CHAPTER II

THE REVIEW OF LITERATURE

This chapter presents the theoretical review and the previous research studies. In the theoretical review, the researcher examines some theories that become the framework of thoughts of the study. In the final part, the researcher relates the relevance of the study with the previous studies.

Theoretical review

The theoretical review presents the relevant theories of the study. It is presented in four sections. The first part discusses the nature of writing. The second part deals with sociocultural perspective on second language learning, third part presents the teaching of writing, and the last part investigates the collaborative writing.

The nature of writing

This part describes the nature of writing skills especially in EFL context in which the L2 students learn the skills through the process of writing. The definition of writing itself precedes the next description about the writing process to show the meaning of the term which comes from different experts. Then, it is followed by the explanation about the writing process.

1. Definition

There are many experts who define what writing is. According to Spratt, Pulverness and Williams (2005), writing is one of the four language skills: listening, speaking, reading, and writing. Writing is also one of the productive skills which involve communicating a message in the form of letters and symbols. Communicating means sending certain information to others, thus, a message must have a purpose. In other words, writing skills produce a written product which has certain information.

Brown (2000), in the same perspective, also states that a written product is the product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product effectively.

From the definitions above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting and revising the written products.

2. Writing process

Writing is a process which demands the writer to look upon their work not in a single glance, but through drafting and revising instead. One of the most practical introductions to the process of writing comes from White and Arndt as cited by Nunan (1999) who view writing as a complex, cognitive process which needs continued intellectual effort in a given period of time. This means that writing process requires a considerable period of time which is used as a chance to set certain steps in order to obtain the goal of writing. Another view also comes from Nation (2009). He states that one way of focusing on different aspects of writing is to look at writing as a process. It means that writing process contains several sub processes which are imperatively united as an outline for students to begin and finish their writing. It is more than just putting words together to make sentences. It needs some steps to make sure that what has been written follows the right development of writing process.

Writing process, further, incorporates some stages structurally. It consists of some steps to take in order to produce the written product (Johnson, 2008). In order words, the writing process does not directly occur from starting point to its end. It rather looks like a process that is not straight forward. Nunan (1999), for example, argues that writing process involves six recursive steps. The process of writing is said as a recursive process because it is not linear or straight forward. It, indeed, needs some sequences to follow. According to Nunan (1999), the following chart is a typical sequence of writing process which might occur when producing a written text.
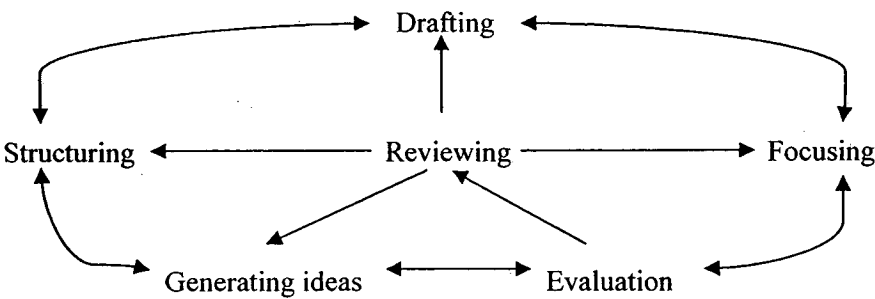
Drafting

