

# Demystifying Conflict in Collaborative Writing: University EFL Students Case Study

Veniati<sup>1</sup>, Endang Setyaningsih<sup>2</sup>, Nur Arifah Drajati<sup>3</sup>

<sup>1</sup> Universitas Sebelas Maret, Surakarta, Indonesia; veniati@student.uns.ac.id

<sup>2</sup> Universitas Sebelas Maret, Surakarta, Indonesia; endang\_setyaningsih@staff.uns.ac.id

<sup>3</sup> Universitas Sebelas Maret, Surakarta, Indonesia; nurarifah\_drajati@staff.uns.ac.id

---

## ARTICLE INFO

### Keywords:

Collaborative writing;  
Conflict;  
EFL writing;  
Negotiation

---

### Article history:

Received 2023-03-21

Revised 2023-07-21

Accepted 2023-12-17

---

## ABSTRACT

The interaction between writers is essential in collaborative writing. Unfortunately, conflict could occasionally disrupt the interaction. This case study explores the conflict and negotiation among sixteen Indonesian graduate students during the collaborative writing. Three students were selected as focal respondents based on three criteria: (1) students' engagement in learning, (2) students' gender, and (3) English proficiency. The data of the study were mainly obtained from observations, interviews, and document analysis. The collected data were then analyzed using interactive model analysis. The study revealed three types of conflict in collaborative writing: (1) cognitive conflict, (2) socio-emotional conflict, and (3) process conflict. The conflict reasons, resolutions, and impacts were identified and discussed. This study implies that conflict during collaborative writing can impact students' writing quality.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



---

## Corresponding Author:

Veniati

Universitas Sebelas Maret, Surakarta, Indonesia; veniati@student.uns.ac.id

---

## 1. INTRODUCTION

Collaborative writing has been widely reported as an effective teaching method and is highly recommended to be implemented in writing classrooms by many researchers (e.g., Shehadeh, 2011; Dobao, 2012; Lin & Maarof, 2013; Scotland, 2016; Li, 2018). Storch (2013) reported that collaborative writing is an activity in which multiple writers collaborate throughout the writing process to share decision-making authority and responsibility for producing a single text. Lowry et al. (2004) added that collaborative writing is a social process in which the group members focus on a common goal, negotiate, collaborate, and discuss while creating a standard text. As such, Fung (2010) argued that the defining features of collaborative writing include shared expertise, negotiations, conflict, and mutual interaction.

The interaction between the writers in collaborative writing is crucial. Through effective members' communication, students brainstorm ideas and create writing outlines. Besides, peer feedback communication helps learners learn from each other, do revisions, and improve their writing quality (Harmer, 2007; Nation, 2008; Pham, 2021). However, the ideal interaction can sometimes be distracted by conflict. Shantz in Chen & Lee (2022) reported conflict as a social exchange between or among small group members when their goals, perspectives, opinion, and behavior are incompatible,

and this incompatibility is expressed by one person opposing another person's statements or actions. Theoretically, conflicts can be categorized into three types: (1) cognitive conflict, (2) socio-emotional conflict, and (3) process conflict (Chen & Lee, 2022). These conflicts play an intervening role between individual differences and collaboration. Cognitive conflict refers to the realization of one's ideas, thoughts, or proposed solutions being inconsistent with another person's new information or point of view (Daiute & Dalton, 1988). Cognitive conflict arising from new information or interaction confronts students with disequilibrium and arouses epistemic curiosity. Socio-emotional conflict refers to emotional tensions or personality clashes in a group over individually oriented issues, reflected as negative emotion being expressed verbally or nonverbally in response to the words or behavior of other group members. Lastly, process conflicts focus on how the task proceeds in the group, who is responsible for what, and how parts of the task should be delegated.

Studies on collaborative writing have focused on the conflict that happened during the writing process. O'Neill and McLarnon (2018) conducted a meta-analysis study of team conflict dynamics. They examined five articles that discussed conflict types in ten-year period (2003-2013). The study found a cyclical model incorporating task, relationship, and process conflict along with team psychological safety, conflict management, and team performance (i.e., the Team Conflict Dynamic Model). Meanwhile, two years later, Chen (2020) investigated disagreement in peer communication and how it affected learners' task performance. In this study, he found that a collaborative pattern of peer interaction that encouraged contemplation after a disagreement resulted in more effective dispute resolution and precise co-constructed texts. Zabihi (2020) also reported that the text editing assignment produced more cognitive conflict episodes (CCEs) than the story writing assignment. Furthermore, more grammatical cognitive conflict episodes (CCEs) were correctly resolved in the text editing task than in the narrative writing task. According to Chen & Lee (2022), in most cases, cognitive conflicts resulted in superior writing outcomes, especially when other types of conflict were absent. Students performed worse in writing when cognitive conflicts coexisted with different kinds of conflicts.

Earlier studies have provided valuable insights into a conflict that happened during the writing process (conflict types and how the conflict affected). However, except for Chen's (2020), little is known about how communication among students as the core of collaborative writing runs. This study is particularly interested in investigating the conflict and negotiation that occurs among university students to know that conflict during collaborative writing can impact students' writing quality. This research investigated types, reasons, impacts, and solutions towards students' conflicts during collaborative writing process. Furthermore, to make this research focused, it is guided by four questions which are 1) What types of conflicts are identified in the students' communication during collaborative writing? 2) What are the reasons of the students' conflict during collaborative writing in English learning? 3) How do the students resolve conflicts in groups during collaborative writing? 4) What are the perceived impact of the conflict toward the quality of the produced text during collaborative writing?

