

Utilizing collaborative writing strategy to create skills of 21st century: EFL learners' perceptions

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ABSTRACT

The utilizing of a collaborative writing strategy in a writing class appears to be highly effective and useful to build in an online class because collaborative writing strategy may develop critical thinking, creativity, communication, and cooperation as skill of 21st century. The utilizing of collaborative writing strategy might help teachers and learners improve their writing skill. The purpose of this research is to investigate EFL learners' perceptions toward the utilizing of collaborative writing strategy in a writing class. The research method employed was quantitative method descriptively. Setting and participant of this research 51 EFL learners in University level respondents of writing subject. The data was collected through questionnaire with 20 statements available underlying four general perceptions so called: perceptions of academic writing concept, perceptions of cooperation, perception of writing skills, and perceptions of learning atmosphere. The data was analyzed by counting the percentages of each questions from five options and providing a description of questionnaire. The findings showed that EFL learners' perceptions on the utilizing of collaborative writing strategy in a writing class was positive by response "agree" and "strongly agree" dominantly. From this findings, it can be concluded that EFL learners' perceptions on the application of collaborative writing strategy in a writing class are varied. It is recommends to the teacher to develop learning activity based on learners' need, style, and interest to reach teaching effectively of skills of 21st century through the implementation of collaborative writing strategy in a writing class.

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1. INTRODUCTION

The use of strategies in teaching writing to EFL learners is critical because strategies assist the teacher in meeting the learners' needs. Teachers can use strategies to help them attain their goals in teaching writing by using them as a guide. In other words, utilizing strategy to teach writing allows the teacher to facilitate pedagogy in organizing their thoughts and composing them into a good piece of writing. As a result, the teacher must develop an effective strategy for motivating learners to write a good composition during the writing process.

The teacher can use a number of various teaching writing strategies to help their learners succeed in writing process. Collaborative writing has become an alternative strategy or model in pedagogy especially for writing skill. Collaborative writing requires learners to write and work together whether in a small group or in pair. This strategy guides learners to produce their writing project based on the writing process so called drafting, revising, and editing process. By having collaborative strategy, it can also improve not only learners' ability in writing but also learners' motivation in pedagogy to students' creativity (Soraya, 2016). It recommends that collaborative writing can be used as appropriate strategy in pedagogy especially for writing skill. Collaborative writing is one of the teaching writing strategies.

In teaching and learning writing skill, collaborative writing strategy has become one of the solutions to overcome EFL learner's problems in writing. There are many previous studies which have investigated about the use of collaborative writing strategy in writing activities. Studies done by Abbas and Herdi (2018), Wahyuni (2017), Soraya (2016), Strang (2015), Khodabakhshzadeh and Samadi (2018), Talib and Cheung (2017), Storch (2018), McDonough et al (2019), Sajedi (2014), Chen and Yu (2019); Shehadeh, 2011; Ghufroon & Hawa, 2015; Jalili, M & Mohsen Shahrokhi, 2017 showed that the use of collaborative writing strategy in teaching writing is very necessary and beneficial. These studies also reflect various perceptions and impressions when learning writing skill using collaborative writing strategy.

Collaborative writing (CW) is a communal cognitive process in which numerous writers negotiate and share co-authorship and responsibility for the production of a work (Storch 2013). Based on the results, creative writing exercises increase learners' writing skills and allow them to write more. Collaborative writing strategies have been widely implemented in education to enhance collaborative learning. Nonetheless, the study found that during the collaborative writing technique used, the learners used diverse patterns of collaboration. The collaborations themselves differed in terms of how they contributed to pedagogy. This is crucial to grasping the concept of a collaborative learning relationship (Lai, Lei & Liu, 2016).

In teaching writing, there are two components of writing that authors must take into account. Pre-writing, drafting, rewriting, editing, and publishing are the first steps in the writing process (Fachrurrazy, 2011). Second, micro and macro writing abilities, such as the ability to employ word diction, grammar, and writing mechanics, such as capitalization, spelling, and punctuation, are important (Brown, 2015). Writing should be taught effectively by using collaborative writing strategy because it is suitable to skill of 21st century. Collaborative writing skill also become one of the strategy that can build the skills of 21st century so called: critical thinking, communication, creativity, and collaboration. Referring to the above statement, collaborative writing strategy also can lead learners to build critical thinking skill, communicative skill, and other skills.

In this research, the researcher were interested in how learners think about collaborative writing in online learning. As a result, the purpose of this study is to look deeper into the perspectives of learners and lecturers on collaborative writing strategy in online learning. The emphasis is on conceptual knowledge of academic writing, collaboration, writing abilities, and a positive teaching environment.

