

CHAPTER IV

RESULTS

Chapter IV presents the results and the process of the research conducted in Cycle I and Cycle II as the answer to the research questions. Each cycle in this research consists of planning, actions, observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the research processes are presented in the following results.

Research findings

In this part there are qualitative and quantitative data. The qualitative data has something to do with the general findings of the research on each cycle, whereas the quantitative data shows the students' results on their pre-test and post-test. This section is divided into two parts: the first is the findings found by the researcher in a series of the use of integrated approach of collaborative writing as the answer to the first research question, the second one is the final result of the students' achievements answer to the second research question.

1. First research question

In this part, the researcher tries to answer the first research question. The answer to the question is presented as follows.

Research question 1:

What is the nature of integrated approach in L2 students' writing skills through collaborative writing?

Teaching Learning Process

In the implementation of integrated approach for collaborative writing, the teaching and learning process reflected the nature of the approach. Different with the implementation of product, process, or genre approach, the integrated approach differ in the way that it does not only focus on the final product, but also the process, as well as the context in which the students learn to write. This study treated the

students' writing as a final product which needed creative acts that required time and positive feedback as well as the collaboration with the group members.

The teaching and learning process of integrated approach for collaborative writing in this study came with the notion that good composition depends on good process. In one cycle, the teaching and learning process was done through the steps of the approach which started from genre statement (stating the purpose of writing the text to help the students consider their purpose as well as the audience of their writing); process (in which the application of collaborative writing took part: planning – drafting – revising – final drafting) and product (in which the students had their own final composition as the final product of the writing process). Since it was also conducted in the form of classroom action research, the overall process of approach was done in the following steps: plan, action, observation and reflection.

Report on Cycle 1

Implementation of integrated approach for collaborative writing (Plan – Action – Observation)

The teaching and learning process in Cycle I was divided into three meetings. In the first cycle, the researcher and collaborator managed three steps as presented in the following discussions. The following teaching report was based on the lesson plans the researcher had to complete in the whole implementation of integrated approach for collaborative writing with the result of the observation from the collaborator during the teaching learning process occurred and the interview with both collaborator and the students.

1. First meeting

1.1 The researcher taught the students how to write an argumentative text in a good order by using the language features and generic structure of the text. To start the lesson, she explained the purpose of writing the argumentative text (comparison and contrast) to make students consider the aim of writing the text.

1.2 The researcher applied the integrated approach of collaborative writing in the teaching learning process. The activities were as follows.

1.2.1 The researcher divided the students into groups. The groups were diverse ones so that different perspectives could be delivered.

1.2.2 The researcher gave them some exercises done in groups in order to introduce them work collaboratively.

1.2.3 The researcher provided times for them to work together with their group members.

...In the collaborative writing section, the researcher followed the steps of activity based on the checklist in the observation sheet. She divided the students into groups, delivered materials of comparative and contrast text, assigned the guided activity of completing the missing part of the text and let the students work all together with the groups
(Second year students in the University level, Collaborator Observation, March 6, 2014)

1.3 The researcher prepared observation sheets notes to observe and record the teaching and learning process.

2. Second meeting

2.1 The researcher gave a task to the students and asked them to write an argumentative text with their collaborative group.

2.2 The researcher applied the integrated approach of collaborative writing technique in the teaching learning process. The activities were as follows.

2.2.1 In class, the groups brainstormed ideas about the topic chosen and organized all supporting information for their writing.

2.2.2 Students were asked to do planning and drafting on their first draft.

2.2.3 The researcher asked the students to give feedback on other group's work.

...The researcher asks each group to write their own text after they have discussions with group. Then, after giving time to group activity, the students exchanged their work and the researcher let the students to do correction and give feedback to other group's work.

(Second year students in the University level, Collaborator Observation, March 13, 2014)

2.3 The researcher and collaborator observed whether the students understood the correction on their writing or not.

2.4 The researcher and collaborator prepared observation sheets to observe the teaching and learning process.

3. Third Meeting

3.1 The researcher gave written feedback to students writing and returned the tasks to each group including the correction used to evaluate their writing in the next phase.

3.2 The researcher asked them to write a final draft on their group writing and asked the students to write the text right after they had discussions with their group members.

Reflection

In this step the researcher and collaborator found that students in cycle I attained some improvements when they wrote the final result of an argumentative text. There was also different students' behavior toward the teaching and learning process after they did collaborative writing with their group. The following vignette presents the condition of the students in the classroom.

...During the teaching learning process they felt happy when they worked in groups. The researcher asked one of them whether it helped her or not. Then, the student said that the activity done during the lesson helped her because her friends could assist her when she had something to ask. Some students worked well when they got immediate feedback from their peers, but only few who were just getting confused. The improvement of students writing skills in especially in terms of mechanics aspect could be achieved.

It could be seen from the oral correction said by their friend when the writer wrote incorrect punctuation during drafting process.

(Second year students in the University level, Researcher Observation, March 13, 2014)

However, there had to be some adjustment for the sake of students' better understanding the topic of the materials and also explanation since the researcher used fully classroom English.

...The steps on the lesson plans were all done. The students could follow the lesson well but some of them need more efforts to understand the instruction and explanation which mostly were delivered in English.

(Second year students in the University level, Collaborator Observation, March 20, 2014)

R: Was the way I teach not clear enough for the students?

C: It's all well done, but it might be better if there's code switching when giving instruction or delivering materials.

R: Ah I see. For the entire activities?

