writing do you employ?
3. What collaborative writing tasks do you give to your students?
4. How do you manage your students into group?
5. So far, what benefits do you get?
6. What problems do you face?
7. How do you assure fair distribution of responsibility among students in pairs/groups?
8. How do you assess each students' contribution in collaborative writing?
9. How do you make collaborative writing activities works well to improve students' writing performance?
10. In what way does your collaborative writing activity support the students to perform better in terms of language, content, and organization?

C. Interview about your reflection and aspiration on meaning. It is the session to gain information about your hope, feeling, and plan in the future in using collaborative writing.

1. So far, do you see that collaborative writing activities helped improved your students' writing performance?
2. What do you plan to do to employ better collaborative writing activities?

Appendix 6. Interview with Students

1. The post-narrative frame writing will be semi-structured interviews, and held after you finished the narrative frame.
2. The interview will be individual in-depth interviews, lasting up to an hour.
3. You are free to share successful and unsuccessful stories.
4. To make you feel comfortable, interviews will be done casually.
5. The interview will be audio-recorded.
6. You are free to ask for clarification, in case there are unclear questions.
7. The interview covers three stages: a) contemporary experience, and b) reflection on meaning

Interview with Students

- A. Interview about life history. This part is about the phase when you experienced collaborative writing for the first time in your EFL writing class.
 1. How did you find collaborative writing activity for the first time?
 2. What were your views and perceptions of collaborative writing before the experience, if any?, had these changed after the experience?
- B. Interview about contemporary experience. This is the stage to explore stories of your collaborative writing class.
 1. What do you think of your present collaborative writing activity?
 2. What aspect of the activity do you like most?
 3. What is the most difficult part of the activity?
 4. What do you think about changing partners? Do you prefer to change partner continuously or work with one or two partners only throughout the semester?
 5. How do you think collaborative writing affect your writing performance?
 6. What roles do you have in pairs or in small group work?
 7. How do you contribute to collaborative writing activity?
- C. Interview about your reflection and aspiration on meaning. It is the session to gain information about your upcoming hope, feeling, and plan in the future in experiencing collaborative writing.
 1. Could you describe the ways in which collaborative writing impacted your writing performance?
 2. Would you like to do more similar collaborative writing in the future?
 3. What improvements (if any) do you expect to have better collaborative writing activities in an EFL writing class?

Appendix 6. Narrative from T1

I am an English writing teacher. The first experience/time I started to teach writing was (1) in August 2013. Seen by the department as potential candidate for writing teacher, I was assigned to teach. I was a little bit worry because of no experience in handling writing class at that time, I was a little bit worried because I was asked to teach Writing III class (NF1.1). This class required students to be able to write argumentative and academic essays. I had very little experience to teach writing skill. However, I did not find many difficulties at that time, as there were only 14 students in this class. Thus, I asked my students to compose a short argumentative essay and a long academic paper, individually (NF1.2).

Upon asking the students to write individually, it seemed to be (2) challenging for them (NF2.1). The main reason was because many of the students had big problems with English grammar. Most of them had difficulties to use appropriate tense and compose well-ordered sentences (NF2.2). In addition, they also had problems with development and organization of ideas (NF2.3). We had to spent several meetings to have teacher-student sessions. In fact, this was challenging for me too. As their teacher, I could not spend too much time correcting their grammatical mistakes and helping them in developing ideas. Time was the main issue that time, especially when I had some students who had very low skill in writing and English. They had to be told the exact grammatical mistakes they made as well as the correction (NF2.4).

Some of my students also felt (3) reluctant to share their language problems to me. This was partly because of the teacher-student relationship we had. There was somekind of a gap between us. Some of them even felt inferior when I told them their mistakes (NF3.1). The feeling was different from when they were discussing their problems with their friends. There were fewer gaps when they were talking to a friend (NF3.2).

Since then (Past Experience), I let the students work collaboratively, either in pairs or small groups in outlining/drafting/writing/editing (4) their first essay. It was started in 2015. To me, my responsibility was easier especially for correcting the papers as there would be fewer correction to do (NF4.1). To my students, compare to write individually, they can share ideas and solve language problems (NF4.2). I divided my students into some groups consisting 3 students. I asked them to write a long academic essay. They worked collaboratively from outlining, drafting, writing, editing process (NF4.3). I found that this arrangement was even more challenging for them. In fact, most of the students divided the essay into three parts and wrote their part individually. It made them not comfortable working for the whole process. The result of the essay was not as good as I expected (NF4.4). The part of essay written by high achievers was well organized, while the rest of it was not (NF4.5). I learned a lot from this valuable experience. It didn't run very successfully because most students had difficulties to manage teamwork especially in sharing responsibilities (NF4.6).

Based on that I use different strategy this time. In my class, I asked my students to write a short essay collaboratively in group of 5 at planning and outlining stages (NF4.7). Then, they wrote final project in a long argumentative essay individually. Get them into a group must be carefully done (NF4.8). I started from their score on the essay written at the first session. Clever students (those who have little problem with language and logical thinking) with not clever one. And, I concerned much with the relationship among students, so, asking them whether s/he enjoyed working with others became my important consideration to group them, when one said 'It's not okay mom because he prefers to work individually, and 'I don't really comfortable working with him' I think twice to manage. So, from writing performance to students' characteristics was my step to form group (NF4.9).

In my opinion, based on the journals on related topic I read, both low and high achievers could take advantage on this activity (NF4.10). For low achievers, collaborative writing

could build their confidence in writing an essay. They could also learn how to develop ideas and deal with their language problems with this activity (NF4.11). For high achievers, collaborative writing could make them learn to work in a team, to be patient with their partners, and to share ideas with a partner (NF4.12). After that, I usually asked my students to write an individual essay to apply the writing strategies they learned previously in collaborative writing.

When asked to write collaboratively, some of my students were (5) not happy. Most of their problems appeared when they were not succeeded to share ideas with their partners (NF5.1). This problem came when they had difficulties managing their schedules to meet their partner (NF5.2). In addition, some of them also had problems with partners who were too dependent to them, either in developing ideas or in solving language problems (NF5.3). These partners did so because of their low skill in writing. However, some other students felt that collaborative writing gave a lot of benefits (NF5.4) for them because not all students were *confident* with their writing. Reading their 'secret note' informed that my CW activity made them confident how to develop ideas they get from CW to write individually (NF5.5). Another point was they know how to use referencing (NF5.6). But, language problems still cannot be covered maximally because they didn't have enough time to proof read (NF5.7). Those who had problems with logical orders thought that collaborative writing helped them to solve this problem (NF5.8). Common mistaken in logical thinking faced by some and resulted logical fallacies which after they wrote collaboratively with better talk to avoid logical fallacies, this problem can be minimized. The interaction (using simpler language among them) and the relationship which was 'fewer gap' influenced the way they solve logical fallacies problem (NF5.9). While those who had partners at the same level of writing and language skills felt that collaborative writing provided opportunities for them to share ideas with their partners (NF5.10). Furthermore, the high achievers thought that this activity could make them more aware of the use of English grammar, tenses, and appropriate word choices because they had more knowledge to proofread the essay before submitting the essay to me (NF5.11). Finally, they also learned to be more patient with their partners because sometimes their partners still had problems with logical orders (NF5.12).