2. METHODS

The research method employed was quantitative method with descriptive research design. This study was conducted at university level in Pekanbaru. The respondents were learners in English Study

Program in 2021/2022. During pandemic covid-19, the researcher primarily focused on learners' perceptions of utilizing collaborative writing strategy in writing class to create skill of 21st century. In this research, the population in this research were all learners who had fourth semester learners taken Writing an Essay course. The sample of this research used total sampling (Arikunto: 2012). As participants in this study, 51 EFL learners took part as responses.

The data was collected through questionnaire based on the four category of questions, like general perceptions so called: perceptions of academic writing concept, perceptions of cooperation, perception of writing skills, and perceptions of learning atmosphere. The researchers employed online questionnaire to collect data for this study. This study's questionnaire was divided into 20 open-ended items that mostly dealt with online learning creativity throughout the pandemic. To make it easier for researchers to acquire study data, the questionnaire was created as a Google form. The researcher proceeded the study by looking at the responses to the questions that were issued to the Google form, as a process of carefully finding and combining the data gathered from the questionnaire results from the Google form. The questionnaire is listed in the table below. The following questions and categories are for the questionnaire that was delivered to the learners (Ismail, et. al: 2020) in the Table 1.

Table 1. Questionnaire of Collaborative Learning and Its Category

No.	Questions	Category
1	The collaborative writing strategy guides learners through the concept of academic writing.	Perceptions of Academic Writing Concept
2	The collaborative writing strategy teaches learners the stages of academic writing.	
3	The collaborative writing strategy emphasizes the importance of balancing understanding of the writing concept with writing skills.	
4	The collaborative writing strategy encourages learners to construct their understanding of the material being studied.	
5	Through learning experiences, the collaborative writing strategy can activate learners' critical thinking in understanding learning materials.	
6	The collaborative writing strategy encourages learners and lecturers to work together.	
7	The collaborative writing strategy allows learners to share knowledge and learn academic writing skills collaboratively.	
8	The collaborative writing strategy encourages group participation in the learning process.	Perceptions of Cooperation
9	The collaborative writing strategy establishes a balance of roles among learners in the learning process.	
10	The collaborative writing strategy allows learners to collaborate on writing correction.	
11	The collaborative writing strategy promotes effective writing practice.	Perceptions of Writing Skills
12	The collaborative writing strategy provides learners with hands-on experience with academic writing.	
13	The collaborative writing strategy allows learners to interact with the lecturer via discussion and question-and-answer sessions.	
14	The collaborative writing strategy encourages learners to	

- actively discuss instructional materials.
- 15 The collaborative writing strategy fosters positive dependency among learners.
- 16 The collaborative writing strategy facilitates student-centered learning.
- 17 The collaborative writing strategy fosters an interactive learning environment in the classroom.
- 18 The collaborative writing strategy can help learners develop their characters (attitude, critical thinking, teamwork, etc.) while they are learning.
- 19 The collaborative writing strategy can pique the interest of learners in the learning process.
- 20 The collaborative writing strategy fosters a dynamic learning environment and enjoyable learning experiences.

Perceptions of Learning Atmosphere

The data analyzed by counting the percentage of each option of five alternative answer given. The data from questionnaire was analyzed descriptively. Researcher looked at and categorize into EFL learners' perception in utilizing collaborative writing strategy to create skill of 21st century. There were 4 categories, like: perception of academic writing context; perceptions of cooperation; perceptions of writing skills; and perceptions of learning atmosphere. This is detailed with the aim of making it easier for researchers to search and find findings in research that can be informed to others, choose which ones are important and what will be studied, data analysis is carried out by compiling data, describing it as a unit, compiling it into a pattern, and drawing conclusions that can be shared with others (Sugiyono, 2016). This questionnaire was asked to learners to response based on the alternative answer given like strongly agree, agree, neutral, disagree, and strongly disagree.