Structuring ← Reviewing → Focusing

Generating ideas ↔ Evaluation

Figure 1 Procedures involved in producing a written text taken from Nunan

Source: Nunan, 2004, p.4

Another view comes from Harmer (2004) as well. He proposes that the stages on writing process include planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic writing stages is seen as a recursive process. This means that it has a cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing. The following scheme can show how the process of writing looks like.
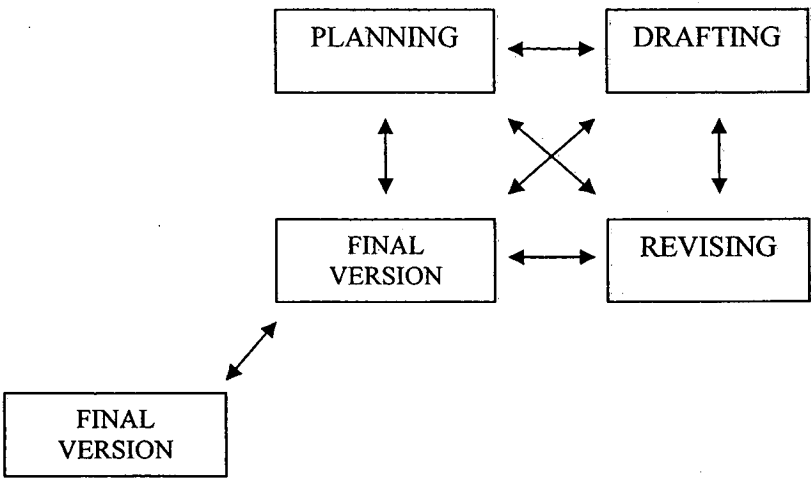
| PLANNING | ↔ | DRAFTING |
| FINAL VERSION | ↔ | REVISING |

FINAL VERSION

Figure 2 The wheel process of writing taken from Harmer

Source: Harmer, 2004, p.6

It appears that through the stages of the wheel process, students can move around the one part to another part of the wheel (Urquhart and McIver, 2005). By looking at several models which show the steps taken in writing process, the typical steps of writing process can be seen as follows.

1. Planning

Planning or pre-writing is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students' thought to get started. It affects students' purposes to write in terms of the language they use, the text they wish to produce and also the information they choose to include. Besides, in the planning stage, the students also have to consider their audience. It does not only influence how the paragraphs are structured, but also the choice of the language whether it is formal or informal language. Another point that is worth considering in this stage is the content structure of the piece. It is how best to order the facts, ideas, or arguments which they have decided to include.

2. Drafting

It is a process of writing down ideas, organizing them into a sequence and providing the reader with a frame for understanding these ideas. The result from this process is a composition or "first draft" of the ideas.

3. Revising

It is the stage which refers to the process of reflecting and revising based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organisation, style, grammatical and lexical correctness and appropriateness. When students have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not.

4. Final Drafting

Final draft is the stage when the students have edited their draft. It might be seen differently from the original plan and the first draft because there might be so many changes in the process of editing.

Therefore, it can be said that when the students have written what they think is the final version of their writing, they may still, go back to earlier stages to add or fix some missing parts or idea. In conclusion, it is better to see writing as a process, especially, as a process wheel which provides the students to work flexibly as they find ways to improve their writing.

Sociocultural perspective on second language learning

Sociocultural perspective has given increasing influence, especially on second language learning. This perspective is introduced by Lev Vygotsky (1986) who asserts that human learning is described through a social process in which the interaction can possibly occur. Vygostky, as cited by Larsen-Freeman (2003) states that "social interaction actually produces new, elaborate, advanced psychological processes that are unavailable to the organism working in isolation". This means that in a supportive interactive environment, a student can advance a higher level of knowledge. It is implied that social interaction can also be a way to develop languages.

This theory is also supported by Lantolf (2000) who states that human behaviour can be shaped by the integration of socially and culturally constructed forms of mediation into people's activity. It also indicates that the importance of social interaction, particularly in teaching and learning process, becomes the emerging factor to help students developing their strategies of learning. As it is known that social strategy is one of learning strategies as well as metacognitive and cognitive strategy, the social strategy can be implemented in form of learning by interacting with others, such as working with fellow students or asking teacher's help (Cook, 2001). This type of strategy, indeed, avails students with cooperative efforts to work with other students and deliver questions to check understanding among them or even with the teacher.