Formation of group of 5 was done for the rest of my collaborative writing class (NF5.13). The leaders of the groups were responsible for sharing any information delivered by myself to their group members. The information covered the referencing system, the assesment items, the essay structure, and so on (NF5.14). The group members could help each other in terms of outlining and proofreading the essay (NF5.15). The essays were more satisfactory than the previous year's essays. Students' logical orders were better than the previous class'. The main problems that students met this time were the application of referencing guide and (always) the language. This proves that students can write well developed essay if they are given opportunities to develop ideas individually. Collaborative writing helps them in the outlining and editing phases only.

Making changes (Present Experience) to my teaching practice is something that (6) makes me happy and enjoy teaching writing class. I feel like I am a more successfull teacher when I am able to teach more students to write well organized essay in English (NF6.1). Moreover, making changes in CW class taught me more of how to apply this strategy, so, I was happy. This is probably because (7) I am always curious of how to make my students motivated to write. Furthermore, Indonesian writing style is different from English writing style. As far as I am concerned, Indonesian writing style is less organized and contains more background than the content. This tendency is usually related to most Indonesian subcultures. It is not bad. It is just different from English writing style, which is commonly focused more on the content, not the background. Thus, I am happy if I am succeeded in teaching my students the way to write a well organized and well developed essay (NF7.1).

I got some benefits from CW those were I do not have to spend too much time to help low students as I assigned some students to assist me to solve their friends' problems so I can focus to give help personally to students with language or writing problems when in CW (NF7.2). Asking high students to help low students was to help them to be sensitive to friends' problem on the common mistake they made during writing process (NF7.3). They can write better essay meaning that essays with more developed-essay, even, some students still think that 'I can do better with writing individually (NF7.4).

But, problems was also something I cannot avoid. I knew that some were not happy working in group when too dependent partner existed 'not know what to do' 'no action to proof read' (NF7.5). When it's time one of them said 'Mam, I need to see you personally'. After I got the situation in the group, the question I asked was 'Are you still comfortable work with this person?'. Two solutions I proposed, switching the partner or let her/him work alone (NF7.6). The issue of dominant and passive students were another 'hits' issue (NF7.7). Once, less dominant came to me 'This person is too dominant, I'm not comfortable working with him or her', again, I asked to change the partner. And, I usually carefully said to her/him 'Don't be too dominant with your partner'(NF7.8). Difficult to meet outside the class which I cannot say a word to solve it. My involvement resulted another dependency to me. It was problematic situation (NF7.9). My decision to have CW raised an issue on how I assured fair distribution of responsibility among students in group (NF7.10). Communicating through WA group and with group leader to check any progress and problem was my way. Once, they shared problem, I met them personally (NF7.11).

I didn't have any special rubric to assess students' collaborative work because CW only at partial stages, outlining and editing (NF7.12). So, I didn't assess any piece of writing. The point I notice from my CW practice was there were three changes I made (NF7.13) I tried new strategies all the time so when I started to apply collaborative writing in *two thousand and fifteen*, I tried to ask students to work collaboratively for *the whole process* of essay (NF7.14) and then I found that – that's strategy *did not work* well. So, that I changed my strategy I asked my students to work collaboratively still in the whole essay process but, - but *in the short essay*- in the short essay project because I wanted them to have experience in working with the team and I wanted to facilitate some students who had very low writing skill to share ideas with friends and I also wanted some students with high writing skills to share knowledge to their friends (NF7.15) but then for the next project – the longer project I asked them to do different strategy, so they work collaboratively but not the whole- not the whole essay process only in the drafting process and the final process of group editing (NF7.16).

Despite any good and bad situation I got from my CW class, I emphasized that students know how to work with a pair (NF7.17). It raised confidence to my low students to share idea in big forum like in the classroom, because from their small group they can share ideas (NF7.18). It also trained them to work with various characters, easy to work with and too demanding (NF7.19). It will their asset to work with other in more larger group of people meaning 'how to live together' (NF7.20). They can hold when to speak and when to keep silent meaning that they learn how to listen and how to respect other's ideas (NF7.21). My highlight was CW is the way to work together and to develop ideas (NF7.22).

In the future, (Future Experience) I am going to try to (8) continue applying collaborative writing with similar strategies in my writing class (NF8.1). However, considering some drawbacks I found in my past writing classes, I will ask my students to do collaborative writing only in the drafting and editing phases (NF8.2). Working in whole process will limit their ideas development as they have to share and negotiate which idea to choose with sometime raised not win-win solution (NF8.3). I will also manage longer time for my students to work on their final project. Therefore, they will have more time to share ideas with their group members to deal with common writing

problems such as logical orders, referencing system, and language (NF8.4). I will let them to develop the essay individually. This will enable them to share ideas on the outline as well as to proofread the essay, but it still gives them freedom on further development of the essay (NF8.5).



Appendix 7. Narrative from T2

I am an English writing teacher. The first experience/time I started to teach writing was in 2013. I taught Writing III which my first time teaching Writing (1). Assigned by the department, I faced two feelings; 1) teaching writing was quite challenging to me since I had known the theory and did some practices in writing academic essay for my assignments with no experience how to teach writing subject and made my students understand how to write and produce good academic writing (NF1.1), 2) it made me happy because it helped me to be a writer meaning that I can learn again about writing and how to write. It was time for me to enrich my knowledge about writing and how to write, so took it was my decision (NF1.2). But, I didn't have intensive involvement in researching writing.

Upon asking the students to write individually, it seemed to be (2) ineffective to me to teach writing because it does not give any chance for the students to learn from their friends (NF2.1). When they write individually, for brave students, they never hesitate to come and see for consultation, but for shy students, they felt doubt to see me having face-to-face interaction (NF2.2). I thought that better for them to have friends to talk about. Then, I decided '*ok, I should do collaborative writing to help the other students*' (NF2.2). Write individually also takes my time in assessing students' work because I will have more papers (NF2.3). In addition, it will take more time in giving feedback since it is done individually (NF2.4).

My students felt (3) that all of them need feedback. However, because of limited time, some of them do not have chance to get feedback (NF3.1). Furthermore, since writing is the most complex skill subject compare to the other skill subject such as listening, reading and speaking, every student needs more guidance and attention from the lecturer so that they will not get what I call as "*writing fever*" (NF3.2). Therefore, ***since then (Past Experience), I let the students work collaboratively, either in pairs or small groups in outlining/drafting/writing/editing to (4) reviewing, consulting and sometime presenting their collaborative work to the lecturer so that it ease me to guide them in group (NF4.1).*** In Writing III, I did CW before middle test. Total collaboration was to make students feel the process of writing (NF4.2). I grouped them based on the result of pre-test writing then combining high and low students (NF4.3).

Before telling my CW class let me begin with what behind of my reason applying CW. In the middle of my confusion in teaching writing, I am with the writing team discussed our course plan for one semester, and I tried to adopt the way my instructor in IALF taught me academic writing (NF4.4). I remembered, during nine months I did my pre-departure training, I rarely did individual assignments (NF4.5). Most of the tasks were done collaboratively in 'roundtable' that gave me chance to share and discuss ideas, so that it helped very much and I could take many benefits from those collaborative works (NF4.6). By doing collaborative works, I could learn something from my friends either new things or the missing lesson which had been taught by the instructor in the class (NF4.7). From this experience, I thought that '*Oh, I should do like this*' (NF4.8).

Doing teamwork is good in teaching as students not only learning from teacher but from their friends, then, I applied it in my writing class by asking students to do collaborative writing with the belief that it could ease the students to get ideas and make them learn from their friends (NF4.9). Furthermore, one of the other reason why I liked giving my students collaborative task was that "students is not an inanimate object that need to be filled up with a lot of information from the lecturer (NF4.10). They certainly come to the class with their background knowledge and not 'an empty head'. Therefore, besides taking information from their friends, collaborative works gave them a chance to share, clarify, confirm and evaluate everything they had known before they join the

writing course. Writing is the most difficult subject said by most students, I wanted to make them enjoy in the class by having communication with their friends (NF4.11).