3. FINDINGS AND DISCUSSION

The findings showed that EFL learners' perceptions on the utilizing collaborative writing strategy in a writing class was positive. EFL learners' responses towards questionnaire were dominated by response "agree" and "strongly agree". In this part, the researcher wants to share some of the responses to the questions provided to the learners on EFL learners' perceptions of utilizing collaborative writing strategy to create skill of 21st century. In this study, 51 EFL learners who were enrolled in a writing class at one of Pekanbaru's university responded to questions provided through Google form. According to the data, students had a favorable response on perception of academic writing concept, perceptions of cooperation, perceptions of writing skills; and perceptions of learning atmosphere. It is in line with Ismail et. al (2020), Zhang (2018), Anggraini, et al (2020), all of them agreed that collaborative writing very helpful to improve learners' writing skill. In this research, learners' perceptions of utilizing of collaborative writing strategy extremely helpful in creating their skill of 21st century since by collaborative writing strategy the learners' critical thinking, collaboration in working, communication, and creativity developed effectively (Soraya, 2016). In the discussion of EFL learners' perceptions, the researcher used a questionnaire with a total of twenty to determine learners' perceptions of the online learning process: (1) Perception of academic writing concept; (2) Perceptions of Cooperation; (3) Perceptions of Writing Skills; and (4) Perceptions of Learning Atmosphere. For discussion for each items can be seen in the following points.

3.1. Perceptions of Academic Writing Concept

The collaborative writing strategy guides learners through the concept of academic writing

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy guides learners through the concept of academic writing”. With a proportion of 59 percent, 33 percent and 8 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about concept of academic writing has been classified as favorable. It is in line with Ismail et. al (2020) and Anggraini et. al (2020) that collaborative writing can improve the learners’ understanding of conceptual academic writing. It is depicted in Diagram 1.



Diagram 1. The percentage of “The collaborative writing strategy guides learners through the concept of academic writing”.

The collaborative writing strategy teaches learners the stages of academic writing

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy teaches learners the stages of academic writing”. With a proportion of 65 percent, 23 percent, 8 percent and 4 percent in response to this remark, all respondents picked “agree” and “strongly agree”, “disagree” and “neutral” from five alternatives. “Strongly disagree” was not selected by any of the respondents. It signifies that most of learners indicated that collaborative writing strategy about stages of academic writing has been classified as favorable. However, it was only few learners think that it was not favorable. It is depicted in Diagram 2.

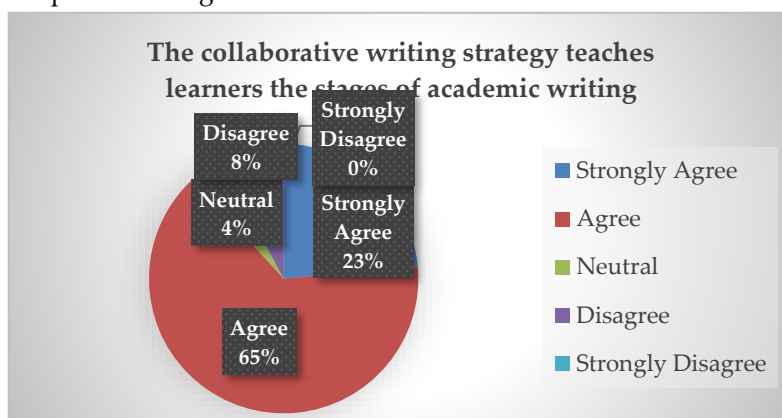


Diagram 2. The percentage of “The collaborative writing strategy teaches learners the stages of academic writing”.

The collaborative writing strategy emphasizes the importance of balancing understanding of the writing concept with writing skills

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy emphasizes the importance of balancing understanding of the writing concept with writing skills”. With a proportion of 53 percent, 37 percent and 10 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about balancing understanding of the writing concept has been classified as importance. It is depicted in Diagram 3.



Diagram 3. The percentage of “The collaborative writing strategy emphasizes the importance of balancing understanding of the writing concept with writing skills”

The collaborative writing strategy encourages learners to construct their understanding of the material being studied

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy encourages learners to construct their understanding of the material being studied”. With a proportion of 63 percent, 25 percent and 12 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy to construct their understanding has been classified as encouraging. It is depicted in Diagram 4.

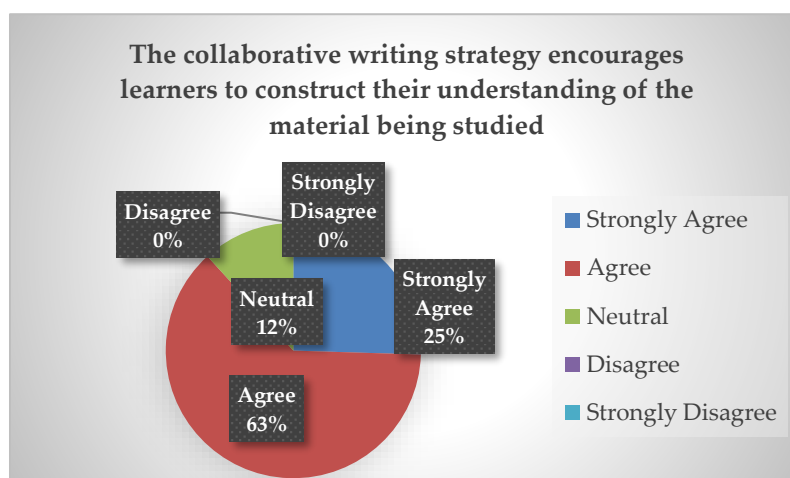


Diagram 4. The percentage of “The collaborative writing strategy encourages learners to construct their understanding of the material being studied”