## 2. METHODS

### 2.1. Research Design

This study used qualitative research. Especially a case study is chosen to investigate types, reason, solution, and impacts of students' conflicts during collaborative writing process. According to Simons (2009), a case study is a deep investigation of the significance and uniqueness of a specific task, procedure, system, program, or approach in the real life of the project from several viewpoints. Additionally, Stake (2005) said that a case study is not a theoretical decision but rather a preference for techniques researcher employ to investigate a case. Researcher can do so objectively, rationally, theologially, historically, and using mixed methodologies, but researcher are focused on the case now. The case study research is appropriate for answering four research questions. The researcher is the sole investigator representing an observer, interviewer, and analyzer to investigate the students' conflict in

collaborative writing. This case study used several research methods: observation, interviews, and document analysis with students. The researcher observes the participants in a natural setting.

## 2.2. Research Context and Participant

This research examined conflicts in students' communication during collaborative writing. The collaborative writing method is implemented in a TESOL Methodology course, a compulsory subject for second-semester students in a graduate English education program at a university in Central Java. The participant of the research selected through purposive sampling. The researcher used this technique because not all students have criteria that are in accordance with this research. The current study involved sixteen EFL students as participants. Then, three students were chosen by the researcher as focal respondents. The focal respondents were selected based on some criteria, observed by the researcher; (1) students' engagement in learning, (2) students' gender, and (3) English proficiency. The profile of the focal respondents is listed below.

**Table 1.** Focal Respondents Profile

	<b>Jaka</b>	<b>Jeni</b>	<b>Jono</b>
Age	23	23	30
Gender	M	F	M
Nationality	Indonesia	Indonesia	Indonesia
English Proficiency	M	H	H
Experience on CW	Y	Y	Y
Viewpoint on CW	+	+	-

## 2.3. Data Collection

In this research, the researcher used three kinds of data collection methods. They are observation, interview, and document analysis. The data collection process began with an observation. The observation focused on the communication happening inside and outside the classroom. The researcher observe and record in the form of field notes which explain how collaborative writing is implemented in the classroom. The researcher chose the role of non-participant observer. The researcher observed the class five times, and each lasted for two lesson hours (2 × 50 minutes).

Interview elicits the focal respondents understanding or ideas on the types, the source, the solution, and the impact of students' conflicts during the collaborative writing process. This research used a semi-structured interview to clarify and enhance the data obtain from the observation. The researcher also used document analysis to collect the data. In this research, the researcher analyzed students' written text which is the student research report and the communication evidence of students. The researcher analysed thee conversations that occurred in WhatsApp group and Google Documents. The researcher used Bowen's theory to analyze the document in this research. Labuschagne in Bowen (2009) proposed four document analysis stages: finding, selecting, appraising (making sense of), and synthesizing data contained in documents.

## 2.4. Data Analysis

This study analyzed the data through interactive model analysis (Miles, Huberman, and Saldana, 2014). This process has several stages: data collection, condensation, data display, conclusion drawing and verification. First, the researcher conducted observation, interviews, and document analysis. In this stage, the data is still raw. The process of selecting, simplifying, and transforming data was called the data. In this section, only the findings of data or findings relating to the research problem are reduced. As for data that has nothing to do with the research problem is discarded. So, the data is related to types, reason, solution, and impacts of students' conflicts during collaborative writing process. As a result, the data findings derived from observation, interviews, and document review are displayed to get information based on students' conflicts during the writing process. The last stages of the data analysis process are connected by arranging and organizing the concepts and thoughts of the study.

### 3. FINDINGS AND DISCUSSION

Based on the problem of formulation, this current research answers questions about the types, the reason, the solution, and the impact of students' conflicts during the collaborative writing process.

#### 3.1 Types of Students' Conflicts

There are three types of conflicts identified during the study. In chronological order, based on the frequency, the identified conflict are (1) cognitive conflict, (2) socio-emotional conflict, and (3) process conflict.

##### 3.1.1 Cognitive Conflict

Cognitive conflict is characterized by occurrence the of nine indicators observed in three respondents interaction. There are stand points, supporting arguments, use of evidence, essay structures, ways of expressions, choice of sentence patterns, vocabulary use, grammar usage, and mechanics. The following is the cognitive conflict data.

**Table 2.** Compares the Represents' Experience a Cognitive Conflict Based on Its Indicators

Indicators	Respondents						Total
	Jaka	Occurrence	Jeni	Occurrence	Jono	Occurrence	
Stand points	-	0	✓	1	-	0	1
Supporting arguments	-	0	✓	1	✓	1	2
Use of evidence	✓	1	✓	1	✓	1	3
Essay structures	✓	1	-	0	-	0	1
Ways of expressions	-	0	-	0	✓	1	1
Choice of sentence patterns	-	0	-	0	-	0	0
Vocabulary use	-	0	-	0	-	0	0
Grammar usage	✓	6	✓	1	✓	2	9
Mechanics	✓	1	-	0	-	0	1
							18

As observed, Jaka experienced a complex cognitive conflict when he writes using the collaborative writing method. In the study, of the nine indicators of cognitive conflict, he has seven problems when writing collaboratively. One of the conflict that was obviously observed during the class session when Jaka and his peers discuss grammar issues in their writing. Additionally, Jaka also experienced conflicts that were observed during class sessions when he made mistakes in writing English words.