When asked to write collaboratively, my students are (5) mostly excited and enjoy, I knew from face-to-face consultation that they stated 'I like it even it was challenging' because they need to discuss, confirm, elaborate and clarify before finally unify their different ideas into a paper (NF5.1). I found it '*Oh! It's difficult*', difficult at the first time I applied collaborative writing in my class. The benefits for my students are: low achievers can learn from high achievers, eventhough, sometimes high achievers are selfish (NF5.2).

From my students' problem occurred during the collaborative writing process, I learned many things. One of the problem was that: *First*, not all the students did their works collaboratively. What I wanted from collaborative work was that their team would sit together, discuss the essay plan, write together and finally edit their task together. In fact, it did not work as my plan. Some groups were working individually. The member did some part of paragraphs, while the rest of paragraphs were done by other members (NF5.3).

Approaching the due date time, they finally collaborate their individual works and edit their essay to become 'as if' a collaborative writing (NF5.4). From this first experience, I tried to find strategies to ease my students doing collaborative works. When I asked them why that happened, one of the reason was they were difficult to find the appropriate time to meet each other (NF5.5).

Second, the other problem that I found was that, some of students couldn't work with their team. They felt better to work individually because they did not need to confirm their ideas with their friends. Some of students also stated that "collaborative writing takes more time" because they needed to contact their friends which was sometime difficult for them. They—especially for those who were diligent, mentioned that they may be able to finish their work soon (one or two days), but by doing collaborative writing, they needed more time. In this case, sometime some of students would give up writing collaboratively (NF5.6). But, as a lecturer, that was my obligation to encourage them to still doing the work collaboratively. My statement that 'eventhough you are clever, better than, but it will be useless because it will not help your score if you cannot work together' was repeatedly again and again (NF5.7).

Third, the level of ability sometime made students also get some difficulties in doing collaborative writing. For the high achiever students, collaborative writing would be a problem if they were coupled with low achiever students. And for low achiever students they would feel unconfident to work together with their friends, especially if they felt that their friends were cleverer than them (NF5.8).

However, the problems that I found during the students doing collaborative writing challenged me to find the strategies to make them keep writing collaboratively. The first strategy that I did, was I put the "team work" as one of assessment indicator (NF5.9). Second, I always motivated the students to still keep working collaboratively. I told them that working with the team will benefit them because they were not only leaning the materials but also they would learn soft skill which will be beneficial for their future life. To motivate them, I always stated to the students that "in my writing class we are a team. As if we are in one boat, we can't go and arrive at the same place without any *good cooperation* among the people inside. I referred 'cooperation' dealing with feeling to be involved as said 'mereka kompak', but collaboration referred to the activity (NF5.10).

There are no better students, or worst students in the class or clever and not clever. We complete each other. High achiever students' does not mean automatically will get A score, if they do not give their hand to the students who need help..." From this message, I would emphasize and then encourage to the students that collaborative/team work is a crucial part of my writing class activity. It seemed that, low achiever had fresh air from

the collaboration, in the other hand, high achiever had too much burden for helping. Mixing them was my ultimate decision (NF5.11).

High achiever can also take advantage from CW, I am not sure, but I believed that at least they have experience to share their knowledge, to be empathetic, not selfish. They sharpened their 'social skill', they can easily said 'ok let's learn together', even, some said 'oh no, I can't do that'. But because of my positive pressure, they enabled to do that (NF5.12).

Thus, based on my own experience, lecturer's motivation and encouragement to the students for doing collaborative work plays important role since sometime CW is difficult to do for some—even for most—students (NF5.13). ***Making changes (Present Experience) to my teaching practice is something that (6) important and needed (NF6.1). This is probably because (7) I need something new; new strategy, technique and approach in teaching, so that the students will not get bored in the class (NF6.2).*** I find that CW is still beneficial and interesting and it works well in my writing class. Besides it gives many benefit for the students, it also benefit me since it makes my writing teaching efficient. I do not need to explain the materials one by one to the students, and ensure that they really understand what I inform to them. But, by doing CW, students can check their understanding to their peer, before finally they confirm it (in a group) again to me as a lecturer. I didn't need to meet them one by one to have consultation but as a group and they completed each other. I got new things from their discussion among members happened outside the class (NF6.3).

Furthermore, CW helps students to outline the essay faster and easier because they have friends to talk with (NF6.4). Even though sometime it is difficult for them to unify their ideas, but they still have me in the class to consult the result of their discussion or the problem they find in their group discussion. The contribution of CW to my students' writing skill was in the aspect of grammar as my priority in Writing I meaning that it was students' responsibility not mine to concerned much on it. I asked students to learn grammar from the collaboration. So, grammar improvement was clearly seen compare to content and organization (NF6.5). Content and organization were my responsibility, so when they had problem on it, I intervened to help them. It was common for me to say 'Okay, go on' if they finished with grammatical problems, and I said 'No! No! No!'. It applied also for the structure of the essay, I was also responsible for it (NF6.6). Social skills as stated above, meanwhile, students were confident to share ideas in front of the class as stated 'at first, I am a shy student, but finally after join this writing class I can express my idea during the group discussion'. The sharing was about the book they read to develop ideas (NF6.7). CW can reduce my students' anxiety to write as they have more heads to think about the essay (NF6.8).

CW also helps me in the way I assessed students' writing result. From CW result, I get less paper that I should assess. For example, if I have 30 students, I will have only 15 papers if the task is done in pair. It really saves my time, as writing subject needs more lecturers' time commitment. By applying CW, I do not need to give feedback individually, but in group. I give feedback in the group so that they can learn together from their mistakes (NF6.9). However, even though it ease me in some part, it is difficult to me to give individual score because they work in team. I applied assessment for this by giving 5% for total score, and all members were given the same score. What make different was their participation in CW that will influence to individual score (NF6.10). Sometimes, it is difficult to me to know who works more or less and who really understands the material or not. To solve this problem and to know the students' individual achievement, I still give them individual writing before middle test and after they finish their CW task (some students call it as "Pre-middle test) (NF6.11). To monitor the collaboration (responsibility sharing), I invite them (the most responsible from one of each group) secretly to be a spy to tell honestly about the team. But, sometimes, they covered the truth by saying 'Oh ya, he/she is working with us' (NF6.12).

I knew the most responsible from everyday interaction to get info about the fair distribution of responsibility. But there was still no clue. I still have chance to see the collaboration when I assessed the writing. I realized it was hard. Therefore, I made 3 different ways: 1) group presentation on the outline and asking the progress but it was time consuming, 2) group consultation around 50', but it was not enough, only diligent group did it, but 'mbeling group' just 'maju mundur maju mundur' and kept silent, 3) using google doc and I am always thinking how to make sure it really works. I am sure it will work well because I can track who do what (NF6.13).

At present, I find doing CW is easier since I use google docs for my students and me. It solved students' problem in managing time to meet (NF6.14). This application, helps my students and me working collaboratively in no time and nowhere. They can do their CW even though physically they are far away. Also, from google docs I can still keep controlling 'who' is doing 'what'. Therefore I can keep tracking their participatory in their group discussion. The only problem that I can find by using this app is that the 'up and down signal' which is also being the most problem faced by students in doing CW. However, some students also dislike using google docs because of their unfamiliarity in using it (NF6.14).

