

CHAPTER V

CONCLUSIONS AND DISCUSSIONS

In this chapter the researcher presents five different points. They are conclusions, limitations, discussions, implications, and recommendations. Each point of this chapter is presented as follows.

Conclusions

This research belongs to classroom action research. The actions of the research were implemented in a private university in Indonesia. It started from February to April 2014. The involved participants of this research were the English lecturer and 20 students of English Department in the Faculty of Languages in a private university in Yogyakarta, Indonesia.

This research had attained some data that were related to the use of integrated approach for collaborative writing technique in improving students' writing skills on argumentative texts. According to the data analysis conducted in this research, the application of integrated approach for collaborative writing is believed to be helpful to improve students' writing skills.

In cycle I, the students showed the improvement on their writing skills especially in terms of content and organization aspects. The use of collaborative writing helped them to generate and share ideas among peers during the process of writing. Some of them also showed different behaviour toward the teaching and learning process. Their motivation toward learning also increased.

In cycle II, the activities conducted had also created students' involvement. Their collaboration supported them to obtain more knowledge on the aspects of writing. They could produce a better text as well. Besides, they also showed greater motivation to follow the teaching and learning process. Moreover, the different kinds of data were also gained to support the result of this research and to answer the research questions.

To answer the research question one, **“What is the nature of integrated approach in L2 students’ writing skills through collaborative writing?”** the following results describe the characteristics of the implementation of integrated approach through collaborative writing.

1. The teaching and learning process of L2 writing was considered to be taught systematically which was started from the genre statement, and then process, and then product; and cyclically which means it could be done as a recursive process when the students did the process of writing (pre-writing, drafting, revising and final drafting.)

2. The integrated approach for collaborative writing could help students to be more actively involved and motivated to follow the classroom activities and the teaching learning process became more students-centred rather than teacher-centred.

3. The essence of teacher and students’ roles beyond the implementation of the approach could give beneficial involvement during the teaching and learning process.

Meanwhile, to answer the research question two, **“To what extent does collaborative writing improve students’ writing skills”**, the overall total score of students’ writing in pre-test and post-test was significantly different with $p < .05$ that indicates there was students’ improvement of their writing skills in the post-test comparing to the pre-test as it can be seen from the discussion in the pervious chapter. Furthermore, the result also shows that the collaborative writing could help improve students’ writing skills in five writing aspects. In terms of quantitative data, the improvement of students’ writing skills can be seen from the result of students’ writing score improvement from each writing aspect. Based on the result shown in this research, the mean score of students’ writing skills was also increased from the pre-test to the post-test. In addition to its mean scores, the significant difference on each aspect gained from the t-tests was also found indicating that the students’ writing skills improved in each writing aspect.

Discussion of the findings

In this part, the researcher provides the discussions of the finding attained in Cycle I and Cycle II of the research. The purpose is to present the answer of the research questions and the result of the process during the research. The early observation had been done before the research was started. The observation was aimed to get preliminary information of students' problem on writing a text especially writing an argumentative text of comparison and contrast. To overcome the problems found on during the class observation, the researcher applied two cycles in this research. After having the whole process, the results of the study can be discussed based on the research questions in the following description.

1. Discussion of the Finding One

The first research question was aimed to find the nature of the integrated approach in L2 students' writing skills for collaborative writing. As reported previously in this study, it was revealed that there were some characteristics in the implementation of the integrated approach in L2 students' writing skills for collaborative writing especially on its sociocultural aspect on the activities done in groups.

1.1 Teaching Learning Process.

Integrated Approach for collaborative writing in sociocultural perspective The teaching and learning process of integrated approach for collaborative writing incorporated the insights of the product, process and genre approaches. It started by adapting the genre approach, moved to the process and finally the product approach. To solve the problem, for example, in the process approach which was lack of input, the integrated approach for collaborative writing of this study then provided the students with the group work in which they could receive the input from other students. As mentioned by Badger and White (2000), the adaptation of the three approaches could possibly help the development of the writing classroom. It also seemed that writing was further seen as the skills which could involve the knowledge about language as in product and genre approaches, knowledge of the context where writing process occurs as in genre approach, and skills in using language as in process approach. Therefore, in this study, prior to the process of writing, the students were prepared to understand the text type being written.