The social interaction among students and the teacher which can be applied as the cooperative efforts typically happens in a classroom context and is considered beneficial for students' L2 learning. It appears that much of time the language used in the classroom can be the source of knowledge of the students. Extending to Vygostky's theory about interaction in second language learning, Cook (2001) asserts that the language classroom can work among the participants where there is exchange that consists of initiation, response and feedback. It is obvious that those parts can be found where the interaction socially takes place in the classroom. In some ways, the

classroom interaction among participants has a role in helping students gaining the language features of L2. In other words, the classroom interaction can facilitate students' access to the language input they need. Lightbown and Spada (2006), for example, argue that sociocultural theory sees the interaction as a great importance when teaching learning occurs. This view supports the Vygotskyan theory which sees that social activities can internalize the mediation in the social interaction as source of the knowledge.

To summarize, in the view of sociocultural perspective, social interaction plays important roles in students' second language learning. It assumes that the interaction covers the need of knowledge sources when students, especially, those who participate in a classroom can make use the social strategy effectively to obtain the goal of second language learning. The application of the sociocultural perspective is further described in the next part which is presenting about the teaching of writing.

Teaching of writing

The implementation of the teaching of writing, especially in EFL context, cannot be separated from the approach to which the classroom teacher would be preferred. Besides, the decision on how to choose the suitable approach must be related to the context as well as the condition of the class in which the process of teaching and learning takes places. Therefore, the description of some approaches in teaching of writing and the explanation of the teaching of writing in EFL context are presented as follows.

1. Approaches in teaching of writing

There are numbers of different approach to the practice of writing skills. The most prominent approaches in teaching writing are commonly seen from the view whether writing is seen through the product, process, or genre. Nunan (1999) proposes that these approaches are important aspects to be taken into consideration in teaching of writing. According to Harmer (2007), teachers need to choose what aspect that the students have to focus on. It means that the teachers must decide whether they want the students to focus on their writing process or the result of their writing. The importance of these views comes along with the need to see writing whether it is a process approach or product approach in order to decide what technique the teachers

should take in the teaching of writing in a particular classroom. It is because these approaches seem different in terms of its orientation toward writing.

1.1 Product approach

According to Gabrielatosas cited by Hasan and Akhand (2010), a product approach is "a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage". In other words, product approach highly focuses on task where the students in a classroom can imitate the model of written products provided by the teacher or the textbook. The written product becomes the focus of this approach. Therefore, it appears that it leads to the importance of quantity instead of quality.

1.2 Process approach

In the process approach, the students are the center of the learning, and they are encouraged to create a certain text by expressing their own ideas. Kroll as cited by Hasan and Akhand (2010) defines process approach as follows: The process approach serves today as an umbrella term for many types of writing courses What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts.

In addition, this approach pays more attention to the sequence in writing process than the result of the writing process. Badger and White (2000) also argue that the main disadvantages of process instruction was that firstly, it assumes all types of writing to be equal and can therefore be produced by engaging the same set of processes every time and secondly, that students are not given adequate linguistic input and guidance to be able to write successfully. To see the differences between these two approaches, the following table is presented.

Table 1 Product and process writing: A comparison

Process writing	Product writing
• text as a resource for comparison	• imitate model text
• ideas as starting point	• organization of ideas more
• more than one draft	important than ideas themselves
• more global, focus on purpose, theme, text type, i.e., reader is emphasized	• one draft
	• features highlighted including controlled practice of those features
• collaborative	• individual
• emphasis on creative process	• emphasis on end product

Source: Steele, 2004

Nevertheless, most of experiential ideas, stressing learning by doing, support more on a process approach (Brown, 2001; Nation, 2009). It is because the teaching of writing focuses less on perfect final product than on the sequence of students' development in writing their works. Eventually, what counts more on the students' writing skills is the process of how they can apply their skills appropriately rather than the final product that they produce at the end point of the process of writing. However, through process approach, the teaching of writing comes to the situation in which the lesson less pays attention to linguistic knowledge, such as knowledge about grammar and text structure. It is because this approach dominantly focuses on students' ability to improve their linguistic skills (e.g. planning and drafting) rather than linguistic knowledge. In this approach, it is also common that the teacher provide the students assistance to their writing. Input or stimulus to their learning seems to be less important.