In the future, (Future Experience) I am going to try to (8) use new strategy to avoid students to trick me in doing collaborative work (NF8.1). I expect that, *first*, I can manage my time well to give feedback either in group or individual task. Time is the most problem for me as a writing lecturer (NF8.2). Even though CW has been successfully reduced the burden, giving feedback is still being a problem because it needs more time and thought which is sometime I can't meet the target. As a writing lecturer, I want to know and learn about giving effective feedback for my students' work. *Second*, I want to be able ensure that every students will have been working with their team collaboratively (NF8.3). I am still trying to find the best way how to make them work and involve in the group discussion. Sometimes, students are tricky. They said that they have worked together, in fact they are not. *Third*, I hope that the CW really works and helps them to improve their confidence and ability in doing individual writing task. I also wanted them to be confident to give feedback to their friends' works (NF8.4).

As a matter of fact, for some several cases, I still find many plagiarism done by students especially in doing their final project. As far as I know, they do plagiarism because they do their final project in very limited time. Even though I have given them sufficient time (approximately 1,5 months after middle test) to do their project, students are sometimes postpone their works. They do not really use provided-individual-consultation-time properly (NF8.5). As a result, they do not do their final project maximally, and the result are not satisfying. For the next writing class, I want to change the strategy by applying collaborative peer review for their final project by using google docs in order to encourage the students to work early and minimize plagiarism (NF8.6). I realized that their life was not only at this university, I knew that they were underpressure to write collaboratively, but they took advantage from it. Finally, I love collaborative writing (NF8.7).

Appendix 8. Narrative from T3

I am an English writing teacher. The first experience/time I started to teach writing was (1) very challenging as I taught big class. I got home with piles of student's work to read, to score and to comment (NF1.1). Upon asking the students to write individually, it seemed to be (2) a never ending job. I got frustrated when my students repeated the same errors again and again (NF1.2). My students felt (3) that my class only provided them with the skill to write fluently, not necessarily accurately. It happened since they tried to finish writing some paragraphs with the assumption that the longer the passage, the better it was (NF1.3).

Since then (Past Experience), I let the students work collaboratively, either in pairs or small groups in outlining/drafting/writing/editing to (4) learn from one another. First was in Writing 2, 2006 in lib class. I felt that it was sleepy period to teach after dhuhur(mid-day). So, I needed something new which is not done individually (NF4.1). From free writing, they have various competence, writing skill or proficiency, so very hard to develop their skill individually. Having them in pairwork is my first strategy. Various topics from them was my effective way to group them based on their interest based on what they like to read n write: culture, education, sport (NF4.2). At that time, number of students was not ideal, it can have 30-40, 20-25 students, so grouping is more effective. When asking to make outline, it is based on ss interest, for example sport, some wrote about chest or not mainstream sport, sepak takrau. It begins from their interest, to write sthing unique not because everyone talk about it but because everyone like it. Cw really work well (NF4.3). Advantage I got was I can cut the number of correcting work until 50%. It was one of the reason. And, the product is read by partner, maybe the error also 50% off (NF4.4).

Totally Pairwork in 1-midterm cw doing planning, outlining, drafting. In mid till final individual writing, same outline in CW then write individually at last. First, cw group in planning, discussion, then, pair outline, then individual drafting (NF4.5). I want to see the progress individually, and i don't one depend on other, so it was one complete package. Group, pair, individual. To assess, I use individual portfolio, process assessment, 30 percent, they must show me the copy by attaching collaborative outline meaning that they came n involved (NF4.6). They did cw produced just for publication, making minimag, the group was who will edit, lay outing, designing the cover meaning a classroom project (NF4.7). Why mostly pairwork? Small group not everyone involved (NF4.8). I apply mostly pw for Writing 1 n 2, it has 4sks. If only 2 sks more individual. Time limit influence my flexibility in CW activity (NF4.9).

In task 1, cause n effect, ss choose partner by themselves (NF4.10), but later I decide based on their progress in writing at first composition, I mix different level (NF4.11). High and low students....contribution?...they have one on one session, time to check whether they have written in accordance to their outline. From the interaction, I can see one is dominant or passive. If dominant, s/he will confirm any changes, difficulties, if silent will be different score. It affect the score. High usually dominate the interaction and develop question 'is it about the ideas mam?', 'is the transition ok, mam?', Low tend to be passive and ask difficulty, general concept, how about the length, 'trivial questions, etc. They have different coverage on the questions (NF4.12). I checked Ss progress only in individual test/quiz, timed-writing. I can see the difference between writing in free writing n quiz (NF4.13). That's the way i see wthether the l make progress or not. Because writing is a process, in most cases everyone made improvement in both h n l Ss, simple one the length, number of grammar mistake reduce, the use of transition, topic sentence is more explicit n high quality (NF4.14) because of the number of meeting n weekly assignment. The progress was not in those who are absent n not submit. Ss' opinion/feedback were not asked regularly, I usually ask them about my teaching in

general. In 2008, in research I asked ss about class conference, pairwork ss enjoyed (NF4.15).

Benefit for you? I learn that teaching writing is a holistic, I teach Ss to be responsible that they must organize the planning, develop their reading, reading, then discussion to share idea on the topic n its flow, its importance, n outlining n planning to write. 5 stages not directly paper pencil writing: reading, reading, reading, discussion, then start writing. Ss were forced to read more with target because they need it, n must be expert of something n know deeper (NF4.16). During the pair interaction, I ask student which one you like? Writing individually or collaboratively, writing or checking friend's work n finding mistakes? (NF4.17). I did research in peer assessment from 1 to other pair, no complement they cannot see the highlights, n they only focus on lowlight (NF4.18). Once, I swop the assessment, writing class to IEC students were assessed by senior and vise versa. They do not the author, they can complement more (NF4.19), interesting. Pattern of interaction during peer assessment in writing. They learn about pragmatic skill, power relation and gender (NF4.20). They can see fairly if it is from different power relation and unfamiliar composition, they can see both high n low, give more suggestion. While for peer, they suggestion was too general. Different classes, they tend to perfectionist to keep their image to represent writing skill (NF4.21).

I learn that teaching writing is more complex and complete (NF4.22). Responsible as reader, writer, editor, publisher, one package for 4 sks. 2 sks cannot develop so many strategies. Change point of view from the first time of application. Apply different standard for different class n different context. Rationale, pairwork to some extend can be applied right after I know the individual condition n performance (NF4.23). It can be effective or not, for example if in the class there were no high ss, it is not helpful. PW is only for outlining, if only L n L, it will be stagnant, they need to be forced, they have same typical characteristics, first they are eager to learn, anxious, then leave the class, then rely on friend (NF4.24). If High n Low students can still take benefits. If L get back to their attitude old habit, still H can do independently (NF4.25) that. I swop the group, Ss can learn how to interact with various person with different personality n gender, when it is in different gender, they want to keep their impression, so they were more active (NF4.26). My point was, although they learn with different kind of people, they must rely on themselves, they to improve their adaptive skill. It's not easy to adapt (NF4.27).

Guidelines to monitor fair distribution of responsibility. Unfortunately, I haven't got the model for that, I think it was one of the weakness of pw. Out of class I cannot monitor whether the cooperation still work, or one dominate others (NF4.28). I just have one on one interaction.

