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| Title | USING INTEGRATED APPROACH FOR COLLABORATIVE WRITING IN EFL CONTEXT: AN ACTION RESEARCH STUDY IN A PRIVATE UNIVERSITY IN INDONESIA |
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ABSTRACT

This research aimed at finding out the implementation of the integrated approach for collaborative writing in EFL context. By implementing classroom action research, the study was set during the first half second semester. It consisted of two cycles and each cycle covered four steps: plan, observe, act, and reflect. There were 20 sophomores of a private university in Indonesia who became the participants in this study. The data were obtained from the observation and the interview as the qualitative data and the *t*- tests of the students' writing scores in their post and pre-test as the quantitative data.

The result of this study showed that the nature of integrated approach for collaborative writing reflected in the interaction between the teacher-students and students-students during the writing process. Meanwhile, the useful feedback may also bring the beneficial outcomes as the students made the interaction during the writing process in their groups. Besides, the students were also able to create positive relationship when they worked collaboratively in the groups and were offered the opportunity to give and receive immediate feedback on their writings. Thus, the activities during the teaching and learning process became more interesting. According to the overall scores of the paired sample *t*-tests, the students' writing scores were improved significantly in their post-test with $p < .05$. The significant improvement

with $p < .05$ was also found these aspects: content, organization, vocabulary, language use, and mechanics respectively. As a result, the extent to which the integrated approach for collaborative writing could develop students' writing skills was found in all writing aspects. Therefore, it can be concluded that the integrated approach for collaborative writing could help EFL tertiary students' improve their skills on writing.

The findings suggest that language teachers in EFL context could employ the integrated approach for collaborative writing into their classroom teaching since the approach could help EFL tertiary students' improve their skills on writing.