1.3 Genre Approach

Genre-based approaches put writing as fundamentally concerned with knowledge of language, and as being tied closely to a social purpose, while the development of writing is seen as the imitation of input in the form of texts provided by the teacher (Badger and White, 2000). In other words, the genre approach to writing put a lot of emphasis on the context and purpose for which the writing is produced. By genre the writer mean different types of writing such as narrative, report, informal letter and so on. Each of these has quite specific features in terms of organisation and language, and the genre approach usually takes a model and gets the students to analyse these features, before producing something similar.

1.4 Integrated Approach for Collaborative Writing

Integrated approach is an approach that combines the three approaches into a single cyclical process. It is based on the cognitive aspects in writing reflected on the process and the product of writing; it is also based on the real condition of writing, or better writing. Although the elements of each approach are not fully inserted, it covers the genre statement (social context) of the writing, then the process, and finally the product. The following chart tries to describe how the implementation of the integrated approach for collaborative writing can be brought into practical usage in the teaching and learning process in the classroom.
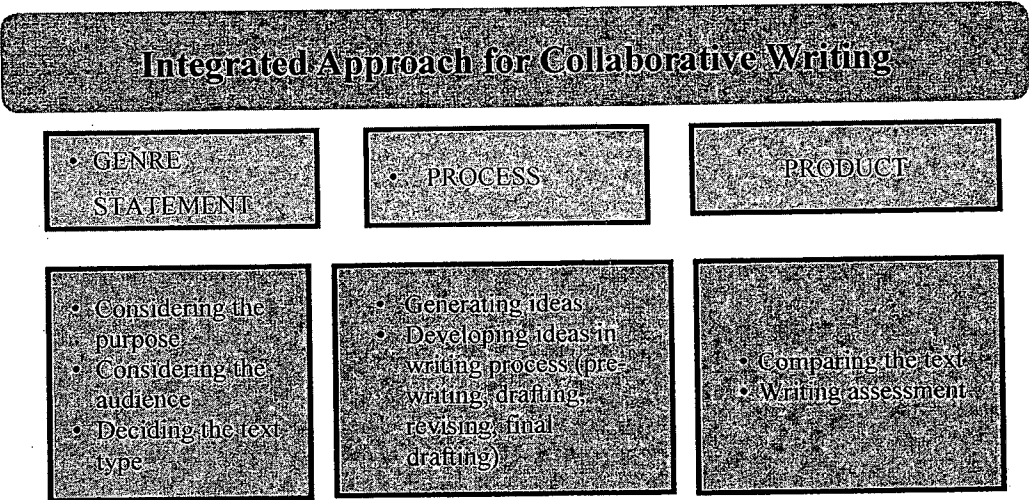

Figure 3 The implementation of integrated approach for

collaborative writing

In this study, the implementation of integrated approach for collaborative writing was chosen as a part of teaching learning process in the EFL context. The adjustment of the three previous approaches could possibly help the development of the students' writing skills (Badger and White, 2000). This is aimed to help the students not just get them improved their linguistic knowledge but also their linguistic skills.

2. Teaching writing in EFL context

Teaching writing, one of challenging processes in teaching learning English, is potentially seen as an emerging part that must be applied, especially in EFL context. The definition of EFL writing is neatly defined by Cumming as cited by McDonough (2002). The word writing refers not only to text in written script but also to the acts of thinking, composing, and encoding language into such text; these acts also necessarily entail discourse interaction within a socio-cultural context. Writing is text, is composing, and is social interaction.

However, it seems that English writing, for a number of EFL students, appears to be the most difficult skill to acquire. Hamp-Lyons andHeasly (2006), say that "Frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners", students' writing skill finds its difficulties to be implemented in EFL context. Some obstacles have been found in the teaching of writing to EFL students. The major problem of students' writing skills can be the influence of rhetorical pattern and the way students transfer their idea into a good piece of written product. Although English is taught from elementary school level, for instance in Indonesia, the result of student' writing skills has not reflected the success of language teaching (Alwasilah 2006; Sudaryat, 2010). The same condition has also been found in another study conducted in EFL context in China where the rhetorical pattern of Asian culture affects students' writing skills (Kangli, 2011).

