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by

STRATEGY TO TEACH WRITING
IN A BIG CLASS

CHAPTER I
INTRODUCTION

1.1 Background of the study

Have you ever experienced in teaching writing in a big class? Where you do not have a partner or an assistant who help you to manage the class or to review your students' writing task. If you ever at this situation, I bet that you are tired on giving feedback or scoring the students' composition. You have to do all the task by yourself. This situation is wasting of time. Review the students in a big class needs a lot of time. You will be exhausted if there are more than twenty students in a class and you have to review the students' composition one by one.

There are four skills in English; listening, reading, speaking and writing. listening and reading are receptive skills. Writing and speaking are productive skills. One of challenge in teaching English as a foreign language is teaching writing. Students in Indonesia rarely use English in daily life. English only as a foreign language for Indonesian people. English is only learnt in school. This situation makes students do not master English fluently. Their competence in acquiring English is still limited. They lack of vocabulary and grammar. They do not remember the rules of how to write sentences in a good English. This condition is one factor that influence the succeed in teaching writing class.

There were some complex problems in writing class that had been faced by the students and lecturer in Hasyim Asy'ari University. There were two main problems; the students' mastery level of English and bad management of writing class. Firstly, students had difficulty in writing English. Writing English is not their habit. They have lack vocabulary so they felt difficult to translate the words in English. Additionally, their grammar was also not good enough. It made them difficult to arrange the sentences.

Secondly, bad management class brings obstruction in the process of writing class. There were 28 students who attended Intensive Course 2 (reading and writing) and there was only one lecturer who taught at that time. The lecturer had to maintain the class alone without assistant. She got problems in giving review

feedback of the students' writing task. While, the writing class only last for a hundred minutes. The time was not enough to give feedback on students' composition one by one. It can be said that the writing class was not effective. Therefore, the researcher tried to use another strategy to handle the problems.

The previous study conducted by Nelson (2000) "Teaching Collaborative Writing and Peer Review Techniques to Engineering and Technology Undergraduates" showed that the use of peer review can contribute the capability to stimulate editing and critical thinking skill. Moreover, writing collaboratively can make the students full of zip and work as a team to support each other. This strategy can create students to be happy in the teaching - learning activities.

In addition, Lin & Chien who did research to investigate the effectiveness of peer feedback in 2009 stated that peer feedback can give positive outcomes both in intellectual and social relations. Based on the background of the study and the previous studies. Thus the researcher tried to use the strategy to handle the problems in that class. Because the students were in Intensive Course 2 where they only focused to learn reading and writing, the researcher considered to use collaborative writing and peer review feedback as the right strategy where it could be combined with reading.

1.2 Objective of the study

The objective of the study is stated as follows;
1. To find out students' score in collaborative writing
2. To find out the students' perception in collaborative writing and peer review feedback.
3. To find out the strengths and weaknesses of collaborative writing and peer review feedback.

1.3 Significance of the study

1. For the English teacher: this study can be used as an appropriate strategy to be applied for teaching writing in the English

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department student at university. Furthermore, this strategy can make the students enjoy and comfortable in writing their assignments.

2. For the University of Hasyim Asy'ari: as the information and use the result of this study to make decision or policy to improve the quality of education especially in English department.

3. For future researchers: this study can be as a reference in conducting the same research in using collaborative writing and peer review for EFL students at University. It may need more research to conduct the next method or other strategy to make perfect.

1.4 Delimitation of the study

This study only focuses on the implementation of collaborative writing and peer review on the second semester of Intensive Course 2 (reading and writing), English department students in Hasyim Asy'ari University. It is limited on the students' experience and view to find out whether this method is suitable to handle the class activity on writing. This study wants to find out the students' view in experiencing cooperative learning by using collaborative writing and giving or receiving peer review feedback on their writing task.

1.5 Definition of key terms

The definitions of key terms of this study are explained as follows:

1. Reading: Read the short text to give schemata to students before writing.

2. Writing: putting the idea in a written task or paragraph based on the topic related to the short text given before.

3. Collaborative writing: students share the idea to write a story or paragraphs in a piece of paper with their friends in a group or in pair.

4. Peer review feedback: giving and receiving the correction or revision feedback on their friends'

written task on the grammar, content and vocabulary.

CHAPTER 2
REVIEW OF RELATED LITERATURE

2.1 Previous Study

Lin & Chien did research in 2009 "An Investigation into Effectiveness of Peer Feedback" stated that using peer feedback to review their writing tasks had given positive results both in intellectual and social relations.

Harutyunyan & Poveda did a research in 2018 "Students' Perception of Peer Review in an EFL Classroom ". They stated that peer review can increase students' skills working in group. Students believed that their help to review the writing task to the others could be advantageous. So they felt that they had similar goal and skill.

Moreover, a research "Teaching Collaborative Writing and Peer Review Techniques to Engineering and Technology Undergraduates" in 2000 by Nelson showed positive result. By doing collaborative writing the class were lively and students could work with their friends in group. They enjoyed the activity and support each other. Besides that, peer review could stimulate students' ability to think critically and editing.

In addition, Storch (2005) also did research with the title "Collaborative Writing: Product, Process, and Students' Reflections". The subjects were 23 ESL students completing degree courses. At the beginning of the project, students were asked whether they wanted to write alone or in group. The result showed that collaborative writing gave positive experiences. Writing in group was more advantageous than writing individually. In collaborative writing, it found that the texts were shorter but better in terms of task completion, grammatical correctness, and complexity. Writing in group creates ideas together and giving feedback to others.

The differences between the previous study and this study are on the subject and the strategy. The subject of this study was EFL students, while the previous studies were conducted for Second language (L2) class. Besides that, this study combined reading skill before asking the students to write in group.

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2.2 READING
2.2.1. Why reading?