Meanwhile, this study found that the activity of integrated approach for collaborative writing provided the students chance to work collaboratively with their peers. Previous studies also revealed that group works could make the process of teaching and learning more engaging to them and altered their behavior toward the process (Johnson and Johnson, 1998; Swain, 1999; Rollinson, 2005). This was probably an effect of the interaction among the students in a group that help them sharing their understanding during their collaborative activity (Scheuer, 2011; Chenm, 2013). However, in the first cycle there were still students who could not participate well when they trying to do group work. It was because the instruction of the approach was delivered in English. Meanwhile, their ability to understand classroom English was still limited. Therefore, to solve this problem, the approach was then designed to overcome the constraint by using code switching between students' L1 and L2. In respect to this adjustment, the application was then altered in the next cycle by implementing the suggestions from the collaborator in the reflection section of the action research..

Furthermore, regarding to the process approach which inserted in the teaching and learning process, there were much discussion had been presented to the approach in which product and process approaches have always dominated much of the teaching of writing that happens in the EFL classroom (Badger and White, 2000). According to Badger and White (2000), writing in the process oriented approach mainly concerns linguistic skills, like planning and drafting and unlike the traditional product approach, there is much less emphasis on linguistic knowledge, like knowledge of grammar and structure of the written text. The process approach writing class also operates on the principle that the students developed their writing skills unconsciously rather than learn the skills formally. Likewise, the integrated approach for collaborative writing in the present study also supported this finding based on the interview and classroom observation. Therefore the role of the teacher would be to facilitate the students' writing and to draw out their potential rather than to provide input or stimulus.

In addition to the process of writing that could help students' improving their writing skills, it was found that integrated approach for collaborative writing considered and combined some practical steps under theory of sociocultural perspective, so that it could blend together to help students gain both linguistic knowledge and skills. The result of this study was also in line with the sociocultural theory and previous studies, for example, the theory sociocultural perspective introduced by Vygotsky (1986) which stated that human learning is described through a social process in which the interaction can possibly occur. It means that the sociocultural interaction among students could help them to achieve the development of language skills, especially writing skills. Lightbown and Spada (2006) also stated that sociocultural theory sees the interaction as a great importance when teaching and learning occurs in the classroom. The typical interaction of the students came from the feedback when they did group work. The effective feedback in improving students' writing skills was also found Al-Nafiseh (2013). The study was carried out to investigate the effect of collaborative writing and peer editing on students' writings. The result showed that the technique could improve students' writings by raising their awareness on a text that the students chose.

However, the implementation of the approach in two different cycles was by no means without improvement and adjustment to the way it solve the problem in the field. In terms of equality of the students' contribution toward group activity, there was a problem like when older or more highly motivated students were thrown together with immature students. The immature students werewilling havetheir friends do the work, but the older student soon learned to avoid the load. It seemed that he students were not able to put the same weight on their writing, but actually it was wrong to doubt their ability. To avoid this constraint, the researcher tried to convert competition into contribution and it must also be considered that the students could get the value of their own individual work and expect to be credited for it. Therefore, giving the students opportunities to evaluate their own work permitted the students to drop one grade for their friends' contribution in the group activity. Although this strategy would not make the problem totally disappeared, it could, at least, reduce the degree that problems hiding the collaborative efforts.

Another problem that needed to cope with was that some adjustment in terms of delivering the material and instruction in the end of the cycle I. Since the study took place in EFL context in which the students were still in their effort to understand English, the typical problem was that the teacher should delivered their instruction in both L1 and L2 (Kobayashi, et al., 2002). It would be better for the researcher to make instruction in a meaningful way that the students could easily understand. Based on the reflection in the first cycle, the researcher needed to alter the way she delivered the instruction or explained the materials. The researcher, then, did code switching from students' L1 and L2 to make them easily comprehend the explanation and instruction related to the materials during the teaching and learning process. It was done to help students who were still struggle to comprehend fully classroom English.

1.2 Teacher Roles

A teacher has important roles in taking part in the whole teaching learning process. By implementing integrated approach for collaborative writing, it is hoped that the students can improve their ability in EFL writing. In this study, the finding showed that the teacher was aimed to facilitate students with adequate materials and activity that was not only helped them improving their language skills but also language knowledge.

Motivator

As a motivator, the teacher tried 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. In this part, motivation could come from the interaction of the student-students and student-teacher. The study showed that the typical interaction during the teaching and learning process which came from the students and the teacher could ease the students to understand better the material they were facing. Through question-answer section during the teaching and learning process, the interaction could possibly occur. It is supported by a study conducted by Marttunen and Laurinen (2012) which reveals that collaborative learning promotes social interaction which benefits their writing skills through the process of writing. In addition to this study, the result from the study which was previously conducted by Zhu (2001) revealed that

the interaction and feedback in mixed peer response groups helped the students to gain the knowledge for their improvement of their writing.