**Table 3.** Cognitive Conflict (grammar usage & mechanics) of Jaka

<p>The efforts made by the teachers have clearly <b>showedshown</b> that English for Specific Purpose has positive perception of the teachers. Not only from the teacher's perception which has positive insight, but also from the students' perception. In second/foreign language (L2) <b>1 dari 3</b> alignment role of students' and teachers' perception of ESP play an important part <b>to their</b> learning and teaching <b>processprocess</b>. According to Ha and Nguyen (2021), the beliefs can facilitate the process and result <b>in good</b> in a good teaching and learning process, but it may also <b>3. Mechanics</b> students' negative classroom behavior such as students' satisfaction, instructional practices, and academic achievements (Bell, 2016). Aside from the students' negative classroom behavior, it is important for the teacher to <b>4. Grammar</b> explicitly state their own belief about language learning, to find out the students' perception <b>4. Grammar</b> aware of the perception and to evaluate it, and to address any mismatch between the teacher's perception and their students' beliefs system" (Ellis, 2008, p. 24).</p>	<p>"I did not know that my friend had made that change. In my opinion, what I have written in gdocs is in accordance with the requirements." (interview/R1/169)</p>
<p>Another research conducted by Macia, Perez, and Tatzl (2020) in Spain universities revealed the track of students' perception of how ESP courses prepared them for academic communication and EMI. The study resulted in <b>5. Mechanics</b> overall satisfaction with ESP courses and improvement in awareness of the nature of specialized communication <b>5. Mechanics</b> belong to need analysis study which commonly discuss general evaluation of certain <b>6. Mechanics</b> <b>strategy</b> and there was no specific discussion of how ELT materials can contribute to the</p>	

Table 3 shows that there is a cognitive conflict between Jaka and his peer. The picture shows that Jaka wrote three sentences with incorrect grammar. In grammar (1), Jaka and his friend have different ideas on verb usage (past tense or present perfect). In addition, Jaka also made an error in the spelling of 3 words in the picture. The researcher confirmed the grammatical and spelling changes made by his peer on his previous writing, Jaka argued that what he had written was in line with the existing grammatical rules so he felt his writing was correct. Jaka also argued that he had written the English word correctly in his writing.

Almost the same as his friend, Jono also experienced cognitive conflict. In the interview, Jono said that he did not experience any problems with using grammar in their writing. However, the data shows that Jono also made some mistakes in the use of grammar.

**Table 4.** Cognitive Conflict (grammar usage) of Jono

<p>Table 2 shows that the cultural representation of English-speaking countries' cultures was predominant in the textbook Bahasa Inggris. It was approximately 80 percent of cultural contents in the government textbook that were depicted of Indonesian (35.7%) and English-speaking countries (42.8%). In terms of cultural aspects, the textbooks mainly presented it through the product. Indonesian cultures related to products frequently appeared in terms of narrative stories such as The Legend of The Holy Stone, The Legend of N'daung Snake, The Legend of The Crying Stone, and Bawang Merah Bawang Putih. Cultural products of English-speaking countries were also often presented in terms of narrative stories such as The Lion, the Witch, and the Wardrobe and Animal Farm. Cultural products of English-speaking countries were also represented in a hortatory text entitled Why Financial Literacy Matters. Cultural products of Non-English-speaking countries were also appropriately represented in terms of narrative stories such as The Legend of Black Sea, The Goose Girl, and Puss in Boots. Furthermore, the textbook includes the cultural aspects of Indonesia and</p>	<p>1. Grammar</p>	<p><i>"I felt that I had written well enough that my friend did not need to make these changes."</i> (interview/R3/171)</p>
	<p>2. Grammar</p>	

Table 4 shows that there are two parts that were deleted. In the first part, Jono's friend deletes a word that he thinks is not in accordance with the sentence that has been written. Jono's friend deleted the word "it" in the sentence because the word was out of sync with the adverb. So he immediately deleted it without other approval. In addition, he also deleted the word "that" in the second part. According to him, the word is also not in accordance with the context of the sentence written. However, the researcher confirmed to Jono that Jono thought that what he had written was appropriate.

This finding is confirmed by Chen & Lee (2022), who revealed that cognitive conflict refers to the realization of ideas, thoughts, or solutions proposed by someone who is inconsistent with new information or viewpoints from others. They also believed that cognitive conflict arising from new information or interaction exposes students to the imbalance and generates epistemic curiosity. Chen & Lee (2022) proposed nine indicators of conflict in students' communication. There are stand points, supporting arguments, use of evidence, essay structures, ways of expressions, choice of sentence patterns, vocabulary use, grammar usage, and mechanics.

Moreover, Murder et al. (2014) revealed concerns about the quality of feedback received from the peer reviewers. Before the task, the main concerns (reflected in about 30 of the 85 comments) related to the likely quality of reviews – that they might be written by students who are not able to give good advice and might not put in the effort to provide high quality feedback. This finding is similar to the findings on cognitive conflict where respondents felt that what they wrote was in accordance with the provisions so that their friends did not need to make changes to their writing.

### 3.1.2 Socio-emotional Conflict

The second type of conflict in students' communication is socio-emotional conflict. The Socio-emotional of conflict is characterized by two indicators. There are offensive and defensive. The following is the socio-emotional conflict data.

**Table 5.** Compares the Represents' Experience a Socio-emotional Conflict Based on Its Indicators

Indicators	Respondents						Total
	Jaka	Occurrence	Jeni	Occurrence	Jono	Occurrence	
Offensive	✓	1	-		-		1
Defensive	✓	1	✓	2	-		3
							4

Based on the analysis data, the researcher found Jono have good emotional relationships with their friends. This can be seen from the interview data conducted.