How pairwork help my ss' writing skill. L 'learn lot from peer assessment' (NF4.29) 'oh mam, even H lack in this part, i don't need worry about my vocab, my friend teach me using tsaurus. They learn s'thing that is not discussed in class like using tsaurus in microsoft, how to check grammar using ms. Those were sthing that I may missed in the class, but they can learn from friend. I think L more benefited compare to H (NF4.30). H tends to be open to other idea, first, they underestimating others (NF4.31). Then, they realize that they have good idea. Effect on writing performance, after having process, I am not your fresh reader, I will the last, give it to friend first, revise, give to your second reader to check language (NF4.32). It is nurturing ss writing skill because of the process, drafting all intro-body-con, drafting for 2nd, 3rd readers (NF4.33).

Outlining, conferencing, drafting, peer assessment, revising, n publishing. Writing one writing in pw? In mid-term project. Individual writing for final.

Still applying PW in future, what to improve? If there is No time constraint (NF4.34), I will apply. I really want to improve the quality, e.g I have some rubrics that to check/monitor writing progress for each student, i will check whether their participation on class discusion, outlining, editing PA is in a similar quality or not from the rubric. I really want to have good model of the rubric (NF4.35). Is there any rubric provided for

member of CW group, if they do indi, then I can crosscheck whether one student n other have the same quality in their involvement during the project. Effective rubric to assess the quality on ss involvement (NF4.36).

After outlining, they have class conference when Ss deliver ideas, plan, what to write in intro, body n conclusion (NF4.37). What interesting point is other ss, audience, put themselves in position as we are the first targeted audience, so fulfill our needs n follow what we need. The presenter said they want to open using funnel,,no no not interesting used dramatic entrance, use turn about more , having suggestions from friends, to make it better (NF4.38).

It was significant change from writing as a product into as a process (NF4.39). Through this process, they realized that the audience of their writing product was not only me as their teacher. In CW, they also participate to assess their peer's writing (NF4.40). So, they realize the importance of writing process. Their focus is not anymore on the length of their writing, or on how they can finish their writing on time (NF4.41). They focus more on the accuracy and on responding the comment from their writing audience (NF4.42). They double checked their writing as they wanted to perform better result.

When asked to write collaboratively, my students are (5) very enthusiastic (asking question in pair or individual? Students scream in choir 'pair work mammm') as they thought that they can rely the task on their partner (NF5.1). Therefore the grouping is not done at random. It should be arranged by the teacher based on the monitoring process (NF5.2). To make the collaborative work effective..indicator.. (They can submit on time, although they do it in CW it cannot submit on the deadline, different from individual assignment, many reasons oh the draft is still in my friend, not come today, they rely too much to the friend, etc) (NF5.3). They feel that they can cut the job by dividing, there is significant different not solid, not compatible in intro n body (NF5.4). It doesn't work when they cannot manage. Each group consists of high and low achievers which are dynamic meaning that students will have new partner in different writing task.

Making changes (Present Experience) to my teaching practice is something that (6) I really need, not only for the betterment of my student's writing skill but also to make me learn more on how to be a good writing teacher (NF6.1). My CW now still works well. Today, I prefer asking students to write in pairs with different partner in each task (NF6.2). Students also work collaboratively in group for the publication project, for instance to produce mini magazine. I modify the type of assignments given for CW projects so that I can learn how to meet the need of students of different class, interest and competence. ***This is probably because (7)*** of the dynamic in my writing classes, as I face various differences in students' learning attitude, motivation, interest as well as competence.

In the future, (Future Experience) I am going to try to (8) encourage my students to reach global readers by publishing their writing online (NF8.1). Being able to think more critically and to be productive writers who can reach global readers (NF8.2). It will give them more enlarging responsibility to write well, to ensure that their ideas are original and free from plagiarism. When they have PW, of course, they will be honest where they get the source to friend, so it is not copy paste... don't take from wiki or reminding (NF8.3). Publish online, one class make two blog, up dating the blog, up loading the essay, give comment. They were more responsible (NF8.4).

What did you know about CW? it is a good n meaningful (NF8.5) way to make students learn effectively from the process, several aspects, not only writing: reading n extensive reading, discussion, nego, adaptive skill. They learn alot as long as they oriented to similar goal, that is to develop self improvement. Sometime, they miss the objective, oh it's just group score. It provides both instructional n nurturing effects.

Appendix 9. Narrative from S1

I have just finished writing my essay collaboratively. While finishing the essay, once, I had to work writing collaboratively with my friends in pair or small group made me feel (1) distracted/disturbed and confused with this method, at first, something strange, to it was like making 'yell' with another (NF1.1). Honestly, I am a bit uncomfortable with this method in as much as it is difficult to find a goal of what will our writing be like (NF1.2). It is challenging and difficult while we collaborate/combine two different perspective/ideas to be one (NF1.3). I wanted to compose case A, and my partner intended case B. Sometimes, it seems like a competition to decide which idea is good to write (NF1.4). However, I was capable to gain the useful of this method with the passing of time, after 3 semesters experience with collaborative writing (NF1.5). It would be a place for students to unite ideas before determining which aim they are going to write (NF1.6). CW was more effective rather than write individually (NF1.7).

Wrote my draft individually, I found that (2) it is quite difficult/conflicting to create a draft since I had never use any draft before composing an essay upon being Senior High School student. Honestly, I preferred to work alone than collaboratively (NF2.1). It needs amount of time to get used to be happy writing a draft. No need to mix idea which was based on my perspective (NF2.2). In addition, either my lecturer or friends help me to be accustomed to this kind of learning style. I liked my class which incorporated collaborative writing activities because (3) it gave me a space to select the most suitable idea which aims to have satisfactory outcome work (NF3.1). Both ideas and critics from collaborative partners sometimes are more brilliant than I have ever thought (NF3.2). My friends, in some cases, are able to see what I cannot and they provide supports to the frame of my mindset. They gave me clue that my perspectives was not correct. When I think this is correct, based on my knowledge, it is correct, but when it was showed to my friends, my ideas were actually not in line with the main idea.

They give advices or even comments concerning to my work such as style of writing, how to write, how to construct 'interesting sentences' (NF3.3). I taste both pairwork and small group, at the beginning, I was recognized with group of three students, then, I had pairwork (NF3.4). Changing partner in every collaboration raised difficulty meaning that I preferred to work with one or two partners throughout the semester avoiding adaptation stage with a notice that the pairs should be capable (NF3.5). At the moment of fixing into an idea, each of us persuade, negotiate, and debate to gain win-win solution (NF3.6). In addition, the class was (4) so comfortable (NF4.1). Every member of the class create a competitive atmosphere which force everyone to compete one another in case of learning. Once one offer a criticism, the other will immediately give a feedback. They have to support the perspective that has been selected (NF4.2). And they have to put themselves in a group. Furthermore, what I noticed was that (students/teachers) (5) support each other to have more comprehending on how to be a competent writer (NF5.1). The main topic we discussed in Writing I and II, was grammar, then, Writing III concerned much with content as the teacher handled the grammar (NF5.2). When a student face a difficulty in placing an argument, the others help him/her to fix it (NF5.3). It (6) probably happens due to their loyalties in a friendship (NF6.1). They won't let their friends confused due to that reason.