However, this productive skill, eventually, needs to be taken into account as the meaningful part of language teaching. EFL writing must be seen as the essential component in language teaching because the fundamental importance of writing skills, especially for EFL students, has become necessary.

Collaborative writing

1. Definition

Collaborative writing is a technique which involves students to work cooperatively with their peers. It goes beyond the theory of social development by Vygotsky (1986). Through sharing information with peers, writing turns into a social activity and real communication. When students have been provided a peer rather than a task by their teacher, writing can become enjoyable and practical. The theory helps to explain the potential of collaborative writing when it is applied in the teaching learning process. Learning process is a social activity and is thus enhanced through social interactions. Through their social contacts, students learn new ideas and processes that stimulate their development.

, According to Graham and Perin (2007) collaborative writing is a technique where students work together to plan, draft, reflect and revise their compositions. It needs students' involvement when they are working as a team. It also allows students to learn from each other. It values the social nature of the writing process. It is in line with Harmer (2004) who says that collaborative writing is a way of planning, drafting, reflection and revision by having students involved together in a process of writing. As stated by Urquhart and McIver (2005) writing is generally regarded as an independent project, it is, in fact, a social endeavour. It is because the activities involved in the writing process are done by more than one author and require effective communication between members of the writing group.

Dale (1997) also suggests that collaborative writing involves meaningful interaction and shared decision between group members in the writing of a shared document. It seems that collaborative writing can ease students' writing process by providing suitable environment while they are working together with their partners. From definitions above it can be concluded that collaborative writing is a social process that encourages students because it involves students' social interaction when they work together in a group.

2. Characteristics of Collaborative writing

One of the characteristics of collaborative writing is that it adopts the sociocultural perspective in many aspects (Dale, 1997). The application of sociocultural perspective on second language learning proposes the role of to which it is successful to improve students' writing skills. Under this perspective, social interaction among pairs has become the source of L2 knowledge (Storch and Wigglesworth, 2009). Students working on writing activities in pairs can enhance learning by providing opportunities for the discussion. For one reason, the activities that promote social interaction during the writing process provides students a chance with peer feedback which leads to the improvement to their written product. It is important for each student to feel as though he or she has a significant part in making the achievement to the writing project. Therefore, the existence of others' contribution toward writing can be considered as significantly important exposure to the result of students' writing. Sociocultural perspective in collaborative writing subsequently implies the application and the approach which is applied to improve students' writing skills. It further affects the implementation of the technique when it is conducted in teaching learning process.

Another characteristic of collaborative writing is the instruction approach applied in this technique. It essentially focuses on process approach rather than a product approach. To be more precise, this approach pays more attention to the sequence in writing process than the result of the writing process. Storch (2005) argues that a kind of interaction during the process of writing can be beneficial since it is used as a source of knowledge among friends through four steps of writing: pre-writing, drafting, revising, and final drafting.

Collaborative writing, eventually, considers that teaching writing skills should be seen through the process approach which does not only on the final product of students' writings but also throughout the writing process itself. It is supported by a study conducted by Marttunen and Laurinen (2012) which reveals that group dynamics and collaborative learning promotes social interaction which benefits their writing skills through the process instead of the final product of writing. In this point, the writing process is considered as a recursive process in which it starts with pre-writing, drafting, revising, and finally final drafting. Accordingly, when the students

have written what they think is the final version of their writing, they can move back to earlier stages to revise their plan or rewrite some missing ideas. Thus, students can easily initiate how to write a certain text and follow the right path during the process of writing.

To summarize, there are different characteristic of collaborative writing which can be used by English teachers. It seems that the characteristics of collaborative writing are applicable and suitable to be practically applied in the teaching of writing, especially in improving students' writing skills.

3. Application of collaborative writing

When teachers try to employ collaborative writing as a technique in teaching writing to students, it is better to consider how to organize the students into groups and the writing activities. The students need some more direction to go with the activities and the teachers as a facilitator will provide it. According to Dale (1997) there are five points to be taken into consideration when teachers organize Collaborative writing in a classroom.