May be some of you are asking why should we use reading in conducting this strategy, I think, there are many English teachers who already know about the advantage of reading. But why do I use reading to teach writing in my class? The reason is simple. Remember that we teach in EFL (English as a Foreign language) classroom. We do not speak or use English in daily life. English is only used in the class when learning English. Many students do not master English fluently. They still confused how to express their idea in English even in verbal or writing. Furthermore, they have lack vocabulary, so they cannot write essay because they do not know the words in English. That's why I give the students the text first before they write.

Reading can lead the students to create the story in their composition. They already know the same topic they have read before. They know the techniques of writing similar topic with different story. They can create their own story by their experiences or imagination. Furthermore, they can use the words in the text that have been given to their composition. So this kind of strategy will make the teaching of writing easier.

In addition, if the class is big. There are many students in writing class that consist of more than 25 students with different ability. And there is no assistant who help to review the students' composition, so it will be difficult to handle all the students' essay one by one. The solution for quick learning writing is by reading first. Then, the teacher only explains the main point of writing no need to explain in detail because it will waste of time.

Magazine, newspaper, letter, novel, book or article are kind of a model. For example, by reading a letter we know how to write a letter. It does not need to find many sources of technique to write a letter. We can just learn the technique of writing letter only by reading. We will just follow the model then automatically we can write.
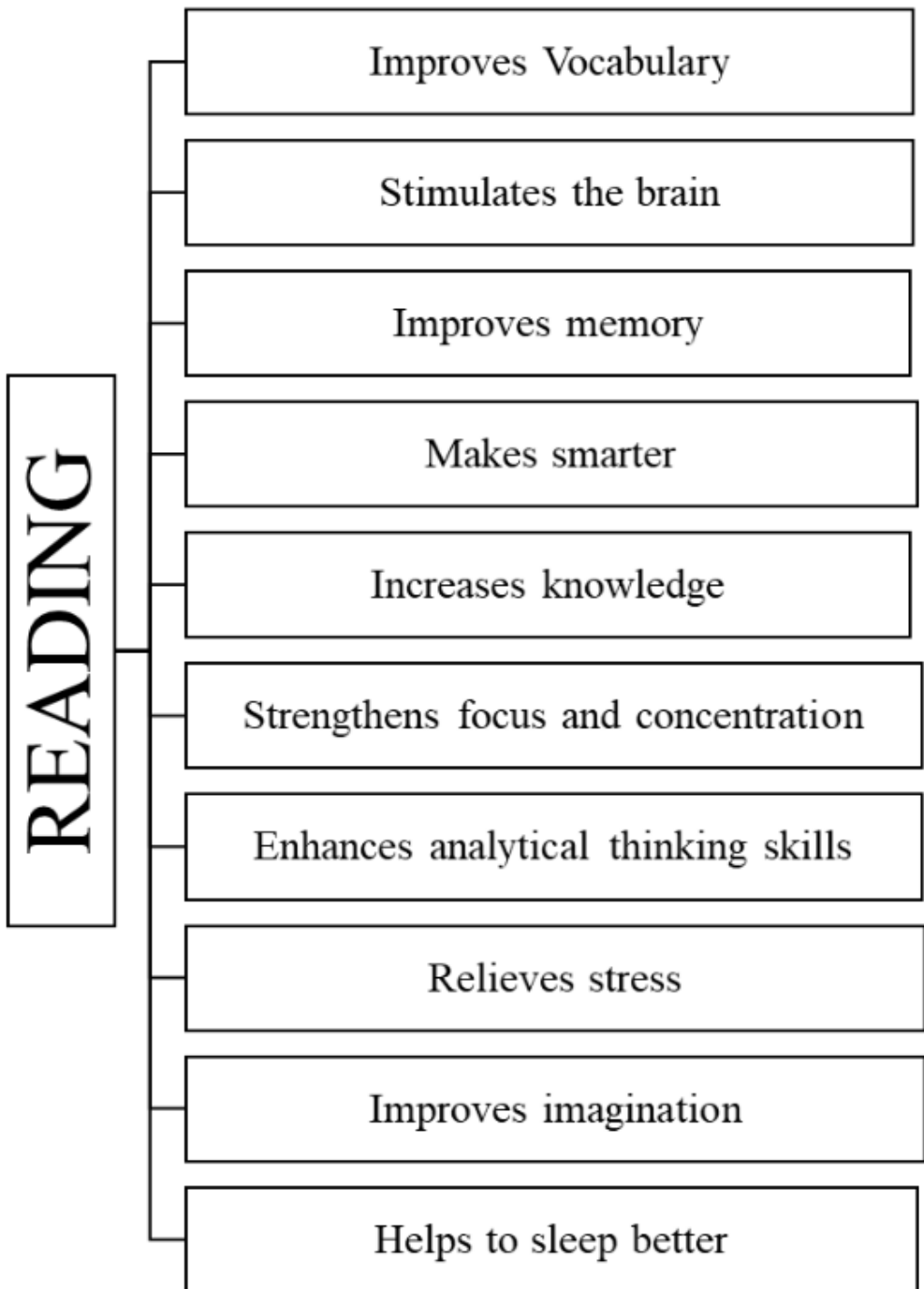
We often heard that reading is the windows of the world. It means that by reading we can know everything that happens around the world. By reading we can have many knowledge. Without going anywhere, we know everything.

Reading can give many advantages. By reading, you can improve your vocabulary. If students have a lot of vocabulary, then they will automatically can write in English. The connection between vocabulary and writing have strong impact. Their imagination also grows if they like to read. The input of vocabulary through reading can spontaneously enrich their skill on both oral and written task (Nelson, Michal, & Perfetti, 2005 cited in Duff, et al. 2015).