C: No. just for the important points that it should be given the emphasis. To let students understand better...

(Second year students in the University level, Interview Transcript 3, March 20, 2014)

S9: "I can't hear English well yet, so sometimes I couldn't understand what the teacher said..."

(Second year students in the University level, Interview Transcript, March 20, 2014)

S14: "...maybe the teacher should speak slowly and easily to understand."

(Second year students in the University level, Interview Transcript, March 20, 2014)

However, the condition was quite different before the implementation of integrated approach for collaborative writing. On the language use aspect, some students could not write a gerund structure in a simple sentence correctly. Besides, the often found difficulties when it comes to write a complex sentence. The following presents students' statements showing their difficulties in using the simple and complex sentence when they wrote the text.

...Although Palembang and Yogyakarta have many differences, but they also have same things like Palembang and Yogyakarta is one of the city that I choose to live there.

(Student's Writing – Pre-test, Rahmihardia, February 27, 2014)

R: Which part that makes it difficult to write a comparison and contrast text?)

S17: When I have to write long sentences to compare the things.

It sometimes makes me confused.

R: Ah, I see. How to write complex sentence, right?

S20: Yes, it is.

(Second year students in the University level, Interview transcript 4, March 20, 2014)

...The researcher has followed the steps written on the lesson plan. Some activities were doing well, but it may still have some corrections on managing classroom.

(Second year students in the University level, Collaborator Observation, March 20, 2014)

Based on the observation was done in the Cycle I, the researcher did not get any difficulties to transfer the materials about an argumentative text but there had to be some adjustment on the way she taught.

...Researcher needed time to look back and consider some activities in her teaching that might be not suitable for the students. She had to adjust the speed of her teaching if she wanted to make them understand better with the instruction she had. Overall, the most students could understand better to researcher explanation but sometimes, code switching would be also good to avoid misunderstanding students who were paying attention to researcher's explanation.

(Second year students in the University level, Collaborator Observation, March 20, 2014)

R: Was there any attitude change of the students during the first cycle, Mam?

C: The students seemed enjoyed with the activities and they knew where to start when to write. Their aim to write.

R: What about their motivation?

C: Yes. They did a lot of things together and they were motivated better to discuss their work in groups. But, there should be clearer instruction or feedback from the teacher that students could easily comprehend.

(Second year students in the University level, Interview transcript 4, March 20, 2014)

The reflection on the way researcher taught the students was then discussed after the first cycle was completed. However, during the implementation of the approach in the first cycle, the students could do better attitude toward the teaching learning process. In the first meeting, the students were focused on generic structures of an argumentative text, and the language features of the texts especially the use transition words to compare and contrast. At first, during the practices done by the students, they still could not identify the generic structure of the text. It showed when they were asked to make an outline based on the text given and find out the structure of the text. Although only few of them who knew each part of the comparison and contrast text, they tried to correct their work during the practice by giving immediate feedback to their peers and wrote down the right answers on the worksheet. This guided practice was also aimed to enhance their organization skill when they want to write an argumentative text. Another activity that helps them enrich their vocabulary and language use was completing the missing word on the blank space in

incomplete text. The words they had to fulfill were divided based on its part of speech. The following interview transcript presents students involvement to improve writing skills on the aspect of vocabulary and language use.

R: What kind of comments did you usually get when you wrote a text in group?

S5: a lot of comments

S2: transition words

R: transition words? What did your friends tell you?

S5: the correct use of transition words when I want to change the new topic to discuss.

S2: the meaning of words. I could ask my friend when I did know the meaning of the words.

(Second year students in the University level, Interview Transcript 4, March 20, 2014)

In the second meeting, the students practiced how to write a text based on the topic sentences given in the exercise as the semi-guided activity. They wrote the text with their group members and each member was responsible to contribute to the result. They worked with their collaborative groups and each group has a primary writer to write a text while the other members shared the ideas during the process of writing. During the process of writing and giving feedback to other group writing, they wrote down the correction on other groups' work, gave some comments, and named each part of the text. This activity not only helped the students when they organized a text into good orders, but also trained them to be critical on the writing produced by other groups.

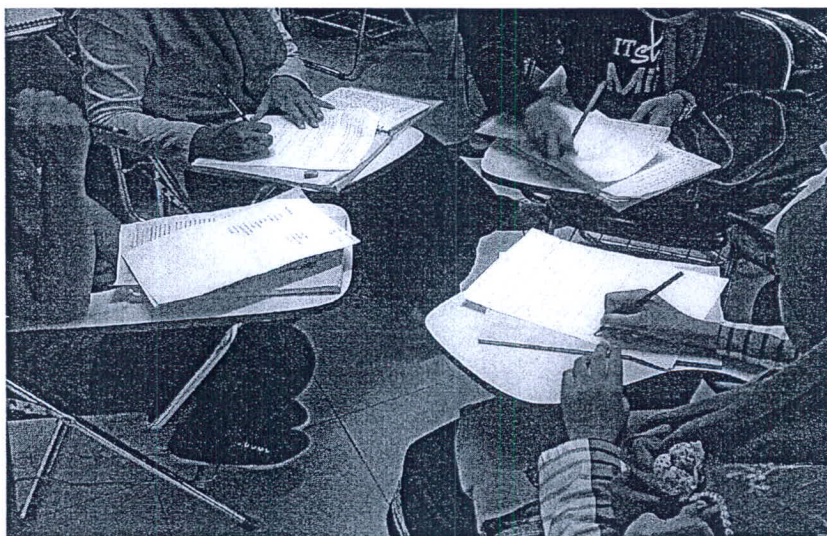


Figure 5 Classroom activity

...The researcher observed the students activity when they worked in groups and frequently asked them whether they found difficulties or not. Yet, they said that they did not find difficulties in arranging the jumbled paragraph. They were also able to identify the generic structure and language features of the text by making a circle on each signaling words and underlining the topic sentence they found. 25 minutes later, the researcher and the students analyzed each answer from the interdependence task they did with their collaborative group.