Through learning experiences, the collaborative writing strategy can activate learners' critical thinking in understanding learning materials

In this case, the majority of EFL learners had a favorable opinion of “Through learning experiences, the collaborative writing strategy can activate learners' critical thinking in understanding learning materials”. With a proportion of 51 percent, 37 percent and 12 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about learners’ critical thinking in understanding learning materials has been classified as active experience in learning. It is depicted in Diagram 5.

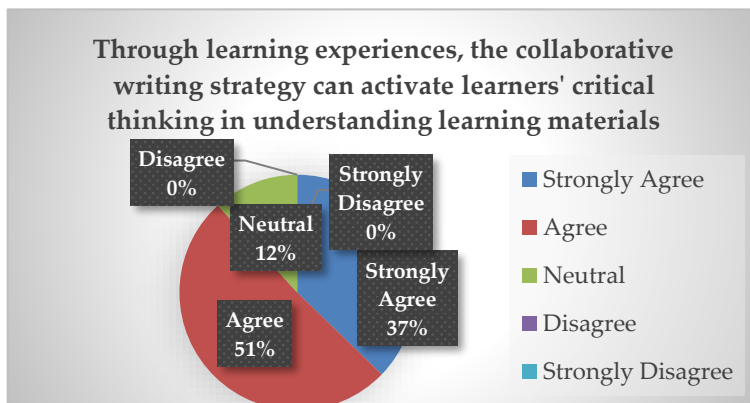


Diagram 5. The percentage of “Through learning experiences, the collaborative writing strategy can activate learners' critical thinking in understanding learning materials”

3.2. Perceptions of Cooperation

The collaborative writing strategy encourages learners and lecturers to work together

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy encourages learners and lecturers to work together”. With a proportion of 49 percent, 29 percent, 16 percent, and 6 percent in response to this remark, all respondents picked “agree” and “strongly agree”, “neutral” and “disagree” from five alternatives. “Strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about learners and lecturers to work together as encouragement. It is in line with Ismail et. al (2020) about the learners collaborate to better their writing abilities. However there was other response in negative way about collaborative writing strategy do not encourage the learners it is supported with statement from Zhang (2018) that it is critical to examine the patterns of pair talk interaction. It is depicted in Diagram 6.



Diagram 6. The percentage of “The collaborative writing strategy encourages learners and lecturers to work together”

The collaborative writing strategy allows learners to share knowledge and learn academic writing skills collaboratively

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy allows learners to share knowledge and learn academic writing skills collaboratively”. With a proportion of 49 percent, 41 percent and 10 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about share knowledge and learn academic writing skills collaboratively as favorable. It is depicted in Diagram 7.



Diagram 7. The percentage of “The collaborative writing strategy allows learners to share knowledge and learn academic writing skills collaboratively”

The collaborative writing strategy encourages group participation in the learning process

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy encourages group participation in the learning process”. With a proportion of 53 percent, 39 percent and 8 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about learners and lecturers to work together as encouragement. It is depicted in Diagram 8.



Diagram 8. The percentage of “The collaborative writing strategy encourages group participation in the learning process”

The collaborative writing strategy establishes a balance of roles among students in the learning process

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy establishes a balance of roles among students in the learning process”. With a proportion of 53 percent, 39 percent and 8 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about balance of roles among students in the learning process. It is depicted in Diagram 9.