Another point I noticed was that (students/teachers) (7), in true collaborative environment, each contributor has an almost equal ability to add, edit, and remove text (NF7.1). Meaning of equal is their knowledge on the topic should be equal, if not, we cannot give any comments so there was no act of underestimating one another. They have the same right to voice their opinions regarding to the project. It is easier to do if the group has a specific end goal in mind (NF7.2) however it will be harder only if the goal is absent or even vague. When students are low and low, so they did not support one

another. It must be balance between high and low because they will have much (NF7.3). ***At the same time, I would like (students/teachers) to (8)*** always being available in monitoring the friend's or student's work. Students should be available to monitor the process of essay writing. Monitoring means correcting the flow of the writing, the content, the grammar, and word choice. Editing or reviewing the content project is a part of control (NF8.1). Make sure that all relevant information is included and presented in a comprehensible manner. To teachers, it was very needed as 'final destination' to correct the essay.

Overall, I think collaborative writing activities are (9) beneficial for students' development only if every single member of the class support one another. The development of myself is in finding the appropriate idea and word choice (NF9.1). Gaining improvement in the content of the essay was my seen effect as I am not a good reader, my content knowledge was low, collaborating helped me strengthened the content of the composition. Moreover, I got advantage about how to have good language style. I did not really get improvement in grammar during collaboration, but my sense on academic vocabulary became sharp (NF9.2). My role/contribution was mostly on grammar as I realized that my grammar knowledge was better than content (NF9.3). I like most when giving argument in which everybody has to speak about the topic. I found difficult situation when matching idea which strongly not allowed to be egoist/selfish to unite ideas and to write the appropriate one (NF9.4). Beyond that, I got benefits on 'social intercation' meaning that I have to be a good human to interact with others. I should not be selfish and we should not think that we are the most correct human inside the group (NF9.5). Negotiation and persuasion became my new skill when I defended my idea to write and persuade others to follow my idea. They should be active to argue and express their ideas in order to collaborate as well as unite their perspectives concerning to a case. If one of them do not speak up, it cannot be called as collaborative then. That person will be referred to as a parasite; the one who rely his duty on his peers. My partner did nothing because they thought that I am capable and they did not have knowledge to contribute. They relied on my, and ensured that my work was good. And, ironically I did nothing (NF9.6). I let it happened, when they did not contribute, they will get nothing, and the other way around. This was not fair, of course, as a result, it is important for the group to stay on task and consider every aspect of the project. Brainstorming is a key process for this. I hope, this is not only stop when I finish Writing III, I need collaboration with other to write journal article or conference paper (NF9.7). The key of collaboration is 'complementarity' meaning that other can see my strength and weakness vise versa. It is clearly seen from this illustration, I am good at grammar, and my friend is good at content so filling each other which is the key point of collaboration (NF9.8). For my future, writing through CW help to have collaborative skill as it was taught me that human need one another to live (NF9.9). Feeling our life by viewing that I need my friend, and my friends need me. Again, parasite is crucial aspect in collaboration that should be solved by both teacher and students. Teacher should monitor the collaboration (NF9.10). To me, having collobarative writing in my next writing activity is important to do. It helped my not only creating interesting work but also building a friendship from the interaction. I valued 'interaction' as it is the one what I need as human being (NF9.11). Aspect of writing that I can develop was 'the content' (NF9.12). But, I still bothered with matching system as the weakness. Knowing the characteristics of individual student is a must. It is not like whether one is competent or not, firstly, it should be about her/his personality such as potentially being selfish (NF9.13). My hope, because matching decide the quality of collaboration, it should be done carefully. Students are allowed to make points like 'I want to work her/him because s/he is in line with me'. It should not stop in the classroom only, but to my entire life, specifically to my educational career (NF9.14). ***This is the end of my story.***

Appendix 10. Narrative from S2

*I have just finished writing my essay collaboratively. While finishing the essay, once, I had to work writing collaboratively with my friends in pair or small group made me feel (1) a bit confused and tired at times (NF1.1). It was in 3rd semester to write some paragraphs. Firstly, do not know, after that we know that we have to collaborate. It was difficult, not knowing anyone in the class (NF1.2). Not only because of having different ideas but also combining them are a difficult task. Yet, it was easier to get the idea pop out from our brain, but when we would propose ideas and defend them among pairs, then, it became conflicting to choose the better one (NF1.3). If the idea was rejected by the other member, we had to redo it from a scratch (NF1.4). In addition, when I had a problematic person to be my pair, I will be discouraged to work as a team. I just do it via short message...oh God, it's difficult (NF1.6). **Wrote my draf individually, I found that (2)** I was often stuck in brainstorming ideas instead. Write individually is much more difficult when the topic was not familiar (NF2.1). Therefore, having a pair can be really helpful for me.*

***I liked my class which incorporated collaborative writing activities because (3)** in many ways, I can learn 'things' from other people (NF3.1). No matter who your pair is, how smart he is, or how awful he is. I was paired twice with someone who, in my opinion, was underestimating writing 3 subject. First, he did not contribute in 'our' draft with an excuses that he was busy. I am fully aware that everyone had their own business, so this time I forgave him (NF3.2). However, he did the same thing in 'our' future projects. Although I was uncomfortable in one pair with him, I learned two things from him: time management and my common grammar mistakes (he once read my writing and corrected my common mistakes) (NF3.3). Thus, I believed that pairing will make people can learn from others. Writing collaboratively helped me choosing better ideas (NF3.4). Several people agree to the idea, so it is clue that it is acceptable n better. More acceptable is the one we choose. Easy to get idea. I can have another people idea to compare. If i don't have idea, i use it. Normally, when I write on my own, I will be stuck in brainstorming ideas (NF3.5). It was difficult for me to produces ideas. In addition, when I found one, I will think that it was the best. In the contrary, ideas for collaborative work will be seen from two point of view at least (NF3.6). It, of course, made the idea which was accepted will have the better qualifications. During the group interaction what we mostly and firstly did was discussing grammar and content (NF3.7). Grammar first, we have to be carefull with grammar because we are Eng students. Then, content was next topic of dicussion. It invited members' negotiation n argumentation. We have different idea, but the best one will be chosen. At first stage of collab, we writes the outline, before that we have chat about the content (NF3.8).*

Most difficult part was to choose whether the idea applicable or not. I myself stick to mine, and my friends as well. Then, we choose one. Total collaboration starting from what activity, first we chat for idea, then discuss which idea to choose, outlining to discuss arrangement of ideas from lots of ideas giving several words, drafting we divide our job to write intro, body then the rest, combine and revise, finalising (NF3.9)

It is difficult firstly, but later it's easier. I like the discussion session, because we another people to talk, those who are different will see our weaknesses (NF3.10). It's more fun, we are talking about what we believe in which is not correct and correct to choose better idea.

In addition, the class was (4) amazing (NF4.1). The lecturer who obliged us to work in pair was great in giving direction on topics. Every task, the partner changing randomly both in pair n in group (NF4.2). But for Writing 3, the partner was chosen by the teacher (NF4.3). **Furthermore, what I noticed was that students (5)** felt that they can do the task in a pair **probably because (6)** they can learn from their pair and share the same vision about the task. When i have small was more difficult, the positive one, we still have time to discuss compare to pair work (NF6.1). It depend on who will my partner

(NF6.2). Pairwork is good as i can learn more, if my partner not good so prefer small group. Small group have more opinion, they will be more carefull to see our work in revision session (NF6.3). Yet, there were still some problematic pairs like mine.