(Second year students in the University level, Researcher Observation, March 20, 2014)

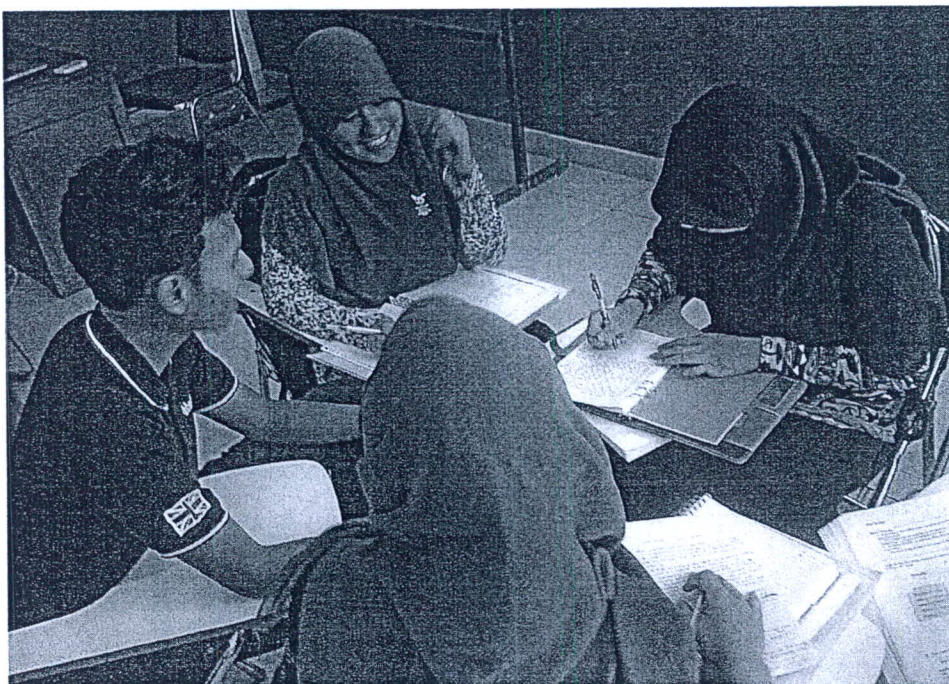


Figure 6 Classroom activity

After conducting all the activities from first meeting into third meeting, the researcher found that the students' behavior toward teaching and learning process had changed. Although there were still few students who were not able to follow the lesson well, some of them had shown the improvement especially on their behavior toward the teaching and learning process. It can be seen from the comparison between implementation of cycle I and after the implementation of cycle I as follows.

Before implementation	After implementation
<p>When the lecturer started the class, some students seemed not to realize that the lecturer was there. There were also students who talked to their friend, did not sit on their seat, did something with their pencil case, or copied their friends' homework for the next subject. (Researcher Observation, February 27, 2014)</p>	<p>During the teaching and learning process, the students felt happy when they worked in group. The researcher then asked one of them whether the activities during the implementation helped the student or not. Then, the student said that the activities done during the teaching and learning process helped her because she could directly ask her friend whenever she found some difficulties. Some students also worked well when they received immediate feedback from their peers, while few of them seemed to find the difficulty.</p> <p>(Researcher Observation, March 20, 2014)</p>

To fulfill the democratic validity, the researcher also did an interview with the students. The interview was written in the following transcript.

R: Are you interested when you wrote the text in group?

S20: Yes, I am.

S17: I am Happy.

S3: Yes. I'm happy.

R: Why are you happy?

S3: Because there's someone who can help me.

(Second year students in the University level, Interview Transcript 4, March 20, 2014)

The implementation of Cycle 1 was by no means without limitation and some problems. The researcher and the collaborator then discussed their findings on the first cycle in order to do betterment for the drawback found in the first cycle. Based on the obstacles found in the Cycle 1, the researcher and collaborator decided to implement these activities into the teaching and learning process of integrated approach for collaborative writing.

1. The researcher did code switching for important explanation to the students.
2. The students were arranged the group work into pair work activity
3. The collaborator did in details observation by writing some addition comments on the students and the researcher's roles in the classroom.

To deal with those reflections on the Cycle 1, the next phase of the action research in Cycle 2 was finally done with some corrections for the sake of students' better understanding toward the materials and the overall achievement of the research itself.

Report on Cycle II

After having the reflection in the end of the first cycle, the second cycle was done by implementing the correction and adjustment from the previous one. The second cycle was proposed in three meetings. Like the previous cycle, in this cycle the researcher started the cycle with the genre statement (students got to know the text they would write which was the comparison and contrast text); process (students did planning – drafting – revising – final drafting in pairs), and product (the students wrote their own writing). To achieve the use of collaborative writing in this cycle, the researcher and collaborator also developed the lesson plans and the activities during the teaching learning process. Observation sheets were also prepared well to attain the data which capture the simultaneous process of collaborative writing.