2.2.2 Benefits of reading

In improving English, you can read whatever you like such as magazine, article, news, novel, and etc. No matter you want to read for pleasure or academic purpose. Reading something interesting is one way to fill your pleasure. In this case, no one forces you to read. You read something that you like and with your own mood. This kind of habit can enlarge your knowledge and unconsciously you can enhance your vocabulary. If reading becomes your habit, then your comprehension of English will grow.

Besides that, reading also have many advantages. By reading, not only intellectual benefits you can get but also from the health side. There are a lot of benefits that we can have by reading (Anonym, 2000), as you can see at the table below,

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                ┌─────────────────────────────────────┐
                │         Improves Vocabulary          │
                └─────────────────────────────────────┘
                ┌─────────────────────────────────────┐
                │         Stimulates the brain         │
                └─────────────────────────────────────┘
                ┌─────────────────────────────────────┐
                │           Improves memory            │
                └─────────────────────────────────────┘
   ┌────────┐   ┌─────────────────────────────────────┐
   │        │   │            Makes smarter             │
   │        │   └─────────────────────────────────────┘
   │ R      │   ┌─────────────────────────────────────┐
   │ E      │   │         Increases knowledge          │
   │ A      │   └─────────────────────────────────────┘
   │ D      │   ┌─────────────────────────────────────┐
   │ I      ├───│  Strengthens focus and concentration │
   │ N      │   └─────────────────────────────────────┘
   │ G      │   ┌─────────────────────────────────────┐
   │        │   │   Enhances analytical thinking skills│
   │        │   └─────────────────────────────────────┘
   └────────┘   ┌─────────────────────────────────────┐
                │           Relieves stress            │
                └─────────────────────────────────────┘
                ┌─────────────────────────────────────┐
                │        Improves imagination          │
                └─────────────────────────────────────┘
                ┌─────────────────────────────────────┐
                │        Helps to sleep better         │
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Benefits of reading
(Anonym, 2000)

Reading is not only benefit for academic purposes or cognitive ability but there some benefits for better quality life which can be explained as follow:

➢ **Improves vocabulary**

You have to read more if you want to enlarge your vocabulary. When reading, you find many unknown or new words. You can find the meanings of new words by looking up dictionary or by finding from the context. After that, you have to use that words in daily conversation or in writing. Your ability to memories vocabulary will increase. So that you can master English better than before and also increase your ability in writing.

➢ **Stimulates the brain**

There are many ways to keep the brain healthy, one way is reading. Reading is good for the brain. It can keep the brain active. Based on the neurobiological view, the brain will be very active if we use it for reading than processing language and pictures. The memory and learning capability will improve. It sharpens the brain by reducing intellectual failure, and toughen your brain against illness like Alzheimer's or dementia.

➢ **Improves memory**

By reading new memories will be created. The brain will form new connections. You are fundamentally exercise your brain to maintain new information.

➢ **Makes smarter**

The study of reading with the title "What Reading Does for the Mind" who conducted by Anne E. Cunningham and Keith E. Stanovich, showed that reading give benefit to develop vocabulary and general knowledge for middle intellectual capability. Expansion of intelligence is not dependent on cognitive capability alone, it is only one variable.

➢ Increase knowledge

Reading is one of significant ways to increase knowledge. Reading many kinds of books will develop your common knowledge. Particular knowledge can be picked up by digging on a subject or topic deeply. Fulfilling your thoughts with new evidences, information, and views will make you to be a better speaker. You will always have interesting topics to talk in communication.

➢ Strengthens focus and concentration

You have to concentrate on the words of the books that you read in order to understand and take in the main idea of the books. Once when you are drowning in the book, you will ignore all of the distractors and focus on the topic of the book. Your attention span will strengthen by having reading continuously. It will bring you to other aspect of life.

➢ Enhances analytical thinking skills

If you have reading habits continuously you will increase your analytical thinking skills. Your brain will be stimulated by reading. It allows you to think in different ways. Reading lets you more phase to think by stopping to understand, replicate and type note of new point of view and concepts than other types of communication.

➢ Relieves stress

Based on the previous studies in 2009 many research shows that reading is more effective to decrease stress than listening to music, walking, drinking coffee or tea, or playing video games. Reading can slow your heart pace, relieve tension in muscles and reduce stress hormones like cortisol even though it is only done for 6 minutes. "losing yourself in a book is the ultimate relaxation" said Dr. David Lewis, who led the study.

> **Improves imagination**

Reading a good novel can bring you to travel in another place, time or world. Training your creativity will expand your skill to think about these new worlds, characters and views. Your mind will be more innovative and sympathetic by unlocking your thoughts to new ideas and opportunities.

> **Helps to sleep better**

If you have habit to read before sleeping, it is exercising your brain to sleep faster and it is also decreasing stress. This habit will make sleeping easier and you will sleep deeper. One more to make better quality sleeping is to turn off TV, smartphone and tablet one hour before sleeping, because all that things have blue light which disturb the quality and quantity of sleeping. To get better sleeping you should read physical book.

2.3 WRITING

2.3.1 Principles for teaching writing skills (Brown: 2007, p.403)

A. Incorporate practices of "good" writers.

- Focus on the purpose of writing.
- Measure the readers perceptively.
- Use your time to write.
- Write the idea that come up first to the paper.
- Use a general organizational plan when writing.
- Give feedback on their writing.
- Do not only use on certain grammar.
- Do not forget to review and revise their work.
- Give revision to their writing patiently.

B. Balance process and product

Teacher has to give more care to students, to guide and respond to their writing at the teaching – learning activity. Teacher has to make sure that their writing is clear and using good organization.

C. Account for cultural/ literary backgrounds

Teachers have to explain the technique use in writing clearly, so that the students understand it.

D. Connect reading and writing

The students can learn how to write by reading. They learn the words that already have been written. Reading many types of text can enrich their idea and important point in writing.