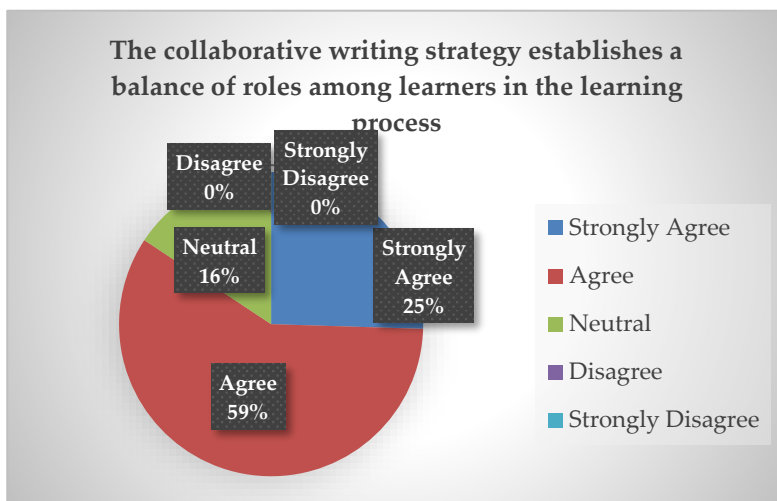


Diagram 9. The percentage of “The collaborative writing strategy establishes a balance of roles among students in the learning process”

The collaborative writing strategy allows learners to collaborate on writing correction

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy encourages learners and lecturers to work together”. With a proportion of 41 percent, 43 percent and 16 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy on writing correction as favorable. It is depicted in Diagram 10.

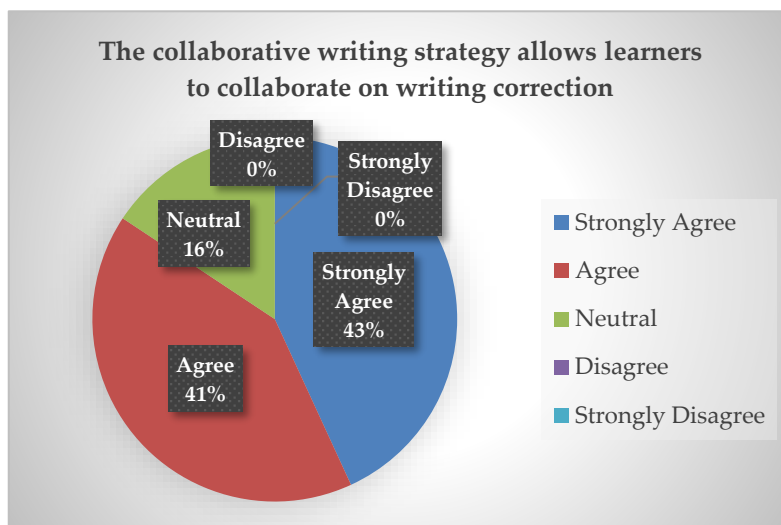


Diagram 10. The percentage of “The collaborative writing strategy allows learners to collaborate on writing correction”

3.3. Perceptions of Writing Skills

The collaborative writing strategy promotes effective writing practice

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy promotes effective writing practice”. With a proportion of 59 percent, 25 percent, 4 percent, and 12 percent in response to this remark, all respondents picked “agree” and “strongly agree”, “disagree”, and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about promoting effective writing practice. It is in line with Ismail et. al (2020) and Anggraini et. al (2020) about the studies revealed that collaborative writing improves the efficiency of writing practice. It is depicted in Diagram 11.



Diagram 11. The percentage of “The collaborative writing strategy promotes effective writing practice”

The collaborative writing strategy provides learners with hands-on experience with academic writing

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy provides learners with hands-on experience with academic writing”. With a proportion of 55 percent, 23 percent, 18 percent, and 4 percent in response to this remark, all respondents picked “agree” and “strongly agree”, disagree”, and “neutral”. “Strongly disagree” was not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy provides learners with hands-on experience with academic writing. It is depicted in Diagram 12.

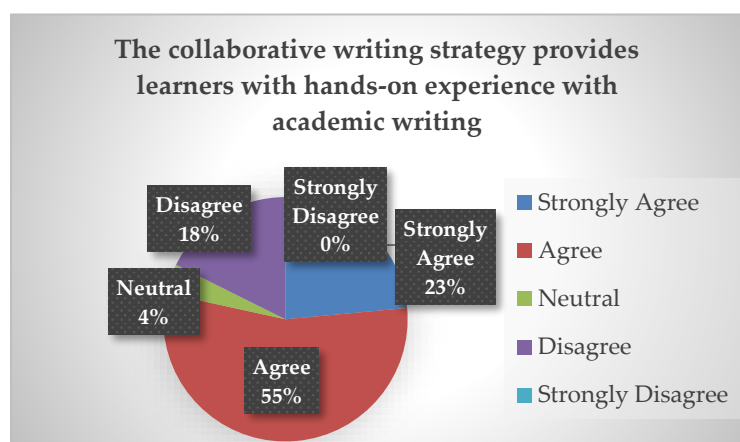


Diagram 12. The percentage of “The collaborative writing strategy provides learners with hands-on experience with academic writing”

3.4. Perceptions of Learning Atmosphere

The collaborative writing strategy allows learners to interact with the lecturer via discussion and question-and-answer sessions

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy allows learners to interact with the lecturer via discussion and question-and-answer sessions”. With a proportion of 51 percent, 33 percent, 12 percent, and 4 percent in response to this remark, all respondents picked “agree” and “strongly agree”, “disagree” and “neutral” from five alternatives. “Strongly disagree” was not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about interaction with the lecturer via discussion and question-and-answer sessions. It is in line with Ismail et. al (2020) revealed that collaborative writing enhances learner-centered learning and places a priority on an interactive learning environment in the classroom. It is depicted in Diagram 13.