Implementation of integrated approach for collaborative writing (Plan – Action – Observation)

The teaching and learning process in Cycle II was also divided into three meetings. Like previous cycle, in the second cycle, reported the implementation was based on the lesson plans of integrated approach for collaborative writing with the result of the observation from the collaborator during the teaching learning process

occurred and the interview with both collaborator and the students. The result of the implementation is presented as follows.

1. Fourth meeting

1.1 The researcher controlled the class more effectual and conducive gave more explanation on generic structure, language features and cohesive device of argumentative texts.

1.2 The researcher provided the students with the practice of writing an argumentative text by following some classroom activities (planning, drafting, revising and final drafting).

1.3 The researcher gave detail information on students' errors in language use through feedback on their writing and contributed with advice on how to improve their initial ideas.

1.4 The researcher divided the students into groups and asked the students to write a text in groups and guided them to follow the steps of collaborative writing.

1.5 The researcher prepared field notes and observation sheets to records the process of teaching and learning.

2. Fifth meeting

2.1 The researcher asked the students to correct another student's writing in the whole aspects of writing and asked the students to return back their friend's work.

2.2 The researcher asked the students to correct their errors and give chance to them to ask questions when they got difficulties.

2.3 The researcher asked the students to rewrite the final draft of argumentative text and together with collaborator she recorded the students' interaction during the process of writing.

3. Sixth meeting

3.1 In this meeting, the researcher had a discussion with the students about the difficulties found during the process of writing an argumentative text.

3.2 The researcher asked the students to write individual writing of an argumentative text based on the topic written in the worksheet which had been provided by the researcher.

3.3 The researcher collected students' text and saw whether integrated approach for collaborative writing done during the teaching learning process improved their writing skills or not.

Reflection

In cycle II, there were still some problems found by the researcher but they were not really emerging for the implementation of the teaching and learning process. The students could work cooperatively with other members. They gave immediate feedback and oral responses during the process of writing that enhanced their skills of writing. The students also had immediate chance to correct their mistakes during the collaborative writing phase. This was found when they made interaction with their peer. Hence, the researcher covered that the students' interaction and peer response during the writing process had given positive effect to students' knowledge in the aspects of language use and mechanics.

R: Then, did you give any suggestions to your friend?

S3: Yes. I corrected misspelled words my friend made.

R: You did? What were the words?

S3: My friend wrote 'somethink' instead of 'something' and 'simillary' instead of 'similarly'.

(Second year students in the University level, Interview transcript, April 20, 2014)

The following observation also showed the condition right after the fourth meeting in the second cycle had been implemented.

...Researcher observed the students' activities when they wrote a text collaboratively. All participants in a group seemed to work cooperatively. There were students discussing the content of the text, considering the things being compared, finding out the similarities and differences and also looking for some words meaning on the dictionary. In a student group, the researcher saw a student who was explaining that the sentence written by her friend was wrong. Then the researcher came closer to the group and asked about the activity they had done. The student responded the researcher by answering,

“When we want write a sentence, we can begin with ‘in contrast to’ to show contrast in the beginning of the sentence, right?” So I just corrected it.”

(Second year students in the University level, Researcher Observation, April 03, 2014)

The activities needed every student to come into a class with a set of experiences and learning. Sharing the knowledge and individual point of view through the activities provided enrichment for others and helped the students expert clarify his/her own knowledge when they wrote argumentative texts. Besides, reflection during the process of writing collaboratively helped the students to enrich the information when they exchange their own ideas among members. They revealed that practicing writing with peers could ease them to get the idea when they write the argumentative text. This made their motivation toward learning English improve. The interview between researcher and students showing their behavior toward writing an argumentative text through collaborative writing were presented as follows.

R: We have learned to write an argumentative text by doing some collaborative writing exercises with friends, how do you feel?

S20: I’m happy, Miss

S1: Yes, I’m interested. There’s someone helping me to get the idea of elaborating the topic.

(Second year students in the University level, Interview transcript, April 20, 2014)

R: I see. What about you?

S17: Me either, Miss.

R: What do you mean? Can you explain it to me?

S17: My friend corrected my mistakes.

R: Oh, okay. What about you?

S8: When we worked with the team, my friend helped me.

(Second year students in the University level, Interview transcript, April 20, 2014)

R: so, what did you get when you wrote with your friends?

S9: When we made a text collaboratively? It made me know my mistake.

(Second year students in the University level, Interview transcript, April 20, 2014)

The researcher also did not find any significant problems of students writing skills in terms of language use and mechanics which were mostly done by the students in previous meetings. This activity promoted active learning when students understood the exercise. The following Figure shows their activity in the classroom.