E. Provide as much authentic writing as possible.

Authentic writing can be done by producing a class newsletter, send letter to others, writing script of drama, make summary, advertisements, and etc. One way to increase authenticity is by publishing and exchange their writing in the class.

F. Stages in teaching writing

- Prewriting

You can do some activities such as extensive reading, skimming or scanning, doing outdoor research, brainstorming, listing (individual writing), clustering (start with a key word, then add other words, using free association), discussing a topic or question, instructor-initiated questions and probes, freewriting.

- Drafting and revising

Drafting and revising are the core of writing process. You can do these stages with some strategies such as freewriting, review someone's writing by giving attention to the grammatical rules, giving peer review feedback by the classmates, give feedback from the instructor, editing for grammatical mistakes, ask students to read their almost final products in small groups or pairs to each other to check their mistakes, and the last is proofreading.

G. Offer interactive techniques as possible

Use cooperative learning in writing class as one of interactive approach. Students can work in pairs and groups to generate ideas and peer editing by cooperative learning. Interactive classroom can be done if students focus to write on purpose. To create an easy and successful writing, use group collaboration, brainstorming, and reviewing as part of many writing focused technique.

H. Use approach to give feedback on your students' writing

Teacher as a guide and facilitator to give correction on grammar, idea, relevant to topic, and mechanic (spelling and punctuation) on students' composition.

A strong useful approach to teach writing is reading. The students should be given the reading text to view the idea before they write. Therefore, students can create their own idea easily.

2.4 Collaborative Writing

Collaborative is common said as cooperative where students are doing something together with their groups or working in pairs to gather and share information and idea so they can help each other with one goal to succeed together (Brown, 2007:53).

Collaborative writing means students work with their friends in a group or in pairs to write a composition, essay, paragraphs together with one idea. They can share information, idea or anything and discuss it with their friends in a group.

Oxford cited in Brown (2007: 445) said that there are many studies in collaboration, the result showed that collaboration brings many advantages than working individually, such as "stimulating intrinsic motivation… reinforcing self-confidence… generating caring and altruistic relationships, and decreasing nervousness and prejudice".

2.5 Peer Review

Peer review means their friends in a group or in that class exchange and give correction to their writing product. In writing class, students would prefer to choose peer review feedback than teacher feedback because it can increase students' academic writing (Lu & Bol, 2007: 101). "Peer review is also constructed on the concept of cooperation, which assumes that learning develops through shared understandings of various students, and that learning effectively occurs within interactive peer groups" (Asberg & Nulden, n.d.; Leidner & Jarvenpaa, 1995 cited in Lu & Bol, 2007:100).

CHAPTER 3
THE CONNECTION BETWEEN
READING AND WRITING

"To become a good writer, you have to read. The more you read, the better you can write" (Hoeffner, 2015:22). Reading have very important factor in writing. Reading and writing are two sides of the same coin. We can learn to write by paying attention when reading the text.

Reading and writing cannot be separated. Writing always have relation with reading because after reading you are always asked to write in response (Clouse, 2007: 474).

3.1 THE ADVANTAGES OF READING AND WRITING

Clouse (2007:474) said that there are many advantages we can get on the relation of reading and writing as follow,

A. Reading can improve writing

By reading you will have a lot of knowledge. You can find many ideas to write. When you read you will have many knowledge. So, when you want to write a composition you will have many information than those who don't like to read. Reading can make your writing better than others because you already know what you want to write.

B. Reading also provides models for writing

When you read, you have to give your attention on the writing techniques that the author used in their book, article, magazines, etc. It means that you can learn how to organize idea, develop support, use description, give examples and provide transitions on your writing.

C. Reading improves vocabulary

The more you read you will find more new words. The more words you know, it means you improve your vocabulary. You can use the words in writing after you read an article or book and etc. It is something that the EFL (English as a Foreign Language) students' always find difficult in writing when they do not have much vocabularies of English. They often look up the dictionary to

translate the words from their native language to English. It will burden them to write an essay in English because sometimes the translation does not match with the meaning of the topic that they write.

D. Reading helps you understand your audience.

Successful writers understand readers because they are readers, so they know what readers need and want. When you read, you think like a reader. When you write you have to make decision whether to use humour or serious opening to convince the readers. It can be said that you have to know what readers want to attract them to read your article or book. By reading you are also being a reader that experience can help you to understand the audience.

3.2 THE IMPORTANCE OF WRITING

In EFL (English as a Foreign Language) class, writing is one of four skills that have to be mastered by the student. They will write their research paper or thesis in English. Writing in English also can be valuable as an additional skill to apply job. Writing as a passive skill that important in correspondence.

3.3 READING MORE CAN IMPROVE WRITING SKILLS

Many studies have shown that there is connection between reading and writing. This is not doubt that reading can improve writing skills. May be some people will ask how can reading improve writing skills. There are four reason how reading improve writing. The answer can be explained as follows,