Resource

The teacher provided some information and language where necessary to the students. In addition to the information she had, the relevant materials were also important to be provided since the teacher had to calculate and make sure that the students would not be too problematic in understanding and getting the advantages of the knowledge. She was also available and to look at the students' progresses, offer advice and suggestions in a constructive and tactful way. By providing relevant materials, the teaching and learning process would meet its aim and the learning goals would be eventually achieved (Reimann, 2009). The challenge was that, the context in which the teacher and students did the teaching and learning process required them to interact in both their L1 and L2. This helps them to maintain their interaction in the classroom. 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. Since the context was in EFL setting, the way she providing the information was also be adjusted with the students' current knowledge of English. It was because there students who might not be able to catch and get the meaning if the teacher did not use the language as the students understand.

Feedback provider

As a feedback provider, the teacher was aimed to give positive and encouraging responses to the students' writing. In the end of the cycle 1, when offering correction to the group writing, the teacher chose and focused on based on what the students need at this particular stage of their writing process, and on the tasks they have undertaken. Even when giving the oral feedback, the teacher must be carefully considering the students understanding. This study also found that feedback was further used as the source of students' correction. In light of findings reported in this study, the benefit of the teacher feedback was also in line with result of the study conducted by Hawe, et al. (2008) that investigated the implementation of teacher feedback could support and enhance students' learning. Therefore, the contribution of

this approach in terms of providing the students with the beneficial correction may allow them to perform better writing.

1.3 Students Roles

Peer feedback sources

As mentioned earlier, the nature of the integrated approach for collaborative writing in this study was also remark the benefit of peer feedback on students' writing improvement. The students' critical thinking, confidence and motivation were finally enhanced through the peer feedback activity in collaborative writing. This finding was also found by the researchers of the previous study (Farrah, 2012; Srichanyachon, 2012; Wichadee and Nopakun, 2012).

Although the study showed that most students report that they were interested being in a group, got a lot out of them, and accommodated feedback to their friends, introverted students would like to reveal their comments about the resistance of their attitude toward collaboration. To cope with the resistance, the integrated approach for collaborative writing emphasized the positive values of collaboration. It was done by explaining the benefits of group collaboration before and during the activity that it could help them to get a chance learning group skills and gaining knowledge of the subject itself. Helping students understand the importance of learning to know each other, to rely on each other, and to be accountable to each other would support them to work effectively in their group. This result was in line with the view of sociocultural theory by Vygotsky (1986) who revealed that human learning is described through a social process in which the interaction can possibly occur. Therefore, through peer review, students can get valuable opportunities to improve their reading and writing ability as they discuss some aspects such as writing contents, organizational patterns, appropriate word choices, grammatical structures and mechanics.

2. Discussion of the Finding Two

The second research question was intended to find the extent to which integrated approach for collaborative writing can improve students' writing. It was discovered that the implementation of the actions which were done in two cycles brought the improvement on students' writing skills on argumentative text in five

different aspects: content, organization, vocabulary, language use, and mechanics as can be seen in the result of the statistical analysis (Table 7).

The students produce better writing after did the steps on integrated approach of collaborative writing: planning, drafting, editing, and final drafting which were done with in group. From the Table 7, it can be seen that the total score of students' writing in the pre-test and post-test was significantly different. The difference implies that they could perform better writing in their post-test than in the pre-test. Their total scores in the post-test indicate that during the teaching and learning process, the students could gain the benefits of the implementation of integrated approach for collaborative writing.

As it can be seen from the Table 7 in this chapter, the students' total score has significant difference between the pre-test and the post-test with $p < .05$. It indicates that they could perform better writing skills after the end of the implementation of the approach.

Furthermore, according to the Table 8 and Table 12 in this chapter, each of writing aspect has gained better score in the post-test comparing to the score in the pre-test. The gain scores for each writing aspect were obtained from the pre-test and post-test. In terms of content aspect, the gain score reached 3.45. Meanwhile, in terms of organization aspect, the improvement of students' score was 1.75. In terms of vocabulary aspect, the score enhanced up to 1.3. In terms of language use aspect, the gain score was 2.1. In terms of mechanics aspect, the gain score was 0.75. With respect to the second question, finally, it also shows that all of these aspects were significantly different with $p < 0.05$ indicating that the students could improve their writing skills.

Regarding to all of the writing aspects previously explained, the results of the statistical analysis show that the mean scores of all those aspects had significant difference. Indeed, other studies (Storch, 2005; Storch and Wigglesworth, 2007) did also find the significant difference for grammatical accuracy.