Another point I noticed was that the teacher (7) encouraged the students to speak up their minds in the class. Speak about what they think about assignment. Teacher asked to read n report the reading (NF7.1). The teacher did not explain about the topic first but she made everyone give an opinion about that. Therefore, we learned how to make and defend our opinion in the class discussion. Usually teacher gave direction, technique about writing. Teacher don't tell about how to collaborate, but, there were direction just write it, discuss it, work together (NF7.2). No fix direction, so, we do collaboration based on ourselves. Effective collab, i don't know, when we divide the part, i think it was the fastest one (NF7.3). **At the same time, I would like students to (8)**, at least, read about the materials before coming to the class since class activity will be discussion (NF8.1). Reading the needed materials is essential in making opinion in the discussion and later will affect their arguments in their essays (NF8.2). High n low students. For high students, they mainly learn about small mistake n deeper explanation about content (NF8.3). Not clear term for example. Low students learn much about grammar n ideas arrangement (NF8.4). But, it doesn't matter about high n low, it depend on their will to learn or not (NF8.5).

What I like most was outlining ideas session. It was the place to decide which idea will be applied/used. Overall, I think collaborative writing activities are (9) good at times. It helped me learning grammar usage and formal language, language style and form (NF9.1). However, I didn't get much input in content and organization (NF9.2). When we work with other, of course we have different style, for example, my friend's style was more academic. Style for formal way. I am careless about grammar in complex sentence, but my friend can write complex one. The content deal with how we can think in different perspective. If i write individually it seemed that it was only one. Organization, I don't learn much. It has been taught by teacher (NF9.3).

My role/position/contribution, after having little chat then we choose one. We let the owner the idea to make outline, n others give comments/suggestions and vise versa. Drafting, we divide the paragraph for each. The owner writes 2. Then, mix them all, n discuss to check any mistakes, any additon, examples (NF9.4). Improvement on cw, teacher should have zig zag patterns (NF9.5). If it is 2 part only, some will be passive. How to cope passive partner, I don't know. When will you have time to do this. I often did myself, i let her to check, if not, just let it go.

Even though there are several down sides of this way of teaching. It needed much time to decide which idea to choose, to get into one voice/agreement and proofreading process. Moreover, having a partner who didn't contribute to give ideas/passive was another unavoidable point, we cannot go further (NF9.6). I was sure that it has its own benefits. We can learn for example the use of formal language, when to use it. Teacher gave us but it was not clear to me 'essential' (NF9.7). In collaborative-individual pattern. It means that after one task is done collaboratively, the next one will be individual task and so on. The difference between task is done with the consideration whether their skills are improved or not. With this method, I believe that each students' improvements can easily be monitored (NF9.8). Therefore, combining collaborative and individual is good. For example, firstly, the teacher gives one collaborative task and after that students are given individual task. Doing this pattern repeatedly will give a better look on their skills whether it is improving or not (NF9.10). From my CW writing class, I learnt something I don't know about aspects of writing. One clear impact to my writing was about using formal language. Then, I became more open to other, and know each other, moreover, how to negotiate, how to be supportive, dealing with other shape my way how to write together (NF9.11). **This is the end of my story.**

Appendix 11: Category & Codes OF Teachers' Reflection on Collaborative EFL Writing

Theme 1: Adding A Different Taste: Solidarity in Writing

Category 1: Reasons for Appying Collaborative Writing						
T1	Code	T2	Code	T3	Code	Total Numbers
Students had big problems 2.1, 2.2, 2.3	T1Re.1	Inefficiency of individual writing 2.1	T2Re.1	Sleepy periode 4.1	T3Re.1	5
Time consuming for correcting 2.4	T1Re.2	Individual writing took time to assess 2.3	T2Re.2	Never ending job to score & give comment 1.2	T3Re.2	3
Hesitation from Ss to share 3.1	T1Re.3	Shy and brave students needed to talk with friend 2.2	T2Re.3	Ss needed to learn from other 4.2	T3Re.3	3
		Adapting past experiences in IALF 4.5-4.9	T2Re.4	Knowing individual performance 4.23	T3Re.4	10
Category 2: Opportunities						
T1	Code	T2	Code	T3	Code	Total Numbers
Responsibility became easier 4.1	T1Op.1	Teaching writing was more efficient 6.3	T2Op.1			4
Not spend too much time to help low students 7.2	T1Op.2	No need to meet Ss one by one 6.4	T2Op.2			
Better result on Ss' writing 7.1	T1Op.3					1
		Less correction 6.10	T2Op.3	Cutting number of correction 50% 4.4	T3Op.3	2
Feel more successful teacher 6.1	T1Op.4					1
Category 3: Challenges						
T1	Code	T2	Code	T3	Code	Total Numbers
Result not as expected 4.4	T1Cha.1					1
The collaboration not run well 4.6	T1Cha.2	Difficulty in knowing who worked	T2SE.1			2

		more or less 6.11				
No rubric 7.12	T1Cha.3			Cannot monitor CW 4.28	T1Cha.1	2

Theme 2: Managing Collaborative Writing

Category 1: Forming the Group						
T1	Code	T2	Code	T3	Code	Total Numbers
Group of 3 4.3	T1FG.1	High and Low formation 4.3	T2FG.1	Based on Ss' interest 4.2 & 5.2	T3FG.1	4
Group of 5 4.7 & 5.13	T1FG.2			Let students to choose 4.10	T3FG.2	3
Grouping system 4.8-4.9	T1FG.3			Swop the group 4.25- 4.27	T3FG.3	5
Category 2: Checking Member Involvement						
T1	Code	T2	Code	T3	Code	Total Numbers
Meet them personally 7.6, 7.8	T1Ch.1	Team work as assessment 5.9	T2Ch.1	One on one session 4.12	T3Ch.1	4
WA group & group leader 7.11	T1Ch.2	Giving motivation 5.10, 5.11	T2Ch.2	Quiz 4.13	T3Ch.2	4
		Having spy 6.12	T2Ch.3	Researching pairwork 4.15	T3Ch.3	2
		Fair distribution 6.13	T2Ch.4			1
Category 3: Designing Collaborative Writing						
T1	Code	T2	Code	T3	Code	Total Numbers
Total collaboration group of 3 & 5 4.3, and 4.7- 8	T1Ds.1	Total collaboration 4.1-2	T2Ds.1	Total pairwork 4.5 and 4.33	T3Ds.1	7
Dividing the essay for each member 4.4	T1Ds.2	Doing the part separately 5.3	T2Ds.2	Dividing into some parts 5.4	T3Ds.2	3
Category 4: Assessing Collaborative Work						
T1	Code	T2	Code	T3	Code	Total Numbers
		Applying 5 % 6.11	T2As.1	Portfolio of collaborative outline 4.6	T3As.1	2

Theme 3: Killing Two Birds with One Stone

Category 1: Instructional benefits of collaborative writing						
T1	Code	T2	Code	T3	Code	Total Numbers
For Low students: it raised confidence & ideas development 4.11 & 5.4, 7.18	T1NE.1	Low students had fresh air 5.11	T2NE.1	Low students got lot from peer assessmnt 4.29	T3IE.1	5
High students learnt working in a team, to be patient 5.12, sharing ideas 4.12	T2IE.3	High sharpened social skill 5.12	T2IE.2	High students tend to be open to other ideas 4.30, before they underestimated 4.31	T3IE.2	4
High students were more aware of Eng grammar 5.11	T1IE.3	Students made outline faster & easier 6.5	T2IE.3			2
Solving problem on logical order caused by fewer gap 5.8-10	T1IE.4	Grammar improvement 6.6	T2IE.4	Pragmatic skill, power rektion & gender 4.20	T3NE.4	5
Knowing how to work in pairs 7.17 with various characters, how to live together, 7.20	T1NE.5	Reducing anxiety 6.9	T2NE.5	Sense of audience 4.39	T3IE.5	4
Know how to listen and respect other's ideas 7.21	T1NE.6			Realizing the importance of writing process 4.40	T3IE.6	2
				Not focus anymore on length but accuracy 4.41	T3IE.7	1