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READING ┬─ Improves comprehension for a subject
        ├─ Improves vocabulary
        ├─ Improves concentration
        └─ Exposes us to different writing styles
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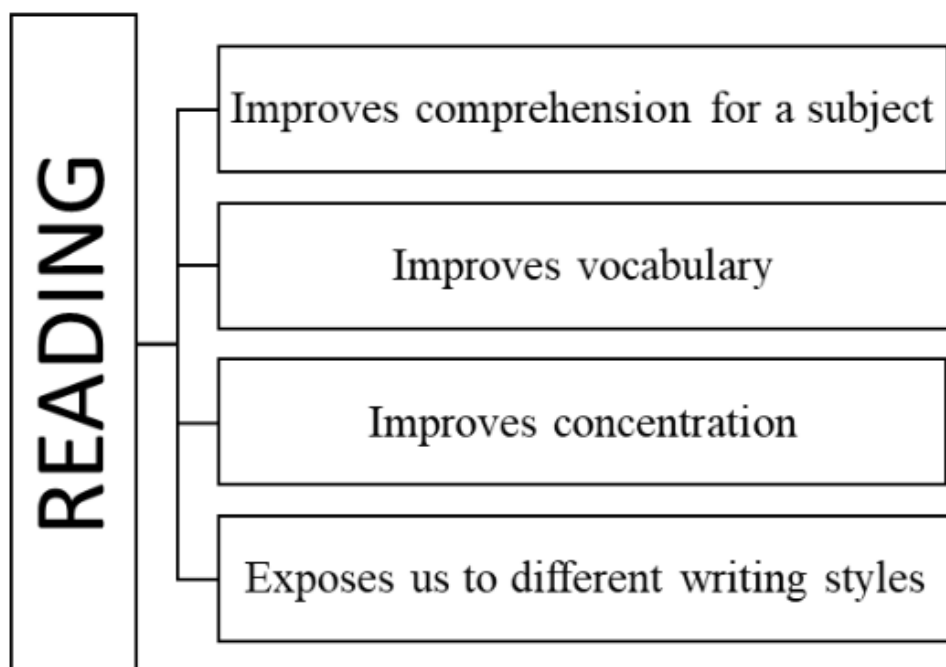
(Basu, 2020)

➢ Reading improves comprehension for a subject

If you are greedy to read, it will make you to understand of more difficult topics which you never know before. Your comprehension on understanding the topics will increase time to time. It can sharpen your ability to understand many different topics, so that you can grab the main point of the book or article faster than others.

➢ Reading improves vocabulary

Everybody knows that reading can improve vocabulary. The more you read the more you enhance your ability to know new words in difficult context. Reading many types of books can make you understand to connect words to words then it can increase your ability to find the meaning of the words without looking up the meaning in the dictionary. To expand your vocabulary, you have to use the difficult words that you find in the books in your writing and make it as your habit, so that you will not forget the words and keep it in your mind automatically.

➢ Reading improves concentration

For EFL learners writing is kind of difficult task. Giving concentration when doing writing is hard thing to do. To focus on writing, you have to practice concentration. Concentration can be improved by reading regularly. Especially when writing research, you have to read many books and articles related to the topic research that you write. You can do this activity as your habit, then you will concentrate easily.

➢ Reading exposes us to different writing styles

Kind of books that you read will determine your writing style. Everybody has their own writing style. Writing style develops according to the level of books that you read. Writing style can be as a characteristic that every writer has. This is what distinguishes one writer from another.

3.4 USING READING TO IMPROVE WRITING

Hoeffner (2015: 22) said that Reading has an impact on the writing ability through unintentional and intentional emulation, even though you read for fun or study. Emulation means doing the same thing as someone else (Hoeffner, 2015:22). The definition of unintentional and intentional emulation can be explained as follows;

Unintentional Emulation

Sometimes we do not aware to use the words in writing from the text or anything we ever heard before. Copying something without awareness is called unintentional emulation. For example: when we often read the text start with the question, then we also write an essay start with a question (Hoeffner, 2015: 23).

Intentional Emulation

When you read the text with awareness with the aim to study the text and use them to become better writer is called intentional emulation (Hoeffner, 2015:23). After you analyse the text then you try to practice it and develop your writing techniques.

When you want to write, you build the paragraph with sentences. Then you build words by words to form sentences. If EFL students do not master English words or vocabulary, of course they will have difficulty in building the sentences to paragraphs.

Therefore, EFL students have to improve their vocabulary. One way to acquire the vocabulary is through reading. By reading they will know and learn new vocabulary. Find the meaning of the words then try to use it in writing.

The key to enrich the vocabulary is using the words that have you learnt (Hoeffner, 2015:39). A lot practicing to use new words in writing or in daily conversation can improve our vocabulary. Keep practicing avoid us to forget the words. We will always remember the words even though we do not intentionally try hard to remember the words. It will be automatically stored in our memory without consciousness by keep practicing the words.

CHAPTER 4
RESEARCH METHOD

4.1 Research Design

The design of this study used qualitative and quantitative method. In qualitative method, the researcher used questionnaire and follow up with interview on collecting the data. After that, the data were counted on the percentage. Then the researcher described and concluded the results of the study. Qualitative research can be explained as follows;

> "Qualitative research is a process of inquiry aimed at understanding human behaviour by building complex, holistic pictures of the social and cultural settings in which such behaviour occurs. It does so by analysing words rather than numbers, and by reporting the detailed views of the people who have been studied. Such inquiry is conducted in settings where people naturally interact, as opposed to specially designed laboratories or clinical/experimental settings. Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts and definitions, characteristic, metaphors, symbols, and descriptions" (Angrosino cited in Latief, 2013: 75-76).

Under the area of qualitative method, this study used survey research to find out the students' perceptions in peer review and collaborative writing. Based on Latief (2013:124) survey research was usually used to describe views, behaviours, preferences, and perceptions of research subject. Therefore, the instrument of collecting data of this study used questionnaire and interview. In addition, this study also described the strengths and weaknesses of peer review and collaborative writing. This was the part of the research problems that have to be explained in the result of the study because this kind of method was rarely used in EFL class.

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While, quantitative method was used to get the score from the students' writing task in conducting collaborative writing. The writing assessment was used to know the students' comprehension in writing. The score was taken from the student's writing task in group. The writing rubric used in this study was adapted from Brown (2007)

4.2 Setting and subjects of the study

The subject of the study was the second semester of English department of Hasyim Asy'ari University, which was located in Jl. Irian Jaya No. 55 Tebuireng Jombang, with the total number of 28 students.

4.3 Data collection technique

The technique to collect the data during the implementation of collaborative writing and peer review can be describe as follows;

4.3.1 Qualitative method

- Questionnaire.