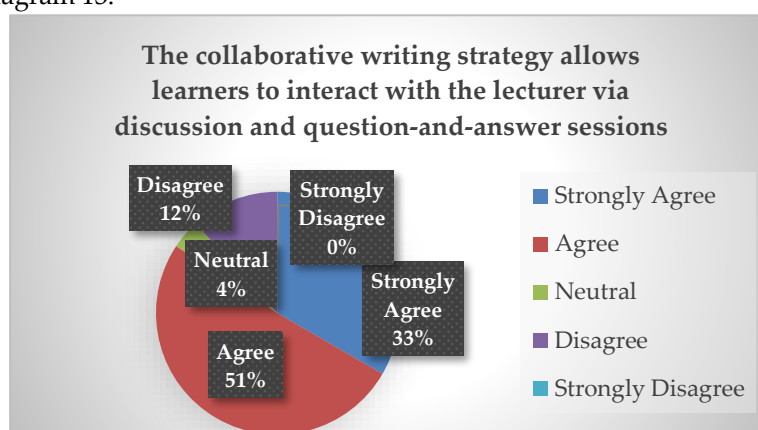


Diagram 13. The percentage of “The collaborative writing strategy allows learners to interact with the lecturer via discussion and question-and-answer sessions”

The collaborative writing strategy encourages learners to actively discuss instructional materials

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy encourages learners to actively discuss instructional materials”. With a proportion of 65 percent, 31 percent and 4 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy encourages learners to actively discuss instructional materials. It is depicted in Diagram 14.

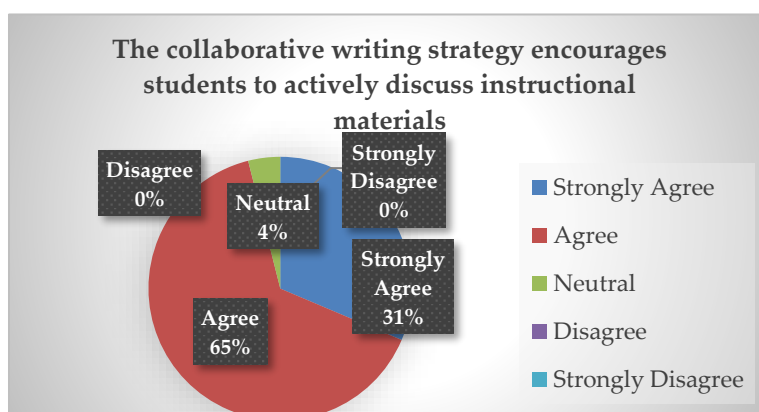


Diagram 14. The percentage of “The collaborative writing strategy encourages learners to actively discuss instructional materials”

The collaborative writing strategy fosters positive dependency among learners

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy fosters positive dependency among learners”. With a proportion of 49 percent, 29 percent, 18 percent, and 4 percent in response to this remark, all respondents picked “agree” and “strongly agree”, “neutral”, and “disagree” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about positive dependency among learners. It is depicted in Diagram 15.

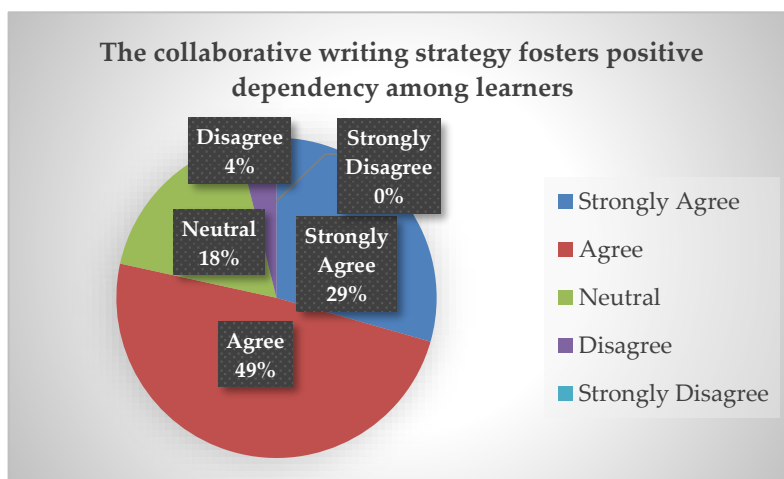


Diagram 15. The percentage of “The collaborative writing strategy fosters positive dependency among learners”