3.1 Forming groups

Forming groups is done when teachers put students in a diverse group. It is a teachers' task to arrange them into different groups because if students form their own groups, they tend to make homogeneous ones. One consideration to form diverse groups is that it creates a positive group that enhances each member to interact with partners and assert their individual view.

3.2 Time span

Since collaborative writing slightly takes time, that time must be provided for students. Students will have chance to assign their works and make their own discussion.

3.3 Primary-writer system

This activity occurs when teachers need to set certain tasks which make students contribute to their works.

3.4 Assignments

There is not one kind of assignment that works best for a collaborative writing. A set of assignment for an entire class is no longer the main importance because it may be different among the groups of students. Each group could write different works within the same or different genres. For this reason, having each group decide on its own topic is certainly appropriate.

3.5 Focus on process

Since attention to writing process is a weakness to students who are early writers, Collaborative writing with its emphasis on process, can be an effective means of teaching writing process. It offers the students to learn strategies from each other.

The above important points in collaborative writing transform the needs of the teachers to effectively organize collaborative writing in a classroom. It can be inferred that through the activities in collaborative writing, the teachers help students to keep a writing process moving forward. Therefore, to support the students to make connection between the process and the product of writing, it is necessary for the teachers to apply those activities in the classroom.

4. Advantages of collaborative writing

There are a number of advantages to teach collaborative writing in a classroom. Since the principle used in collaborative writing is under the sociocultural theory, it helps students to make use of interaction, feedback and communication during the process of writing. In other words, the essential part of collaborative writing lays on the interaction among the students as the participants of the group members. They can eventually conclude the shared knowledge construction in discussion section in which the writing process takes place. By looking at this point it can be inferred that the interaction which typically occurs in writing process of collaborative writing activities can bring some advantages as follows.

The advantages of collaborative writing are first, it increases the amount of combined knowledge of the students when they are working together. In areas of intelligence where one person is weak and others are strong, the collective intelligence of a group of students can be a powerful resource. Students who have better knowledge can help others to do the work. Storch (2005) argues that students who work in a collaborative group perform better writing than other students who work individually in terms of task fulfillment, grammar accuracy, and complexity.

In spite of its interaction that provides some shared knowledge among students, also feedback is raised whenever the students work together with their peers.On another study, Storch (2007) also focuses on fluency, complexity and accuracy. She argues that the immediate feedback from peers might not be available when they work individually. Thus, it can only be provided when the students work with their peers.

Another advantage of the collaborative process is having more students to read the writing. Having different perspectives is important in commenting the result, so the more people looking at the writing, the higher the likelihood that mistakes will be identified and improvements will be made.

Furthermore, the suggested evaluation of collaborative writing is not just the end product, but also the collaboration itself which permits the students to engage in a higher level thinking if they are involved in the evaluation process.

Eventually, it can be concluded that collaborative writing is a highly effective way for students to learn not only effective writing skills, but also social skills. It incorporates students' knowledge, and problem solving abilities into the process of writing. Through the use of specific strategies, guidelines and facilitative activities, students are able to improve upon the steps of the writing process: planning, drafting, editing and final drafting in a collaborative manner that encourages interpersonal communication, cooperation and management. Finally, related to explanations above the researcher believes that collaborative writing can improve students' writing skills.

5. Disadvantages of collaborative writing

In the application of collaborative writing in an EFL classroom, the process of writing seems to be very immediate since it involves the students to work together writing a piece of writing. They collaborate closely on each phase of writing process. However, sometimes the collaborative writing activities has some limitations when conducted in the classroom.

The first challenge is that collaborative writing is quite takes time. It can be difficult to manage the length of the writing process because the process is quite time consuming. It is better for the teacher to provide the adequate time, help the students to work effectively, and support them to work together with their peers; otherwise they will spend too much time working on their draft.

Secondly, in one group, there will be dominant students. The students who work harder than other students in the group might resent their peers who do not seem to contribute an equal part. However, this challenge can be overcome as long the teacher is able to construct the learning environment that can ease them to write collaboratively.