There was only one questionnaire for the students' response during the implementation of collaborative writing and peer review. The questionnaire was described clearly on the description variables. There were 23 questions. It was spread to the students at the end of the project. The questionnaire was close ended; it meant the students just gave the thick of "yes" or "no".
- Interview.

Interview was needed by the researcher to get the information during the project. This instrument was gathered for the additional information needed in conducting the research. This data was also to know the strength and the weakness of the strategy.

4.3.2 Quantitative method

Writing scoring rubric was used to measure the students' comprehension in writing. The scoring rubric was adapted from Brown (2007);

ASSESSMENT

Aspect	Score	Performance description
Content (C)	4	The topic is clear and complete and the details are relating to the topic.
	3	The topic is clear and complete and the details are almost relating to the topic.
30%	2	The topic is clear and complete and the details are not relating to the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organization (O)	4	Identification is complete and descriptions are arranged with proper connectives
20%	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connectives
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G)	4	Very few grammatical or agreement inaccuracies
20%	3	Few grammatical or agreement inaccuracies but not affect in meaning
	2	Numerous grammatical or agreement inaccuracies
	1	frequent grammatical or agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and words forms

15%	3	Few misuse of vocabularies, word forms, but not change the meaning.
	2	Limited range confusing words and word form.
	1	Very poor knowledge of words, word forms and not understandable
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.
15%	3	It has occasional errors of spelling, punctuation, and capitalization.
	2	It has frequent errors of spelling, punctuation, and capitalization.
	1	It is dominated by errors of spelling, punctuation, and capitalization.

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Adapted from Brown (2007)

Notes:
C = Content
O = Organization
G = Grammar
V = Vocabulary
M = Mechanics

4.4 Data analysis

The researcher guided the students during the process of collaborative writing and peer review feedback at the class activity. The data that gathered by questionnaire were analysed quantitatively. Then, percentage by counting the frequency of appearance of "yes" and "no" to find out the students' respond concerning the implementation of collaborative writing and peer review feedback. After the data were percentage in a pie chart, the data were also described qualitatively.

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The data which were gathered by interview were analysed descriptive qualitative. If the data showed the positive result from the students' respond, it could be concluded that the implementation of the collaborative writing and peer review feedback is a good choice to be applied in the writing class activity.

In addition, the data from students' writing task were taken from writing scoring rubric. The data presented in number of group who conducted collaborative writing. The writing scoring rubric was adapted from Brown.

CHAPTER 5
STEPS IN CONDUCTING THE STRATEGY

There are some steps to conduct the strategy. It consists of three main stages. They are reading, writing, and peer review feedback. Every stage has some points to do to implement the strategy. The steps can be seen in the diagram bellow;

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┌─────────────────┐
│     READING     │
└─────────────────┘
         ↓
┌─────────────────┐
│     WRITING     │
└─────────────────┘
         ↓
┌───────────────────────────┐
│   PEER REVIEW FEEDBACK     │
└───────────────────────────┘
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(the main stages of the strategy)
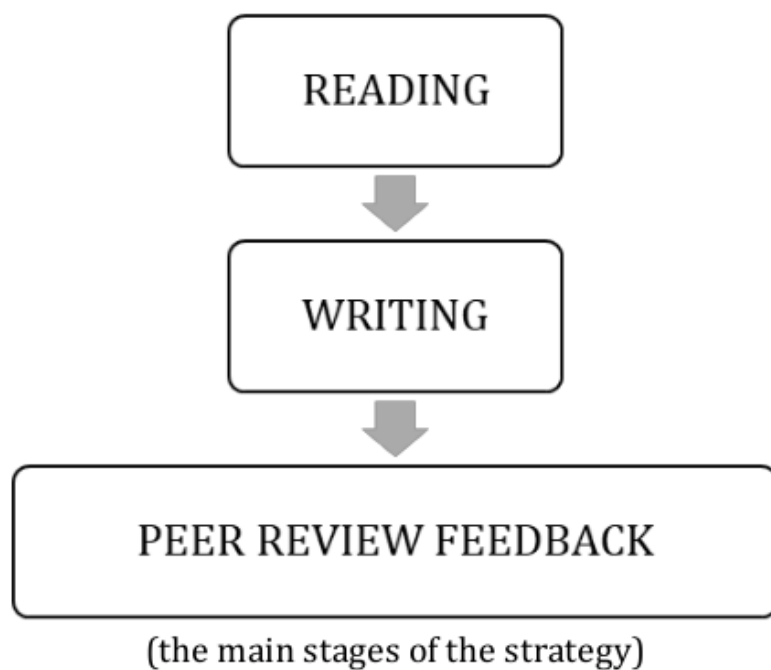
5.1 READING

Reading is the first step that you have to do for conducting this strategy. The purpose of reading is to brainstorm the students in order to rise their creativity and idea in writing. So that, the students will be easier to write a composition by giving the model of the text before writing. The steps of reading session can be seen as follows,