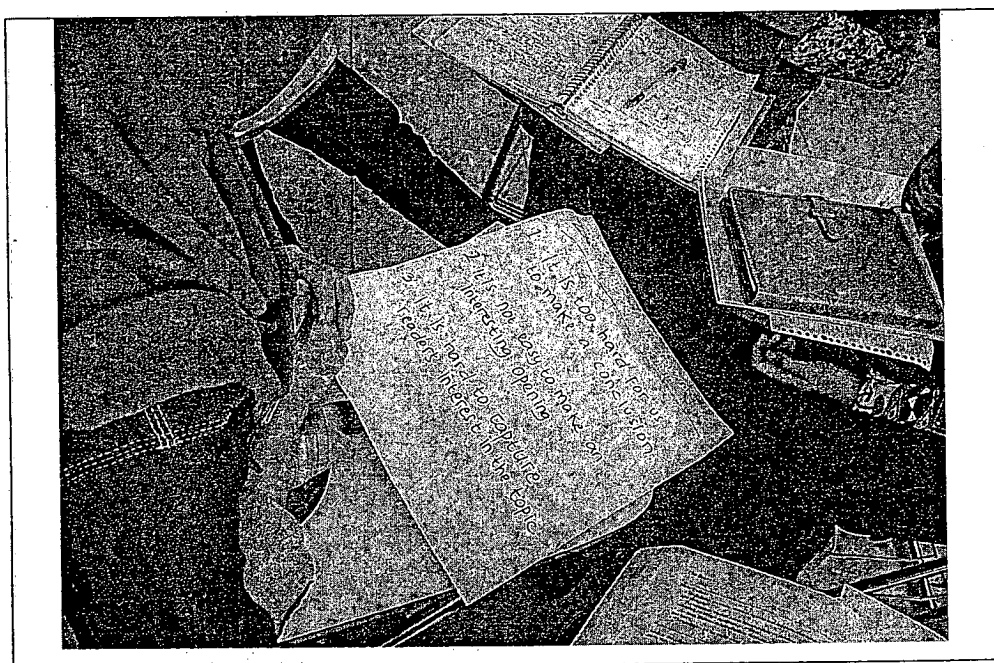


Figure 7 Students' activity

The Figure above is about the students' activity when they did reflection on their writing right after they got the feedback from their friends. After discussing with group members, they had to do presentation of their text and then received the feedback from other friends. The students' interaction during the teaching and learning process also provided them the immediate feedback from peers. This helped them to recognize the errors on their writing performance. Thus, the shared knowledge among students could enrich their understanding on writing the argumentative texts.

The implementation of cycle II also brought the improvement on the aspects of writing. The students could produce better argumentative text than before the implementation done. The following table shows the student’s improvement in producing the texts.

S20 writing on Pre-Test*	S20 writing on Post-Test
On Holiday, cooking at home or go to restaurant.	An online class compared to traditional class
<p>When I holiday in everywhere, sometimes. If I feel hungry always eat in near from the place is restaurant, but that impossible if I come back home just for eat.</p> <p>Firstly, if I cooking at home, always economical for money. We can buy some vegetables, and we get a practice to cook. If we cooking at home, we can be an autonomous person, we can make a healthy food, and we also feel satisfied when we cook at home. Secondly, if I go to restaurant we can choose many food, and in there is a waiters to serve. Finally I think eat in everywhere some, because we can make a fully and more, delicious.</p>	<p>In university, there are two ways to study in the class. First, an online class and traditional class. Both of them there are similarities and differences.</p> <p>I’m going to discuss the differences an online class first. The advantages of an online class are we just checking in an internet, if we are there is an assignment or new material, an online class also simple, easy, and do not need a lecturer. We can do it every time, everywhere. So, we can do everything. Moreover, an online class there is disadvantages. First, we uncontrolled because there is no lecturer teach us, there is no signal if we want to submit the assignment, we must go to internet store and make us useful the money, many bad effect.</p> <p>I’m going to discuss the differences the traditional class. The advantages of traditional class are</p>

S20 writing on Pre-Test*	S20 writing on Post-Test
	<p>We can meet the lecturer directly in the class. We can also sharing with the lecturer face to face. So we can also find the knowledge directly. The traditional class also makes me discipline for coming to the class. Moreover, the traditional class there is disadvantages. First, in the class we make me feel boring, the place also limited for study. If the season raining days, we cant go to the class.</p> <p>In conclusion, both of them there are similarities. We can get a knowledge, and we can submit the assignment too. An online class we get simple ways and the traditional class we get a boring way. Together keep me balanced.</p>

*The original script is on the appendix

...The students joined the activity of collaborative writing with their peers and made some revisions after doing peer checking. The researcher looked up their works and sometime checking their understanding.
(Second year students in the University level, Collaborator Observation, March 27, 2014)

After the integrated approach for collaborative writing was applied in the classroom, the students did not feel anxious as what they felt early before the implementation of the research. It shows that the activities implemented in the cycle 2 also gave positive effect to students’ attitude toward the process of teaching and learning. They could respond to researcher’s question. It can be described in the following observation.

Cycle I	Cycle II
<p>Before the class was end, the researcher wrapped up the lesson on that day by planning, drafting, revising, and final concluding the materials about drafting, the researcher asked the argumentative texts covering generic students whether the found difficulties or structure and language features. Then, the not. They answered, “No.” and the researcher asked whether the students researcher finally concluded the understood or wanted to deliver questions materials done on that day.</p> <p>related to the materials. However, no (Collaborator Observation, April 20, 2014)</p> <p>students wanted to deliver the questions.</p> <p>(Researcher Observation, February 27, 2014)</p>	

It can be concluded that the students had a set of experiences and learning. Sharing the knowledge and individual point of view through the activities in collaborative writing technique provided enrichment for the students and helped them to improve their writing skills. Besides, the improvement of their motivation on each cycle gave the positive effect on their writing skills as well.

The students could also conclude the text in more comprehensible way by showing the reader how he/she ended the text by using proper transition words. To see the students’ improvement, the following scripts are presented.

...In conclusion, between online class and traditional class have advantages and disadvantages.

(Students’ Writing – Post-test - George P.S, April 20, 2014)

...In conclusion, even though active and passive students have some specific differences, they also have some similarities.