Last, collaborative writing is primarily focusing on the process rather than product. It probably appears that the final result is not the main goal when the students are asked to collaboratively work in groups. The process approach is said to be inadequate to obtain the purpose of students' improvement in their writing skills because their final product of writing is not the focus of the achievement.

6. Peer Feedback

According to Nation (2009) feedback is an important way of encouraging students to keep their goals in mind. It means that it is important to provide them with feedback about the effectiveness of their writing, so that the students can carry on the idea of their writing. Feedback is widely seen as crucial for encouraging and consolidating learning and it is also regarded as an essential factor in the writing context. Therefore, it is used as a way to respond to students' writing to help them enhance their writing skills.

In collaborative writing, feedback becomes the important part in the writing process since it is used by the students to promote their peers awareness toward language features or writing aspect during collaboration. The source of feedback in mostly comes from their peers. Peer feedback is able to provide a means of both improving writers' drafts and developing readers' understandings of good writing (Hyland, 2003). This can be done through the activities provided during the collaborative writing which sees writing and learning as social processes. Therefore, the students can actively involved in learning while they get responses from real and non-threatening situation.

Some studies have shown that peer feedback can enhance students' critical thinking, confidence, creativity and motivation (Farrah, 2012; Srichanyachon, 2012; Wichadee and Nopakun, 2012). Peer feedback, formerly find in the interaction among the students when they are doing their collaborative tasks. Indeed, peer feedback has positive effect on group activities during writing. Muncie as cited by Harmer (2007) argues that students are much more likely to be provoked into thinking about what they are writing if the feedback comes from one of their peers. In other words, peer feedback can be more valuable for students when they work together in groups.

Teacher Researchers

Teacher researchers are a term which refers to the teacher conducting action research for their study. Since this present study will be conducted in the framework of action research, the role of teachers as the researchers plays important functions. Action research assumes that the teachers are the agents and source of educational reform instead of the objects of reform. When teachers becomes the researchers at the same time when they teaching, they can reflect their practice to improve their professionals.

In almost all extent of teaching and learning process, teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007), there are three roles of English teachers especially in teaching writing.

1. Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity and encouraging them to make as much as effort as possible for maximum benefit.

2. Resource

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look at the students' progresses, offer advice and suggestions in a constructive and tactful way.

3. Feedback provider

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at this particular stage of their studies and on the tasks they have undertaken.

It can be inferred that helping students become self-sufficient, competent, and confident writers is not an easy task, but it is easier to accomplish by recognizing the key roles as a teacher in the teaching and learning process. The three important roles are the key point of the teachers to succeed the teaching process especially in teaching writing. The success of teaching writing then depends on how the teachers can play their three functions effectively. Therefore, it is very worth considering for the teachers to combine these significances when they are teaching.

Previous research studies

It has already been proven that some results studies on collaborative writing technique has steadily proven that it can increase the students' writing skills in the classroom activities, especially in the last few decades. This interest becomes very evident in all of its significant applications. Many research studies conducted have shown that collaborative writing techniques, as done in pairs or small groups have emerging benefits for students (Cerrato, 1999; Kim and Eklundh, 2001; Zhu, 2001; Storch, 2005; Miao, 2006; Storch and Wigglesworth, 2007; Lundstorm and Baker, 2009; Bremner, 2010; Diab, 2010; Scheurer, et al., 2011; Shehadeh, 2011; Dobao, 2012; Jafari and Anshari, 2012; Taki and Fardhashari, 2012; Storch and

Wigglesworth, 2012; Al-Nafiseh, 2013; Chen, 2013; Meihami, et al., 2013; Nguyen, 2013).

The application of collaborative writing also gives good effect on students' understanding toward the process of writing. The integration between the language and the content teaching through collaborative writing Tasks is also believed can give advantage to students externalizing their knowledge, allowing them to reflect on it, revising it and then applying it. Swain (1999; Storch, 2005), for example, found that collaborative writing encouraged the members of writing groups to construct their writing product in a meaningful way. Thus, the outcome of writing process could reflect their understanding toward the target language.