*"There are problems [in conveying my opinions to my peers when writing collaboratively]."* (interview/R1/28)

*"I feel uncomfortable when expressing my opinion to my friends during discussions. I feel that the language used by my friends is not polite when discussing with me so that I cannot convey my opinion properly."* (interview/R1/179)

Based on the interviews, Jaka experienced socio-emotional conflict. He needed help expressing his opinion when writing collaboratively. Jaka struggled to express his opinion when writing together, so he could not convey his opinion to his peers well. Jaka confirmed that this happened because he felt uncomfortable with his peer's language during the discussion.

*"My friends are listening, but sometimes my friends say something that I think is not polite enough so I am not comfortable during the discussion."* (interview/R1/180)

*"We have to convey our opinions coherently. In addition, we have to use good and polite language and provide good advice when discussing."* (interview/R1/181)

Jaka added how to convey an effective opinion when discussing with friends. On the other hand, Jeni also experienced socio-emotional conflict. The following is an example of Jeni's conflict.

**Table 6.** Socio-emotional conflict of Jeni

<p>ABSTRACT</p> <p>INTRODUCTION</p> <p>Teaching materials are specially developed to carry and create a meaningful language learning experience. The process of materializing a meaningful language learning experience, a genre-based approach is preferable to be conducted for its versatility in combining discourse and contextual aspects of language, including structures, functions, and vocabulary (Mauludin, 2020; Paltridge, 2001) which helps students to understand the context, purpose, audience, and <u>organization</u> of a writing (Halliday, 1994). In the case of language learning, teaching</p> <p>1. Defensive</p>	<p><i>"My friend did not confirm that she made some changes to my writing. My friend should have communicated with me first."</i> (interview/R2/170)</p>
---	--

The table shows that Jeni miss spell the word "organization". Jeni should have written the word "organization," but she wrote the word "organisation" in her writing. It is predicted that the error is caused by the student's first language. This misspelling mistake was identified by her peer, who then corrected the word without Jeni's permission. Jeni thought that her peer should confirm her mistake so that she could find out where she went wrong.

This statement is supported by Chen & Lee (2022), who discovered that socio-emotional conflict refers to emotional tensions or personality clashes in a group over individually oriented issues, reflected as negative emotion being expressed verbally or nonverbally in response to the words or behavior of other group members. Walaszewska and Piskorska in Suchroni et al. (2021) stated that impoliteness is an utterance that produce disharmony between individual and other people in social interactions. It means impoliteness is an utterance that causes a disharmony relationship between individuals.

### 3.1.3 Process Conflict

Process conflict is the last type of conflict in students' communication during collaborative writing. The process of conflict is characterized by three indicators that occur in the communication of

the respondents. There are writing process, role/responsibility, and writing device. The following is the process conflict data.

**Table 7.** Compares the Represents' Experience a Process Conflict Based on Its Indicators

Indicators	Respondents						Total
	Jaka	Occurrence	Jeni	Occurrence	Jono	Occurrence	
Writing process	-	0	-	0	✓	1	1
Role/ responsibility	✓	1	-	0	-	0	1
Writing device	-	0	-	0	-	0	0
							2

Based on the interview data, Jono had conflict during the writing process when writing collaboratively. Jono said that his peers did not contribute significantly in determining the sentence structure.

*"The biggest obstacle was that my fellow writers could have contributed more in determining the structure of the writing instead of just followed what I proposed. This was also a burden for me because I felt responsible for the quality of the writing."* (interview/R3/78)

*"I communicated with them and they didn't feel that way. They feel that their contribution in writing is quite big."* (interview/R3/175)

*"I still told them that their contribution to the writing process was still lacking, so we had a little different opinion."* (interview/R3/176)

From Jono's statement, the researcher indicated that in group work Jono experienced conflict because Jono's friends only followed Jono's directions. So that individual accountability that should exist in group work is not fulfilled in Jono's case. Jono had communicated this to his friend but his friend did not feel this also. Jono's friend felt that they also had a part in writing the essay.

*"I contribute to the outline and the main idea of the paragraph. I also do some editing after the final draft is completed."* (interview/R3/177)

*"An effective writing process, in my opinion, is to discuss what to write, develop an outline together, find and read the same references, clearly divide writing tasks between group members, after all members have finished writing, a discussion is held again to see the cohesiveness of the writing."* (interview/R3/178)

Jono added his contribution to the writing process when writing collaboratively with his friend. In addition, Jono conveyed an effective writing process when writing collaboratively. Regarding task division, Jaka stated that he had difficulty when dividing tasks with peers.

*"There are problems [with dividing tasks with peers when writing collaboratively]."* (interview/R1/37)

Additionally, Jaka felt that the division of groups in writing was done randomly. He felt that the division of groups done by his group could have been more effective. However, Jaka confirmed that his friend agreed if the group distribution was random because he thought students could choose their own groups. In this case, Jaka and his friend have a difference of opinion in the way the group division has been carried out.

*"The division of groups was done randomly." (interview/R1/79)*

*"Random division here means that the division of groups is done by students so that the ability of each group is different." (interview/R1/172)*

Jaka added that a better group division is heterogeneous and with group members who are equally willing to work in groups.