(Students’ Writing – Post-test - David Akbar, April 20, 2014)

Teacher's Roles

The teacher played important roles on which she brought the approach to the classroom activities. As it is known, the students needed some courage to be confident writers when they wanted to effectively write their composition. Thus, in this study, the integrated approach for collaborative writing provided them the assistance by empowering the existing roles of the teacher in the classroom.

The teacher designed the teaching and learning process of writing through the integrated approach of collaborative writing

It may seem directly stated that teaching and learning process of the integrated approach for collaborative writing was in a linear process. However, since the process itself was planned in certain order, the teacher designed the lesson plans based on the syllabus and produced the well-planned scenario for her teaching. Besides, the teacher was also responsible to manage the classroom well since the process of collaborative writing was considered to follow certain criteria.

...The teacher divided students into a group which consisted of 3-4 students. They were asked to consider the purpose of an argumentative text and then generating ideas to develop their writing into a process which would take a several stages (pre-writing, drafting, revising, and final drafting. The students did the activity with groups and there was a primary writer for each group, while the other students gave comments and ideas during developing the composition.

(Second year students in the University level, Collaborator Observation, March 20, 2014)

According to Dale (1997) there are five points to consider when the teacher implements collaborative writing in a classroom (forming groups, time span, primary writer system, assignment, and focusing on process). In this study, those important points were taken into account during the teaching and learning process by certain adjustment since the application was the integration of three different approaches. The implementation of integrated approach for collaborative writing in this study was a cyclical process which was based on the cognitive aspects in writing

reflected on the process and the product of writing. Although the elements of each approach were not fully inserted, it covered the genre statement (social context) of the writing, then the process, and finally the product.

The teacher provided materials and exercises that relevant to their background knowledge and gained the goals of the teaching

According to the pre-test result, the scope of students' knowledge was varied from one to another. It showed that the entire classroom was heterogeneous in terms of students' background knowledge. This made challenge for the teacher to make a good concept of the materials given to the students during the teaching and learning process. The challenge was that the teacher must be able to bring the complexity of the materials into the exercise that the all students could grasp. By also making use the students' roles in the classroom in which they did the group activities, the teacher could implement the integrated approach for collaborative writing and translated it into the typical exercise done by the student in the classroom. The following exercise was a typical task given to the students when they did group work on writing the argumentative writing.

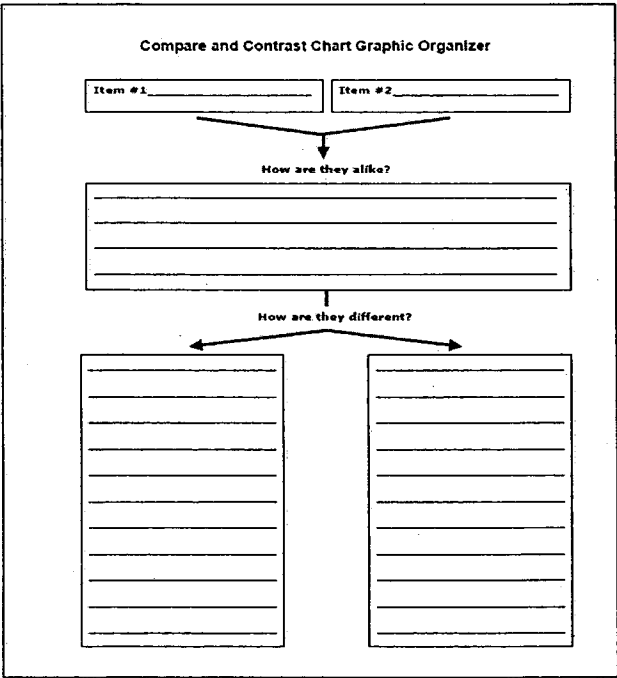


Figure 8 Prototype exercise

The exercise above was given in the beginning of the cycle 1 where the students were assigned to work collaboratively with group members. The aim of providing this exercise was to help the students organize their composition based on the chart in the worksheet.

The teacher valued students' composition explicitly through sharing and meaningful feedback.

The teacher acted as the feedback provider to students' writing. In this case, she gave the students responses not only to the content and form of their composition but also to the whole aspects of writing holistically. In this study, the form of feedback mostly was oral feedback; the written feedback was given when they were at the end of the first cycle.