The collaborative writing strategy facilitates student-centered learning

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy facilitates student-centered learning”. With a proportion of 53 percent, 20 percent, 23 neutral, and 4 percent in response to this remark, all respondents picked “agree” and “strongly agree”, “neutral”, and “disagree” from five alternatives. “Strongly disagree” was not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about facilitating student-centered learning. It is depicted in Diagram 16.

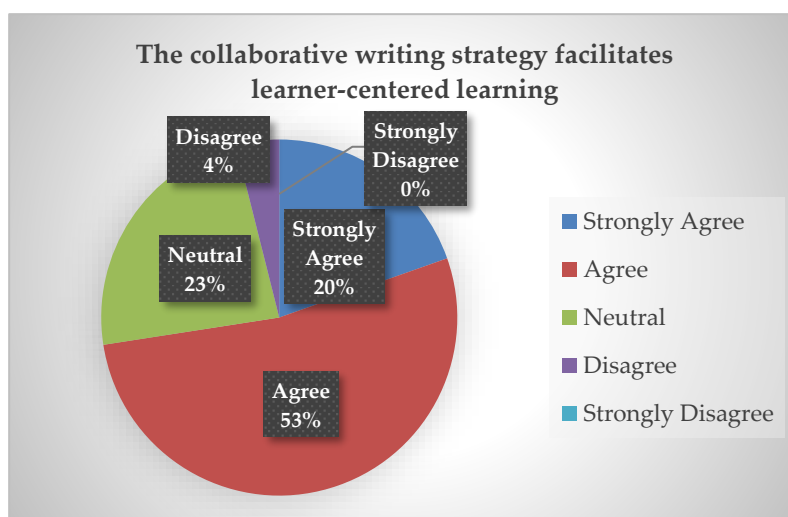


Diagram 16. The percentage of “The collaborative writing strategy facilitates student-centered learning”

The collaborative writing strategy fosters an interactive learning environment in the classroom

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy fosters an interactive learning environment in the classroom”. With a proportion of 51 percent, 39 percent and 10 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy on fostering an interactive learning environment. It is depicted in Diagram 17.

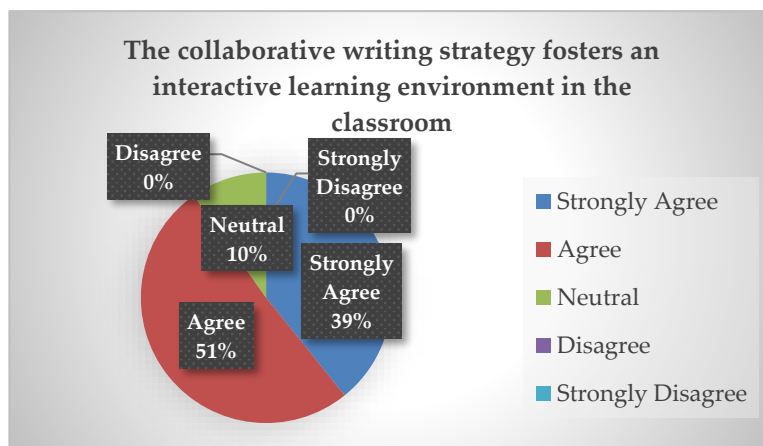


Diagram 17. The percentage of “The collaborative writing strategy guides learners through the concept of academic writing”

The collaborative writing strategy can help learners develop their characters (attitude, critical thinking, teamwork, etc.) while they are learning

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy can help learners develop their characters (attitude, critical thinking, teamwork, etc.) while they are learning”. With a proportion of 43 percent, 49 percent and 8 percent in response to this remark, all respondents picked “agree” and “strongly agree” and “neutral” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about develop their characters (attitude, critical thinking, teamwork). It is depicted in Diagram 18.