Choosing the text

Divide the students into some groups

Ask the students to read the text

Discuss the text with student
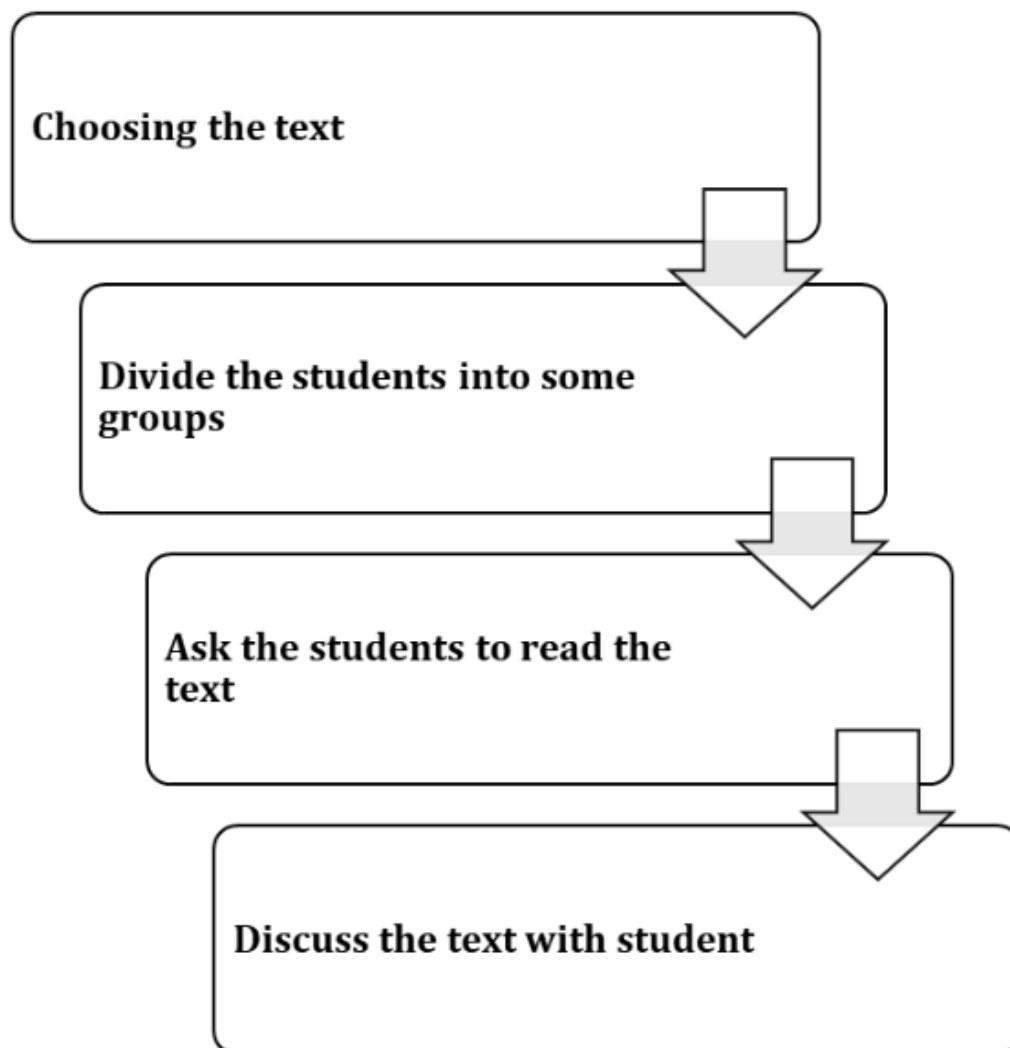
Make sure that you choose the right text which is appropriate with your students. It means that you have to find the text which is suitable with your students' ability. Find the suitable topics, vocabulary and content. If your students' comprehension is high, then you have to find the higher vocabulary, topic and content

of the text. While, if your students still have low comprehension in English, you have to find the text which is related to their ability.

After giving the text to your students then ask them to sit in some groups. The groups can consist of four or five students in a group. You have to choose the member of a group by your side. Do not ask them to choose by themselves. Choose the students based on the ability. You have to mix clever students and less clever students in a group. If you do not have many clever students, you have to find at least one clever student in a group because this strategy can make the discussion active. Clever students can help their friends in group who have low comprehension in English. So that it can improve their ability in acquiring English.

Then, ask your students to read the text. Give some times for them to read and discus the text with their friends in a group. In this step hopefully students who do not understand the text will ask their friends about the difficult words, the topic and what is the meaning of the text. So the collaboration will be achieved. They will help each other without the teacher. In addition, the teacher does not have to explain or answer the whole students' questions. Furthermore, shy students won't feel nervous when asking to their friends than to the teacher.

On the last of reading session, you have to discuss the text with your students. This step to make sure what students' get from the text. Whether they are understanding the text or not. whether they answer the question correctly. You have to discuss everything related to the text. Make sure your students have 1understood the text correctly.

5.2 COLLABORATIVE WRITING

The second step is writing. After reading, you ask your students to write. The task is given by collaborative writing. It means the students divided into some groups and they have to write a composition with their friends in a group. The steps to do collaborative writing can be seen in the diagram below,

```
┌─────────────────────────────┐
│ Ask student to create idea  │
│ with the same topic based   │
│ on the text that have been  │
│ given                       │
└─────────────────────────────┘
              │
              ▼
      ┌─────────────────────────────┐
      │ Ask student to write their  │
      │ composition with their      │
      │ group                       │
      └─────────────────────────────┘
                      │
                      ▼
          ┌─────────────────────────────┐
          │ Give student times to       │
          │ disccuss the task with      │
          │ their friends in a group    │
          └─────────────────────────────┘
```
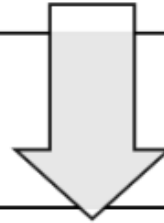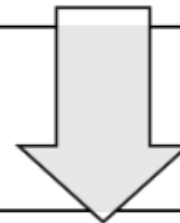
After discussing the text with your students, then ask your students to find new vocabulary and make a list. Check and make sure all of your students know about the text that have been discussed before. Now, it is time to ask your students to write composition with the same topic based on the text that have been given.

Let your students have discussion with their friends in the group. What will they write, and give chance to them to share their idea. Students may use some vocabularies on the text that they had been read. The collaboration makes students active to give idea and share knowledge. The discussion may spend more time but teacher may use time efficiently.

You can just walk around the class whether your students have question or confused about the task. And sometimes you have to see your students work. At this step, you have to check your students who do not active or participate in the discussion.