*"I think that a better division of groups is that the groups are divided evenly between the abilities of one group and another." (interview/R1/173)*

*"Yes, I think it would be better if the group division is heterogeneous and needs to be organized with fellow group members who want to work so that no group member feels burdened." (interview/R1/174)*

On the other hand, Jeni and Jono felt they had no problem with task division when writing collaboratively. All students used the direct writing method in English for the writing tools. This statement is also supported by Chen & Lee (2022) stated that process conflicts focus on how the task proceeds in the group, who is responsible for what, and how parts of the task should be delegated. Regarding to the process conflict, the findings parallel to Johnson & Johnson's theory. They stated that individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual. Students learn together so that they can subsequently perform higher as individual. To ensure that each member is strengthened, students are held individually accountable to do their share of the work.

### 3.1.4 Reasons of Students' Conflicts

Findings from qualitative study indicated that there are four reasons of the students' conflict during collaborative writing in English learning. The reasons are (1) students' ability on writing skills, (2) different opinions, (3) online discussion, and (4) sources for writing an essay.

**Table 8.** The reasons of students' conflicts

Reason	Occurrence
Students' ability on writing skill	10
Different opinions	6
Online discussion	1
Sources for writing an essay	4

### 3.1.5 Students' Ability on Writing Skill

According to this investigation, students' ability in writing skills can be the cause of students experiencing conflict when writing with friends. Jaka argued that the factor that caused his conflict in collaborative writing was his need for more writing skills. For example, Jaka felt that the grammar he used when writing was inappropriate in the sentence. This was also found in the observation where the lecturer gave some input related to the grammar used in the sentence. Jaka felt he needed a better understanding of grammar in his sentences because his grammar when writing is still lacking, so the sentences should be improved. As quoted from the interview with Jaka:

*"The grammar I use sometimes needs to be more appropriate in writing."* (interview/R1/64)

Jono also argued that he had conflict in writing process during writing an essay with his friends.

*"The biggest obstacle was that my fellow writers could have contributed more in determining the structure of the writing instead of just followed what I proposed. This was also a burden for me because I felt responsible for the quality of the writing."* (interview/ R3/78)

Jono felt that he was the only one in the group who contributed significantly to the writing process. Meanwhile, his friends did not give a lot of contribution. In Jono's case, the researcher indicated that the cause of Jono's conflict in the writing process was the writing ability of each member. Because of the differences in writing ability in a group, some students sometimes do not contribute enough in writing so they only depend on their friends.

The researcher found that students' abilities can be a reason of student writing conflict. This is because when students write, they have to use appropriate grammar in writing so they need good writing skills to understand the grammar. In addition, the differences in students' writing abilities caused some students to contribute less to the writing process when writing with their friends.

Parallel to the finding, Ariyanti & Fitriana (2017) pointed out that the level of EFL students' essay writing abilities could have been better classified. In conclusion, the findings of this research suggested that the essay writing skill of Indonesian EFL university students needed to be improved. Furthermore, Hasan and Marzuki (2017) examined the writing abilities of Indonesian EFL students by assigning them writing tasks to complete in a certain amount of time. Their findings revealed that grammatical issues, including plural forms, articles, verb forms, clauses, passive voice, and prepositions, were present in the students' writing.

### 3.1.6 Different Opinions

Collaborative writing is a shared activity where students write together to produce a written text. When writing together, students are required to discuss the research topic they will write about. In these discussions, sometimes students have different opinions from their friends. This difference of opinion can become a conflict when students write together.

*"The difference of opinion between peers when writing [become the reason of conflict]."* (interview/R1/67)

Jaka felt he had a difference of opinion from his peers, so he had problems when writing together. As we know, Jaka has socio-emotional conflict when writing collaboratively. In addition, Jeni added that differences of opinion make the writing less effective.

*"The difference of opinion explained the argument that I want to explain in the previous section. This makes the writing ineffective. So I have to look for other supporting arguments."* (interview/R2/47)

Jeni shared her experience of writing with her friend. In her opinion, differences of opinion can be a reason for conflict when writing together. When Jeni and her friend have a difference of opinion, the argument that they will convey becomes ineffective because the writer's position becomes ambiguous. Therefore, Jeni has to find supporting arguments that make the sentence coherent.

This findings indicated that different opinions can be a reason of conflict for students when writing together. In discussing with their friends, it is likely that students will have different opinions on the research topic they are writing about. This is very common when students conduct discussions. This difference of opinion can be a reason of conflict for students when they write together.

Additionally, when students have different opinions, they have to provide evidence that their opinions are credible and can be used in their writing. The sources of information that students submit in the discussion should be credible enough so that their opinions can be accepted by their friends.

Based on the data above, different opinions can be a source of student conflict when writing together. When students have different opinions, they have to provide evidence that their opinions are credible and can be used in their writing. This statement is supported by Fung (2010), who discovered that because the group members appreciated each other's perspectives, there was little conflict or substantial disagreement. They would seek clarification or a confirmation check with one another and would repeat or paraphrase the speaker's intended meaning. The members typically worked well together and valued each other's contributions. Disagreements were resolved peacefully by critically reflecting on the perspectives of other members and accepting logical reasons for the argument.

### 3.1.7 Online Discussion

When students conduct online discussions in writing, it can lead to inefficient discussions and students need help with writing together.