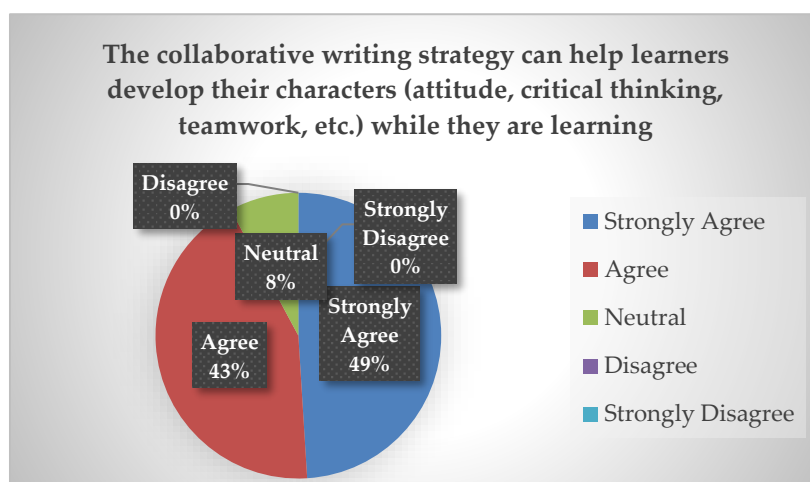


Diagram 18. The percentage of “The collaborative writing strategy can help learners develop their characters (attitude, critical thinking, teamwork, etc.) while they are learning”

The collaborative writing strategy can pique the interest of learners in the learning process

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy can pique the interest of learners in the learning process”. With a proportion of 53 percent, 27 percent and 20 percent in response to this remark, all respondents picked “agree” and “strongly agree” from five alternatives. “Disagree” and “strongly disagree” were not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about pique the interest of learners in the learning process. It is depicted in Diagram 19.



Diagram 19. The percentage of “The collaborative writing strategy can pique the interest of learners in the learning process”

The collaborative writing strategy fosters a dynamic learning environment and enjoyable learning experiences

In this case, the majority of EFL learners had a favorable opinion of “The collaborative writing strategy fosters a dynamic learning environment and enjoyable learning experiences”. With a proportion of 49 percent, 33 percent, 16 percent, and 2 percent in response to this remark, all respondents picked “agree” and “strongly agree”, “neutral”, and “disagree” from five alternatives. “Strongly disagree” was not selected by any of the respondents. It signifies that the learners agree that collaborative writing strategy about dynamic learning environment and enjoyable learning experiences. It is depicted in Diagram 20.

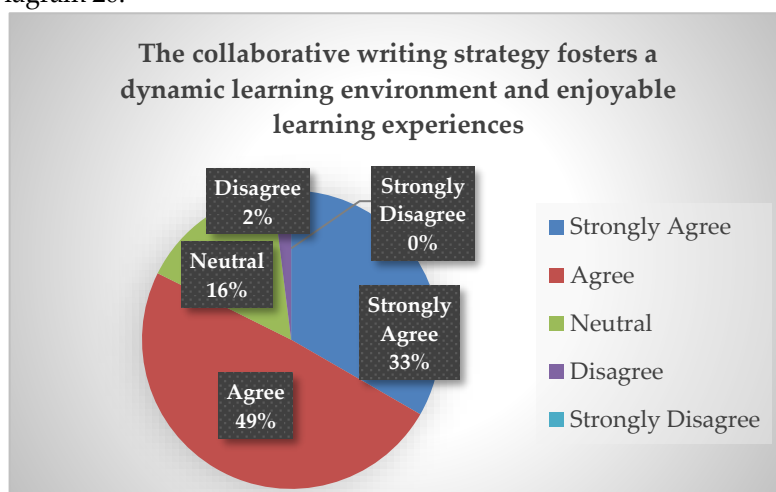


Diagram 20. The percentage of “The collaborative writing strategy fosters a dynamic learning environment and enjoyable learning experiences”

4. CONCLUSION

It can be concluded that EFL learners' perceptions on the application of collaborative writing strategy in a writing class are dominantly in positive responses from a total of twenty about category perception of academic writing concept, perceptions of cooperation, perceptions of writing skills, and perceptions of learning atmosphere. Most of the learners' answer are in positive way that indicates that by utilizing collaborative writing strategy suitable to be applied in writing skill in developing 21st century because by implementing collaborative strategy learners think critically in academic writing concept, collaboration by aspect of cooperation, creativity in writing skills, and get communication to other learners by learning atmosphere. It is the strong of this research to be implement to the online writing learning and create the learners' characteristic in 21st century in gaining the learners' development of their critical thinking. It is recommends the skills of 21st century can be build up through the implementation of collaborative writing strategy in a writing class. The limitation of this research did not focus on what technique used in collaborative writing strategy so the next researcher can choose one of technique in utilizing collaborative writing strategy for their focus.

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