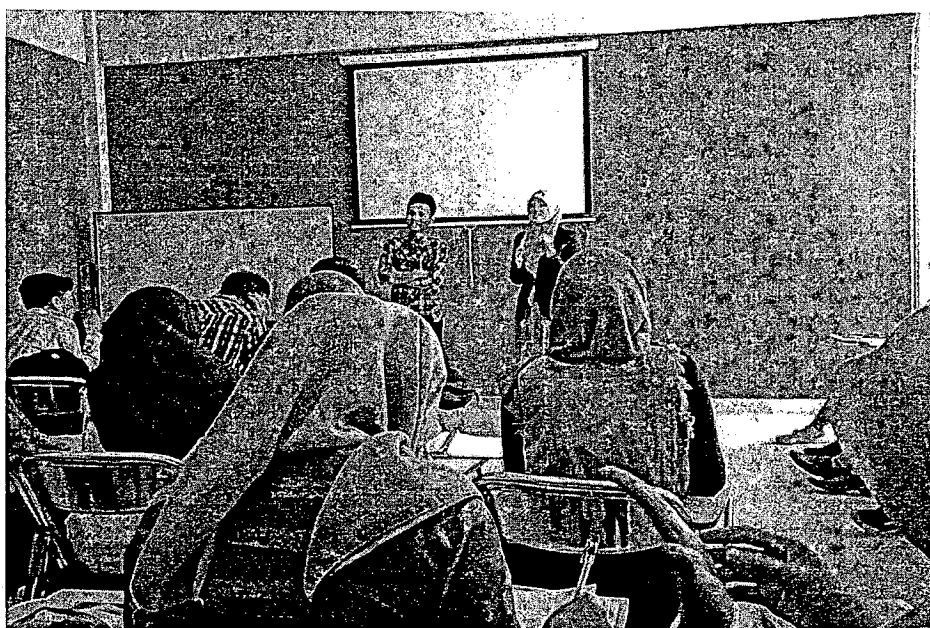


Figure 9 Classroom activity

Meaningful feedback to students could be established during the teaching and learning process of writing. The teacher's feedback on students' writing was not only aimed at improving their linguistic knowledge or language skills, but also their attitude toward the lesson as well as their motivation that must be sustained for the sake of their long term learning behaviour.

Students' roles

During the teaching and learning process of writing through integrated approach for collaborative writing, the students had some roles in the actual implementation of writing.

The students interacted to each other and did the peer feedback on which the process of writing was occurred.

In the process of writing, there was a stage where the students did peer correction to their composition. Prior to the feedback of the draft, the students were also working in groups, so that, they made use their friends as the sources of knowledge. The teacher provided many opportunities for students to reflect on their writing and to share their writing with peers. Different opinions came when the students started to write a text as a group work and this enriched their ideas on how to develop their text into a good composition.

One of the characteristics of the integrated approach for collaborative writing implementation was that the students working with peers could gain as much sources as possible from the group members for the betterment and the quality of their writing. Peer feedback, then, became the consideration for other students who needed correction at a certain extent of the writing. The following transcript shows how the peer feedback was useful for the students' writing.

R: Based on your experience, what can you get from your friend's correction and feedback to your writing?

S20: There are some, Miss. One of them is the idea how to start writing.

Sometimes my friend asked me the content of my writing then she corrected ungrammatical sentences.

(Second year students in the University level, Interview Transcript, April 20, 2014)

This result showed that the implementation of the approach could facilitate students with adequate feedback which could be found from their peers. As Nation (2009) states that feedback is an important way of encouraging students to keep their goals in mind, thus, the result of this study also showed that it was important to provide them with feedback either from the teacher or peers to tell them about the effectiveness of their writing. In this study the feedback became the important part in the writing process since it was used by the students to encourage their peers' awareness toward writing aspect during collaboration.

2. Second Research Question

In this section, the researcher presents answers to the second research question.

Research question 2:

To what extent does collaborative writing improve students' writing skills?

To answer the second research question, this section presents the students' writing score of the pre and post-test. Their scores were based on five extents of writing aspects. The following tables are presented as follows.

Table 4 Students' mean score of writing aspects on pre-test and post-test

Writing Aspect	Language											
	Content		Organization		Vocabulary		Use		Mechanics		Total Score	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Mean Score	19.40	22.85	16.37	18.12	16.8	18.01	17.67	19.86	3.15	3.90	73.38	82.77

The tables above present the overall results and the mean score of the students' scores in their pre-test and post-test. It shows that their scores in the pre-test and post-test were increased. The mean score on each writing aspect was also increased in the post-test. In general, the increasing scores can also be seen in all aspects of writing. The increasing score of the students indicate that they could perform better writing after the implementation of the approach.

Furthermore, to see the overall score of students' writing from the pre-test and post-test, the following table presents the comparison of the students' total score.

Table 5 Comparison of the total score in the pre-test and post-test

		Paired Differences							
					95% Confidence Interval				
			Std.	Std. Error	of the Difference				Sig.
		Mean	Deviation	Mean	Lower	Upper	t	df	(2-tailed)
Pair 1	Total score on Test before								
	Implementation -	-9.38300	1.98388	.44361	-10.31148	-8.45452	-21.152	19	.000
	Total score on Test after Implementation								

To attain the result of the students' score, the rubrics were calculated and the paired sample t-tests were conducted. As can be seen from the comparison of the total score in the pre-test and post-test, the table above reveals that there was significant difference in students' score between the pre-test and post-test. The overall score of the pre-test is higher than the overall score of the pre-test with statistical significance of 0.05. The mean score of the post-test is 73.38 while the mean score of the pre-test is 82.77.

It indicates that the students' writing in the post test is better than in the pre-test since they gained better score in the end of the implementation. The highest and the lowest score of students' mean score in five aspects also rose from the first task to the latest task. It can be wrapped up that the application of integrated approach of collaborative writing can improve students' writing skills.

The following explanation clarifies the results of the total score regarding to the students' score and the significant difference of their scores in pre-test and post-test. It is presented in terms of five writing aspects: content, organization, vocabulary, language use, and mechanics respectively.

Table 6 Comparison of the score in the content aspect

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 2	Content aspect score on Test before Implementation - Content aspect score on Test after Implementation	-3.45500	.97381	.21775	-3.91076	-2.99924	-15.867	19	.000

In terms of content aspect, the general finding of the students' writing in the pre-test showed that they had inadequate development of the topic as well as the substance of the knowledge of the subject being compared. Based on the table above, the significant difference ($p<.05$) between the pre-test and post-test indicates that the students were able to improve their writing skills in terms of content aspect. In the pre-test, the students' score is 19.40, lower than the post-test which is 22.85, indicating that their writing skill on this aspect is better than in the initial test. Conversely, at the end of the study, they did better performance on their writing of the post-test. Generally, the students wrote adequate range of the development of their writing though only few of them who could write substantive content and relevant supporting details to assigned topic. However, the comparison results of their pre-test and post-test scores shows that the students could perform better writing skills in terms of content aspect.