*"We more often discuss through Whatsapp groups without communicating directly through face-to-face." (interview/R1/70)*

Jaka revealed that he had a conflict with his colleague because of the distance. Because of this distance, Jaka and his friend only communicate online. So they discuss and write together online. Jaka revealed that his group discussed and wrote together using zoom meeting. Jaka felt that online discussions were less effective when he was writing collaboratively. He felt that it would be more effective if their group discussed and wrote together by discussing in person. In Jaka's case, researchers found that online discussions can be a reason of conflict for students when writing together. The students felt that the online discussion was not effective enough for discussion so that the writing process became less efficient. As a finding, Aparicio, Bacao, and Oliveira (2016) examined the impact of cultural features such as individualism and collectivism on the perceived success of e-learning. The study revealed that individuality and collectivism significantly impact organizational and individual outcomes. E-learning has a detrimental impact on children since it increases social isolation owing to increased screen time.

### 3.2 Sources for Writing an Essay

The sources for writing an essay could be the reason students have conflicts when writing collaboratively. This can be the reason why in writing an essay, there are various sources and from several authors.

*"The reason is that in collaborative writing, the supporting arguments found by the writers are various and from different sources..." (interview/ R3/48)*

In addition, if the sources of the required reading are also few, it can also be a reason for students to have conflicts.

*"[The reason is] Few sources discuss the context." (interview/ R2/50)*

The researcher revealed that reading sources for writing an essay can be the reason students have conflicts. When students find diverse and numerous sources, they have to sort out the sources that are related to their topic. In addition, if their topic has few sources, students have to find alternative sources. Delgado-Osorio et al. (2023) argued that previously reported processes and strategies employed in reading-into-writing tasks are transferred into an online environment. Specifically, they

found that source text interaction mainly happened before the writing process. In addition, they reported discourse synthesis and metacognitive strategies students use in reading-into-writing tasks.

### 3.3 The Solution of Students' Conflicts in Group

The findings indicated that four ways were used by the students to resolve their conflict in the group. The solution are (1) reading article and journal, (2) doing proofreading with peers, and (3) discuss conflict with peers to get solution.

**Table 9.** The solution of students' conflicts in group

Solution	Occurrence
Reading Articles and Journal	11
Doing Proofreading with Peers	1
Discuss Conflict with Peers to Get Solution	13

#### 3.3.1 Reading Articles and Journals

The students believed that they could find many references in writing by reading many articles. In addition, by reading many sources of articles, students also get inspiration in writing. Students can also paraphrase and synthesize the arguments contained in the article.

*"[when I have conflict on grammar] I will read and search from previous research sources."  
(interview/R1/103)*

Jaka believed that one of the solutions when he encountered conflict when collaborative writing was to read a lot of references. When he had difficulties in writing, Jaka would look for some relevant references. For example, Jaka had a conflict with his peer when it was difficult to find appropriate grammar in their writing. Jaka will look for some articles that they can use as examples in determining appropriate grammar.

*"[the solution is] Searching in articles with varied keywords so that more insights will come up. Also, search from different sources."  
(interview/ R2/92)*

In addition, Jeni also said that one of the solutions when she experiences conflict when writing collaboratively is by reading articles. Jeni explained that she searched for and read many articles that could be used as sources of information that were suitable for the topic. Jeni believed that by reading a lot of articles, she would get a lot of inspiration when she wrote. By reading a lot, it can change her mindset. Thus, Jeni can easily convey what she wants to write in their writing.

*"[the solution is] I will read many more references."  
(interview/ R3/97)*

Jono also believed that reading many articles could be one of the solutions when he experienced conflicts when writing together. Jono said that he would read more references while he wanted to match the expressions of each writer into their writing.

All respondents thought that reading many international and national journals could help them write collaboratively. By reading a lot of articles, students will find a lot of inspiration. The articles can be used as discussion material when writing together. In addition, by reading articles published in journals, students' mindsets can change by seeing some word choices or sentence structures in journals. This statement is supported by Singh and Kaur (2015), who discovered that the positive efficacy of learning through repeated reading for improving students' writing abilities. It is also predicted that the

outcomes of this study would help students studying English as a foreign language to improve their writing skills by reading more while writing.

### 3.3.2 Doing Proofreading with Peers

Proofreading can be a solution when students have trouble when writing collaboratively. Students will look for ambiguous words or phrases. After that, they will discuss finding the appropriate word.

*“Proofreading. When you find words/clauses/phrases that are not appropriate/same, discuss which words/clauses/phrases are agreed to be used from beginning to end.” (interview/R2/86)*

Jeni believed that she could solve the problem of determining the right word or phrase in a sentence by proofreading. When Jeni and her friend found an inappropriate word or phrase, they would discuss the word or phrase. Jeni could listen to other opinions from her friend about ambiguous words. By discussing the word or phrase, Jeni and her friend can also understand the word or phrase better. Then, they will determine the word or phrase that is appropriate to the context of the sentence.

From the case of Jeni, the researcher found that proofreading can be one of the solutions when students experience conflict when writing collaboratively. By proofreading, students could better understand and comprehend the words or phrases being discussed. This is an activity that can be conducted when students find words or phrases that are ambiguous or inappropriate. The words or phrases would be discussed so that students would determine the words or phrases that were appropriate for the context of the sentence used.

Parallel to the finding, Bouachiba (2013) found that proofreading can be a positive factor for students because it allows them to learn from their mistakes by checking for words in dictionaries and sentence structures in grammar books to produce excellent and precise pieces of writing with proper punctuation, spelling, and grammar structures.

### 3.3.3 Discuss Conflict with Peers to Get a Solution

Discussion is one solution for students using the collaborative writing method when they get a problem. They will discuss their problem and find solutions with their peers.