The activities applied in this technique exceedingly enhanced the interaction among students which was very useful when they interact to each other as it is found by Al-Nafiseh, (2013). His research study was carried out to investigate the effect of collaborative writing and peer editing on students' writings which could be seen that the result of this study showed the technique could improve students' writings by raising their awareness on a text that the students chose.

In addition to the activities applied in collaborative writing, some research studies also point out the importance of peer feedback on which the Collaborative writing technique was the umbrella of the application of the peer feedback. The same result was also formerly found by some other researchers on their research studies finding that students were more collaboratively engaged and their writing skills became more excellent when they came to the activities which utilized the correction from their peers. The study conducted by Miao, et al. (2006; Lundstormamd Baker, 2009; Diab, 2010) found that peer feedback had an effect on students' language development, particularly, the way of students correct their own writings based on their peers correction and comments.

The other way of implementing collaborative writing was also considered to bring some beneficial for both students and the teacher as found in the study on Collaborative writing and the use of wiki-based or computer-supported writing. Some studies working in this area were done by other researchers such as Cerrato (1999; Kim and Eklundh, 2001; Scheuer, 2011; Chen, 2013). The results of these studies indicated that students were more engaged and more critical when they were dealt

with this type of writing strategy. Besides, it was shown that the tasks designed for the activities provided the students constructive opportunities to communicate each other and improve their writing proficiency.

However, most of previous studies paid much attention to examine the teaching writing by making use of the second language as the medium of interacting with the participants instead of the benefit of L1 to accommodate the metalanguage used during the process of writing. There have been a few studies conducted to find out the use of L1 where the students can share the same native language. Another study which was conducted by Dobao (2012), also examined the collaborative writing tasks in L2 classroom in which English is used as a second language.

Some other studies also took college students from different nationality background as the participants. In a study conducted by Wigglesworth and Storch (2009), forty eight pairs of EFL students were asked to take part as the participants on their project. They were all from the same level of education which is a university level. Again, the university level students also became the participants of the study which was conducted by Marttunenamd Laurinen (2012). It can be concluded that adult learners with different socio-cultural background are more likely to choose as the subject of the study. Surprisingly, the research in which English is used as a foreign language is still rarely found.

In addition, the findings of the previous studies pay more attention only to certain writing aspects. Students' composition, then, is only seen through the aspect of fluency, accuracy and complexity (Storch, 2005; Storch and Wigglesworth, 2007; Dobao, 2012; Jafari and Anshari, 2012). Moreover, the results on the previous study were quantitatively reported which seems not quite easy for further researchers to see the sequent implementation of the process throughout the studies, especially when the results should refer back to the focus of its study (Miao, et. al., 2006; Lundstorm and Baker, 2009; Meihami, et al., 2013). To gain the effectiveness of those techniques in improving EFL students' writing skills, it is better to add the focus on writing aspects such as content, organization, and mechanics which can reflect the micro-skill of writing. Since students' writing skills can be seen from many aspects, it is not adequate to only focus on general aspect of writing, as in fluency, accuracy and complexity. Besides, it is also expected that the students aside from experimental

groups were also eventually gain the expected results as well as those group of students in the control group after the implementation of the research to maintain that the application of the research would not only benefit particular subject.

In summary, to fill the gaps in previous research, it is needed further research in which English is prominently as a foreign language. To cover the micro-skills of writing which in fact has more than just those three items, further studies can use the ESL composition profile on writing aspect which proposed by Jacobs et al.'s from Weigle (2002). It covers five aspects namely, content, organization, vocabulary, language use, and mechanics. The composition of the writing profile is intended to be used as a guide in making the writing scheme which suitable to be applied to score students writing. It is expected that the students' writing skills can be improved based on the different aspects. Besides, the previous studies have not answer whether the application of collaborative writing can be successful in EFL context. Therefore, in addition to the improvement of student' writing skills on many other of writing aspects, this research aimed at investigating the implementation of collaborative writing in which EFL context takes place as well.