Table 7 Comparison of the score in the organization aspect

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 3	Organization aspect score on Test before								
	Implementation -	-1.75350	.61780	.13814	-2.04264	-1.46436	-12.693	19	.000
	Organization aspect score on Test after Implementation								

The score on students' organization aspect on their pre-test and post-test indicate that in terms of the organization aspect they gained better performance. As can be seen from the table above, in regard to organization aspect, students' writing skills were improved significantly with $p<.05$. The mean score of the post-test is 18.12 and pre-test is 16.37. Though the students firstly wrote confused ideas and disconnected sequencing development of their writing, they could do better organizing the logical order of the text. Their writing was communicative enough since each part of the argumentative text on comparison and contrast has been fulfilled cohesively through the logical sequencing.

Table 8 Comparison of the score in the vocabulary aspect

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2- tailed)
		Std.	Std. Error		Lower	Upper	t	df	
	Mean	Deviation	Mean						
Pair 4	Vocabulary aspect score on Test before Implementation - Vocabulary aspect score on Test after Implementation	-1.20700	.25728	.05753	-1.32741	-1.08659	-20.981	19	.000

The students’ performance in terms of vocabulary aspect increased from the pre-test to post-test. The mean score of the pre-test is 16.80 while the mean score on the post-test is 18.01 with the statistical significance of .05. From the students’ writing, it can be perceived that students were less effective on using the appropriate words on their writing. However, later on their post-test, generally the students could make use their understanding of appropriate words to be written effectively. This was also shown by the scores from the pre-test and post-test indicating that there was a significant difference in students’ writing in terms of the vocabulary aspect.

Table 9 Comparison of the score in the language use aspect

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval				
					of the Difference				
					Lower				Upper
Pair 5	Language use aspect score on Test before Implementation - Language use aspect score on Test after Implementation	-2.01100	.46228	.10337	-2.22735	-1.79465	-19.455	19	.000

The table above shows the significant difference of the students' writing score in terms of language use with $p < .05$. The mean score of the pre-test is 17.67 while the mean score on the post-test is 19.86. In other words, students' writing skills improved in regard to this aspect since the scores were significantly different. The general finding of this writing aspect on students' pre-test also indicated that before the implementation of the study, the students had major problems in grammar use, for instance, the sentence construction and the proper use of transition words. The students wrote fragments or run-ons on their writing on their pre-test. After having the post-test, the score of this writing aspect increased which can be perceived that most of the students could decrease several errors on their writing.

Table 10 Comparison of the score in the mechanics aspect

		Paired Differences							Sig. (2- tailed)
		95% Confidence Interval							
		of the Difference					t	df	
		Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 6	Mechanics aspect score on Test before								
	Implementation - Mechanics aspect score on Test after Implementation	-.75550	.30245	.06763	-.89705	-.61395	-11.171	19	.000

The score then was increased when the students performed better writing in the post-test. There were no longer occasional errors of spelling or punctuation like they did in the pre-test. It can be seen from the mean score in their pre-test which is 3.15 while in the post-test reaches up to 3.90. The significant difference in terms of mechanic aspect was also significant in the level $p<0.05$ indicating that the pre-test and post-test score were significantly different.

Regarding to the result shown by the tables above, it was implied that the extent to which collaborative writing can improve students writing skills were five aspects of writing, which are: content, organization, vocabulary, language use and mechanics aspects.

Summary of pre- condition stage and after implementation (Cycle I and II)

The general finding of students’ score of five writing aspects which was obtained in pre test and post test can be summarized as follows.

**Table 11 Result summary of pre- condition stage and after implementation
(Cycle I and II)**

Aspects of Writing	Pre-Condition	After Implementation	
		Cycle I	Cycle II
Content	The students had limited knowledge on the components, the purpose and the language features of an argumentative text.	Some students could get the point of the components and the purpose of an argumentative text	Most students had greater knowledge of the components, the purpose and the language features of an argumentative text.
Organization	The students could not identify parts (generic structure) of an argumentative text whether it was the introduction, body, and conclusion.	Some students were able to identify the generic structure of an argumentative text.	Most students could identify and recognize each part of generic structure on an argumentative text.
Vocabulary	Vocabulary mastery of the students was still low. They had limited vocabulary to be used in the sentences and it was still inappropriate.	Students' vocabulary mastery increase. Some of the students could use appropriate words when they wrote sentences.	Students' vocabulary mastery increase. Almost all of them could write the appropriate words when they made sentences.

Table 11 (cont.)

Aspects of Writing	Pre-Condition	After Implementation	
		Cycle I	Cycle II
Language Use	The students found it difficult to write a sentence in a good order.	Some students could produce sentences in the simple sentence form and wrote the sentences in a right structure.	Most students were able to produce sentences using the simple sentence. Most of them can write the complex sentence properly and make the sentences in a good structure.
Mechanic	Students hand writing did not meet the rule of punctuation. Most of them failed to put full stops, commas, and capital letter on their writing.	Some students could reduce the amount of punctuation mistakes.	Most students could use correct punctuation when they wrote sentences.