The improvement in students' writing skills was also considered as the effect of the integrated approach of collaborative writing technique especially on the process of peer writing and editing included on. It became effective in raising students' awareness of important organizational and syntactical elements that they might not notice on their own. It was also because the students obtained more productive feedback during the writing process which helped them more independent when they worked individually. Based on the findings, the gain scores corresponded to their attitude toward EFL writing after the implementation of collaborative works. The students revealed that, through peer sharing and feedback, their language skills and knowledge could help them achieved better writing. This result was in the same view with Harmer (2007) stating that students are likely to be triggered to think about what they are writing if the feedback comes from one of their peers. Some previous studies have also same results showing that peer feedback can enhance students' critical thinking, confidence, creativity and motivation (Farrah, 2012; Srichanyachon, 2012; Wichadee and Nopakun, 2012). Through the interaction among the students when they were doing their collaborative tasks, the peer feedback could possibly occur. Indeed, peer feedback has positive effect on group activities during the process of writing. In other words, peer feedback could help the students to do better writing when they work together in groups.

As for improvement in writing, it was also found that the process of peer writing and editing can be emerging in raising the students' awareness of organizational pattern that they might not notice when they work individually. As noted in Storch (2005) and substantiated by others (Hansen and Lui, 2005), the meaningful revision in peer editing could improve students' writing skills in terms of content, organization, and vocabulary. Similar to the finding of the current study, the extent to which collaborative work could improve students' writing skills was also in line with the previous studies done by Storch and Wigglesworth (2007), Dobao (2012; Jafari and Anshari, 2012). The studies reported that students' composition on writing a text improved in terms of fluency, accuracy, and complexity.

Based on the explanation above, it can be concluded that the improvement of students' writing skills on argumentative texts in the classroom was achieved by the application of integrated approach of collaborative writing. The activities done during the writing process provided them a classroom interaction which lively helped them to work better. Besides, the adequate knowledge of the students on argumentative texts is in line with their writing skills improvement in terms of organization, language use, content, vocabulary, and mechanic. The improvement of students' writing skills reflected the incorporation of the integrated approach for collaborative writing that it was done by drawing out the students' potential and by providing them the input that was meant to achieve in their particular purpose for particular situations.

Limitations

The limitations of this study was found by researcher during the research was conducted and might have effect on the interpretation or the result of this study. They are presented as follows.

1. First, the study was limited in the number of participants. Since the methodology used was the classroom action research, the number of participants was limited because it was done only in a single classroom.

2. Second, the length of the study which was started from the beginning of the semester to the mid semester could not be extended because of the internal regulation from the university that went beyond the researcher expectation. The researcher, then, had to follow the overall regulation from the university and made some adjustment to the implementation of the study.

3. Lastly, the result of this study could not be used to generalize in other circumstances since this classroom action research only focused to solve the problems in a field of certain participants in a certain situation.

Implication

According to the research finding, the implementation of integrated approach for collaborative writing brought some improvements to the writing skills of the students. By implementing integrated approach for collaborative writing in the classroom activities, the students were offered the opportunity to give and receive

immediate feedback on language used on their writings that might be missing when they work individually. Likewise, collaborative writing also enhanced and stimulated students' motivation in improving the writing skills because they revealed that the feedback from their pairs was useful. Therefore, it showed that collaborative writing was also good for the betterment of developing the writing skills of the students.

Moreover, the activities during implementing collaborative writing helped the students to involve actively in the classroom. It made the teaching-learning process became far from being lecturer-centred because collaborative writing provided the students with a set of actions that needed them to work with the group members. During this process, the students exchanged their ideas and knowledge. They also got immediate feedback from their peers whenever they made mistakes on their writing. Therefore, it can be concluded that collaborative writing was also good for the betterment of developing the writing skills of the students.

Recommendation

After conducting this action research, the researcher proposes the recommendation as presented below:

1. It is quite important for the English lecturer especially the lecturer in the university where the research took place to improve students writing skills. The lecturer needs to arrange certain activities that make the students work actively and will not get them bored during the teaching and learning process. It is also important for the lecturer to consider the process as well as the product through the genre that is suitable for the students in order to improving their writing skills with their peers. It is better for them to employ integrated approach for collaborative writing when they teach writing to the students.

2. It is important for the other researchers who want to conduct the further study to consider the number of participants for their subject. Besides, the It also is considered that this research only gives an emphasis on students' writing on argumentative texts. Therefore, the other researchers may conduct research on other genre of texts which can improve their writing skills and also enrich their knowledge in different kind of both factual and literary texts.

3. It is also worth considering for further researcher to choose the method of this study as the experimental one. Thus, the result of the study can be generalized for other circumstance in the same topic which is about the integrated approach for collaborative writing.

4. Finally, since the result of the study shows that the integrated approach for collaborative writing could improve students' writing skills in EFL context; it is worth considering for further researchers to not only implement this approach in this context, but also in ESL context in which English is used as the second language.