Theme 4: Viewing Now and Future Direction

Category 1: Evaluating the Practices

T1	Code	T2	Code	T3	Code	Total Numbers
CW as the way to work together & develop ideas 7.22	T1Ev.1	CW could ease Ss to get ideas & learn from friends 4.9-10	T2Ev.1	Valuing peer assessment 4.18 CW is meaningful way effectively 8.5	T3Ev.1	5
Best practice was working collaboratively in outlining and peer editing 7.16	T1BP	Best practice was using google docs 6.14	T2BP	Best practice is writing in pairs by doing publication; mini magazine 6.2	T3BP	3
Three changes made 7.13	T1Ev.2	Three changes 6.14-16	T2Ev.2			4

Category 2: Viewing Future Direction

Continuing CW 8.1 in drafting & editing 8.2	T1Ho.3	Three expectation 8.2-4	T2Ho.3	Students' honesty 8.3	T3Ho.3	6
		Using google docs 8.6	T3Ho.4	Self improvement 8.5	T3Ho.4	2

Appendix 12. Category and Code of Students' Experience in Collaborative EFL Writing

Theme 1: Feeling the Wind of Changes

Category: Sad Experiences				
S1	Code	S2	Code	Total Numbers
Feeling confused and difficult 1.1	S1SE.1	Feeling confused and tired 1.1	S2SE.1	2
Facing negative sense of competition 9.4	S1SE.2	Facing conflicting situation 1.3	S2SE.2	2
Having parasite-like partner 9.6	S1SE.3	Having problematic partner (passiveness) 3.2 & 9.5	S2SE.3	3
Category: Happy Experiences				
S1	Code	S2	Code	Total Numbers
Having much input/advices from friends 3.2	S1HE.1	Learning from others 3.1	S2HE.1	2
Comfortable situation from helping each other 4.3	S1HE.2	Feeling amazed 4.1	S2HE.2	2
Prefer to individual writing, at first, then feeling different 2.1	S1HE.3	Being able to see from different view 3.6	S2HE.3	2
Enjoying Brainstorming 9.7	S1HE.4	Prefer collaborative than individual writing 3.5	S2HE.4	2
Both small group of 4-5 to discuss and share, then pairwork to write full draft 3.4	S1HE.5	Enjoying discussion session and outlining 3.10, 8.5	S2HE.5	3
The partnership has 2 ways: Done by teachers and students choose by themselves (Preferable) 3.5	S1HE.6	Changing the partner randomly. In Writing II, teacher chose the partner. 4.2. 4.3	S2HE.6	3
Topic of discussion in Writing I: grammar. Writing II: content. 5.2	S1HE.7	Topic of discussion: grammar and content 3.7	S2HE.7	2

Theme 2: Gaining the Benefits

Category: Gaining Instructional Benefits				
S1	Code	S2	Code	Total Numbers
Finding appropriate idea 9.1	S1IE.1	Being sensitive to common grammar mistakes 3.3, 9.1	S2IE.1	3
Word choice 9.2	S1IE.2	Choosing better idea as having other to compare 3.4	S2IE.2	2
Content 9.12	S1IE.3	Formal language 9.1	S2IE.3	2
Language style 9.2	S1IE.4	Language style and form 9.1	S2IE.4	2
		Content and organization 9.1-2	S2IE.5	2
		Other aspects of writing 9.6	S2IE.6	1

Category: Gaining Nurturing Benefits				
S1	Code	S2	Code	Total Numbers
Persuasive skill 9.5	S1NE.1	Time management 3.3	S2NE.1	2
Negotiation skill 9.5	S1NE.2	Being more open 9.7, 9.8, 9.10	S2NE.2	4
Debating skill 3.6	S1NE.3	How to defend opinion 7.2	S2NE.3	2
Social interaction 9.5	S1NE.4	How to negotiate 9.8	S2NE.4	2
How to live together: Friendship 9.11	S1NE.5	How to be supportive 9.10	S2NE.5	2

Theme 3: Viewing Now and Then

Category: Evaluating the Collaboration				
S1	Code	S2	Code	Total Numbers
Cannot solve paratism 9.6, 9.10	S1Ev.1	Time-consuming 9.5	S2Ev.1	2
It is beneficial if every member give support 5.1	S1Ev.2	No fixed direction from teacher 7.2	S2Ev.2	2
No contribution will get nothing 9.6	S1Ev.3	Both high and low students gain benefits 8.3-4	S2Ev.3	3
Bothered by matching system 9.13	S1Ev.4	High and Low is not contributing factors 8.5	S2Ev.4	2
No much improvement on grammar 5.2	S1Ev.5	Effectiveness of CW from division and the speed 7.3	S2Ev.5	2

Category: Hoping for Future Goals				
S1	Code	S2	Code	Total Numbers
Teacher should monitor 9.10	S1Ho.1	Teacher's role	S2Ho.1	2
Matching system by knowing characteristics of Ss 9.13	S1Ho.2	Zig zag pattern 9.5	S2Ho.2	2
Having permanent partner 3.5	S1Ho.3	Students read first 8.1	S2Ho.3	2
Solution for paratism 9.10	S1Ho.4	Fixed direction	S2Ho.4	2
True collaboration from equal ability and filling each other 7.	S1Ho.5			1
Low and low not recommended	S1Ho.6			1
Low and high is.				
Students' availability to monitor all stages	S1Ho.7			1
Complementary 9.8	S1Ho.8			1

Notes:

SE = Sad Experience NE = Nurturing Effect

HE = Happy Experience Ho = Student 1 Hope

IE = Instructional Effect

Ev = Evaluation



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Dalam rangka kegiatan akademik, mahasiswa Program Doktor Universitas Negeri Malang, dengan hormat kami mohon agar Saudara :

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diizinkan untuk melaksanakan penelitian, berkaitan dengan penyelesaian tesis, judul: "TEACHER'S AND STUDENT'S EXPERIENCES IN COLLABORATIVE EFL WRITING : A NARRATIVE INQUIRY", yang akan dilaksanakan pada bulan Januari s.d. Mei 2017 di lembaga/instansi yang Saudara pimpin.

Besar harapan kami kiranya permohonan ini dapat dikabulkan, sehingga tugas tersebut dapat segera dilaksanakan dan selesai tepat pada waktu yang ditentukan.

Atas perhatian dan izinnya, kami mengucapkan terima kasih.

a.n. Direktur
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SERTIFIKAT
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GALUH NUR ROHMAH

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Sertifikat ini digunakan sebagai syarat mengikuti ujian disertasi.

Malang, 21 November 2017
Ketua UPM Pascasarjana,

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CURRICULUM VITAE



Galuh Nur Rohmah was born on 11 February 1974 and grew up in Malang. She spent her education in Malang starting from elementary school at MIN 1 Malang, junior high school at MTsN 1 Malang, and senior high school of SMKKN Malang. She graduated from Universitas Muhammadiyah Malang for her Bachelor Degree in English Education in 1996. In 2000, she continued her Post Graduate degree at Universitas Negeri Malang, then, she also pursued her master degree on TESOL-International from Monash University, Australia in 2007.

Starting from 1998, she has dedicated her professional life at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Within her 17-year teaching experience in ELT, she continuously develops herself through intensive professional development activities including teaching and researching writing, reading, and Teacher Professional Development, and doing community services. Her involvement in ELT is also conducted by joining in academic forums.