*“I will discuss with other members first, then look for guidelines on writing the correct structure.” (interview/ R1/94)*

Jaka argued that discussion is the solution used when he experienced conflict. Jaka said that he would encourage his friends to have a discussion to find the best solution to their conflict. Jaka believed that by discussing, he would get the best solution to the problems he faced.

*“Communicate my refutation with strong evidence from sources that can support my refutation. For example, from articles.” (interview/R2/116)*

Jeni also believed that discussion can be a solution when she and her friends experience conflict when writing together. Jeni and her friend would decide the perfect time for them to discuss. Jeni thought that it was the ideal method to discuss with her friend. Jeni will discuss with her friend to deliver her argument with strong evidence so that her argument can be accepted by her friend.

*“Discuss with other writers to determine which arguments make the most sense and are most appropriate for inclusion in writing.” (interview/R3/90)*

In addition, Jono thought that discussion could be a solution when he and his peers experienced conflict when writing together. Jono would have a discussion with his friend and find a solution. In the discussion, they would express their respective opinions. After that, Jono and his friends would decide

on the best argument that they thought was most acceptable. So that the conflict they experience can be resolved.

The researcher found that the respondents considered discussion as the right solution when students experienced conflicts in collaborative writing. They will discuss their problems. In the discussion, the group members will express their opinions. Then they will find the best solution to overcome the problems they faced. As a finding, according to Lestari (2019), the benefits of small group discussions include being simple to implement in the classroom and easily understood by students, being excellent for teaching different sorts of texts, increasing involvement, and making students more intimate with their peers.

### 3.3.4 The Impact of Students' Conflicts on Writing Quality

This research also found three impacts of students' conflict when using collaborative writing. The impacts are (1) change the sentence meaning, (2) readers' comprehension, and (3) writers' commitment in writing an essay.

**Table 10.** The impact of students' conflicts on writing quality

Impact	Occurrence
Change the Sentence Meaning	9
Readers' comprehension	1
Writers' commitment in Writing an Essay	3

### 3.3.5 Change the Sentence's Meaning

The students argued that the conflicts that happened when writing together could affect the meaning of the sentences in their writing so that the quality of student writing could be more optimal.

*"Yes, [it affects to the writing quality] the grammatical patterns used in writing can affect the meaning."* (interview/R1/148)

Jaka believed that if he had problems when writing collaboratively, the meaning of the sentence he wanted to convey would not be conveyed well. For example, when he used inappropriate grammar, the reader would need help understanding what message he wanted to convey in the sentence. From the statement of Jaka, the researcher found that conflicts that occur in students when writing together can have an impact on the quality of writing. For example, when Jaka experienced conflict with appropriate grammar in sentences. The grammatical used can affect the quality of his group's writing. This is because the grammatical used in the sentence could change the meaning of a sentence.

As a finding, according to Ali (2007), a sentence is a group of words that includes at least a subject and a predicate and must make perfect or complete sense. This indicates that a sentence has a meaning in addition to a whole grammatical structure. The statement has an important message that may be transmitted to the receiver. Ali further stated that a statement is only referred to be it if it contains the writer's entire meaning. A sentence can only be termed a sentence if it has a complete idea or a precise meaning.

### 3.3.6 Readers' Comprehension

The students argued that conflict in collaborative writing could affect the reader's comprehension when reading the outcome of their writing. When the quality of their writing is optimal, readers will better understand the content of the writing.

*"Yes. Supporting evidence will strengthen the argument we build and make it easier for readers to understand the context we are referring to." (interview/R3/135)*

Jono said that supporting evidence will strengthen their arguments in their writing. The arguments written will make the reader understand the context of the sentence. Thus, readers will more easily understand what they want to convey. Readers will also better understand the context of the reading that the author wants to convey. This statement is supported by Simatupang (2017), who discovered that a significant and strong link between reading comprehension and writing ability. She concluded that there is a favorable relationship between reading comprehension and writing ability.

### 3.3.7 Writers' Commitment in Writing an Essay

The conflict can affect the writer's commitment when they write. When the division of tasks is problematic, the writer will not take the writing process seriously.

*"Yes, because sometimes the unequal division of tasks makes group members work less seriously." (interview/R1/163)*

In the previous section, we learned that Jaka had problems dividing tasks when writing collaboratively. Jaka added that this problem has an impact on writing quality. He felt that with these problems, group members needed to be more committed to completing the task. Jaka added that his group members needed to be more serious in writing the article.

*"Yes. Because the writing will be out of sync between writers." (interview/R3/162)*

On the other hand, Jono argued that conflicts that occur when writing collaboratively will have an impact on the results of the writing. If they experience conflict, then their writing will not be in sync. This is due to the different opinions of the writers in one writing. So that the writing will be ambiguous because the views of the writers are different from each other. Therefore, writers must have the same view when writing together. As a findings, according to Moran (2009), focusing on the function of commitment acknowledges that people may contribute various assets to various aims given different environmental support circumstances, resulting in multiple results.

## 4. CONCLUSION

This research shows the conflict and negotiation that occurs among university students. The data analyzed from this study showed the types, the reason, and the impact of students' conflicts during the collaborative writing process. This research also identified how the students resolved the conflict in their groups. First, three conflicts were identified in the students' communication during collaborative writing. The types are (1) cognitive conflict, (2) socio-emotional conflict, and (3) process conflict. Furthermore, four reasons of the students' conflict during collaborative writing in English learning exist. The reasons are (1) students' ability on writing skills, (2) different opinions, (3) online discussion, and (4) sources for writing an essay . To resolve these conflicts, the researcher found three ways used by the students to resolve their conflict in the group. The solution are (1) reading articles and journals, (2) doing proofreading with peers, and (3) discuss conflict with peers to get solution. Lastly, this research found three impacts of students' conflict when using collaborative writing. The impacts are (1) change the sentence meaning, (2) readers' comprehension, and (3) writers' commitment.

The above conclusions have several pedagogical implications for academic and English teachers. First, teachers can reflect on their collaborative tasks and provide mitigation tools to avoid prolonged and unconstructive conflict. Since conflict can be a positive sign of negotiation and learning, teachers should be able to maintain them within constructive corridors. Additionally, the case shared in this

study will aid teachers in constructing some code of conduct, discussion guideline, and resolution tools to ensure constructive communication among members. The study's findings also contribute to some important considerations teachers should take when deciding the students' grouping and assessing the group work results. According to some of our findings, future research will need to focus on how conflict could be utilized to improve student writing.

## REFERENCES

- Ali, A. F. (2007). *Fundamentals of English Grammar*. Yogyakarta: Penerbit Pustaka Widyatama.
- Aparicio, M., Bacao, F., and Oliveira, T., (2016). Cultural impacts on e-learning systems' success. *The Internet and Higher Education*, 31, 58-70.
- Ariyanti, A., & Fitriana, R. (2017). EFL Students' Difficulties and Needs in Essay Writing. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 158, 111–121.
- Bouachiba, A. (2013). The Importance of Proofreading in Reducing Students' Mistakes in Writing The Case Study of Second Year LMD Students at Jijel University. Mohamed Khider University of Biskra. Thesis.
- Bowen, G. A. (2015). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9 (2), 27-40.
- Chen, X. W., & Lee, I. (2022). Conflicts in Peer Interaction of Collaborative Writing – A Case Study in an EFL Context. *Journal of Second Language Writing*, 58.
- Chen, W. (2020). Disagreement in peer interaction: its effect on learner task performance. *System*, 88, 102179.
- Delgado-Osorio, X., Koval, V., Hartig, J., & Harsch, C. (2023). Strategic processing of source text in reading-into-writing tasks: A comparison between summary and argumentative tasks. *Journal of English for Academic Purposes*, 62, 101227.
- Dobao, A. F. (2012). Collaborative writing tasks in the L2 classroom: Comparing group, pair and individual work. *Journal of Second Language Writing*, 21(1), 40-58.
- Fung, Y. M. (2010). Collaborative Writing Features. *RELC Journal*, 41(1), 18-30.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Longman.
- Hasan, J., & Marzuki, M. (2017). An Analysis of Student's Ability in Writing at Riau University Pekanbaru. *Theory and Practice in Language Studies*, 7(5), 380–388.
- Lestari, I. D. (2019). The implementation of small group discussion in teaching writing recount text for the tenth grade students of SMKN 1 Bendo. *English Teaching Journal: A journal of English Literature, Linguistics, and Education*, 7(2), 20-27.
- Li, M. (2018). Computer-mediated collaborative writing in L2 contexts: an analysis of empirical research. *Computer Assisted Language Learning*, 31(8), 882-904.
- Lin, O. P., & Maarof, N. (2013). Collaborative Writing in Summary Writing: Student Perceptions and Problems. *Procedia - Social and Behavioral Sciences*, 90, 599-606.
- Lowry, P., Curtis, A., & Lowry, M. (2004). Building a taxonomy and nomenclature of collaborative writing to improve interdisciplinary research and practice. *Journal of Business Communication*, 41(1), 66-99.
- Miles, M.B., Huberman, A.M. and Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Sage: London.
- Moran, S. (2009). What Role Does Commitment Play Among Writers With Different Levels of Creativity? *Creativity Research Journal*, 21(2-3), 243–257.
- Nation, I. S. P. (2008). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- O'Neill, T. A., & McLarnon, M. J. W. (2018). Optimizing team conflict dynamics for high performance teamwork. *Human Resource Management Review*, 28(4), 378–394.
- Pham, V. P. Ho. (2021). The effects of lecturer's model e-comments on graduate students' peer e-comments and writing revision. *Computer Assisted Language Learning*, 34(3), 324-357.

- Simatupang, A. J. (2017). The Writing Benefits of Increased Student's Reading Comprehension: A Case Study at Universitas Kristen Indonesia. *Journal of English Teaching*, 3(3), 117-187.
- Simons, H. (2009). *Case study research in practice*. London: Sage.
- Singh, S., & Kaur, M. (2015). The effect of reading on improving the writing of EFL students. *Social Sciences & Humanities*, 23(4), 1115-1138.
- Scotland, J. (2016). How the experience of assessed collaborative writing impacts on undergraduate students' perceptions of assessed group work. *Assessment & Evaluation in Higher Education*, 41(1), 15-34.
- Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Writing*, 20(4), 286-305.
- Stake, R. E. (2005). *Qualitative Case Studies*. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 443-454, 3rd ed.). CA: Sage Publications
- Storch, N. (2013). *Collaborative Writing in L2 Classrooms*. Bristol: Multilingual Matters.
- Suchroni, P., Sumarsih., & Ginting, S. A. (2021). The realization of impoliteness strategies used by students in English online learning through zoom during pandemic covid-19. *Jurnal Linguistik Terapan Pascasarjana Unimed*, 18(3), 253-264.
- Zabihi, R. (2020). The effects of task type on the resolution of grammatical cognitive conflict episodes and grammar learning. *The Language Learning Journal*, 1-13.