5.3 PEER REVIEW FEEDBACK

The last step is peer review feedback. The review is conducted by the students. This step gives opportunity to the students to practice their grammar, spelling, punctuation, and all the mechanics in writing. This step simplifies the teacher's task. The steps can be seen as follows,

Exchange students writing composition with other group

Ask student to give review feedback

Teacher check the students' writing composition

Teacher review the students' composition

Teacher gives additional feedback and explanation how to write a good essay
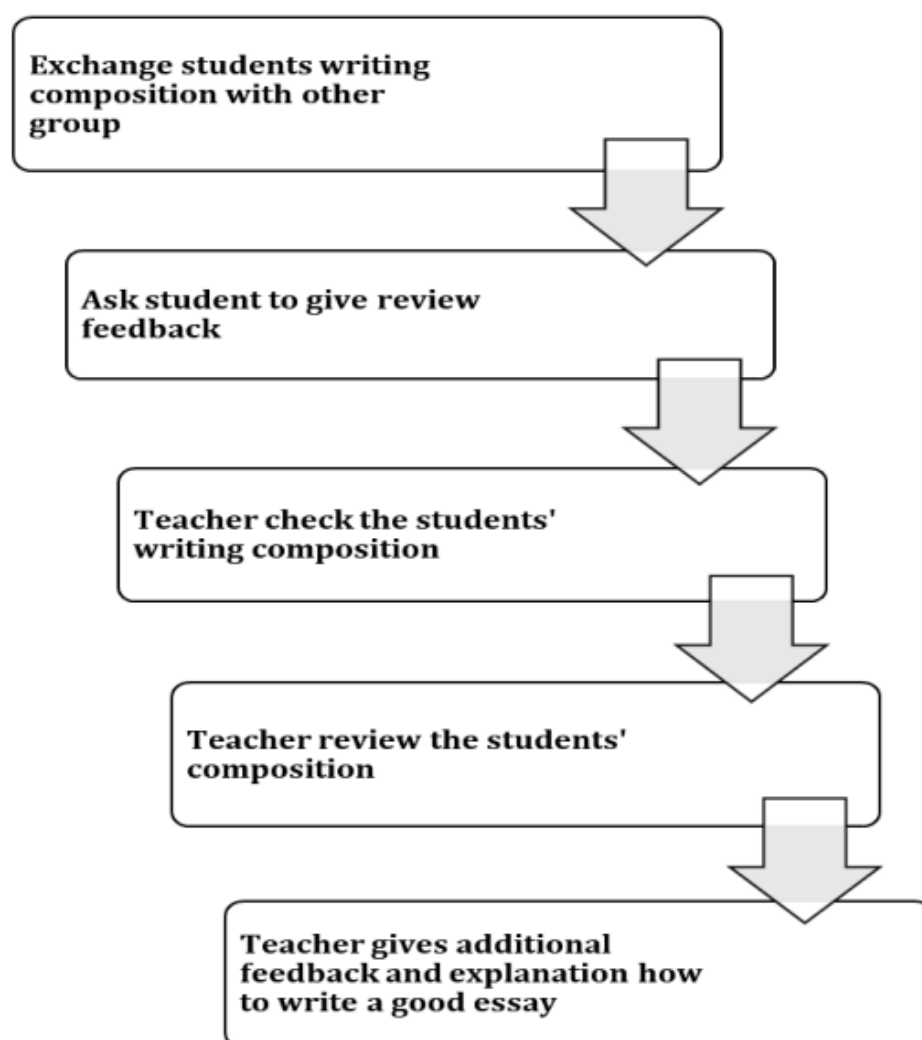
After the students finish their writing composition, then ask them to exchange their composition with other group. Other groups have to give review feedback to their friends' composition. They have to check all the criteria based on the writing scoring rubric which is adapted from Brown (2007). The criteria of scoring include content, organization, grammar, vocabulary and mechanic. These criteria can be seen on the next chapter of writing assessment.

Next after they give review feedback, teacher gives review and revise the mistakes made by the students who give review feedback. Teacher should check all the things in the composition and give feedback to the student.

Finally, at the end of learning activity teacher gives additional feedback and explain of the mistake they made. Ask the students whether they have difficulties. And also explain how to write a good essay.

CHAPTER 6
FINDINGS AND DISCUSSIONS

6.1. The students' score in collaborative writing

Before students wrote a text, the students were given the text and they were asked to read it. After reading the text, they were studying the meaning of the words and understand the story. There were some difficult words that they had to translate into Bahasa. After that they were asked to answer the questions related to the text for comprehension. Then, students were asked to write a paragraph or story by using the words in the text that given before.

The students were divided into six groups consist of 3or 4 persons in a group. The implementation of the strategy conducted three times in different day with different topic. At the first day students gave a text with the topic about lying. Then they were asked to write an opinion about lying in a paragraph. From the score, it can be seen that the lowest score was 60 and only one group got 60. While the highest score was 80, there were two groups got 80. Other group got 65 and another two groups got 70. The score can be seen on the table as follows,

Group	Score
1	80
2	80
3	65
4	70
5	70
6	60

Table 4.1

Students' score in day 1

In the second day, the students were given the text about someone's experience in finding something. After they, read the text then they were asked to make a story about finding something. They used their imagination or experience in finding something and what they would do to that thing.

The score in day two, showed that they were three groups got 65, two groups got 70 and the highest was 75. The scores were not very satisfied in the second day than in the first day. It seemed

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like the students lack of vocabularies in expressing their idea. It was also indicated that the topic given was difficult for them. It can be seen at the table below,

Group	Score
1	65
2	65
3	65
4	70
5	70
6	75

Table 4.2

Students' score in day 2

In the third day, the students were given the text about computer games. The students read the text about the effect of computer games. Then, after reading the text they were asked to write about their opinion of computer games. There were four groups who got 70 on their writing task, one group got 60 and one group got 65. The lowest score was 60 and the highest score was 70. The writing score can be seen on the table below.

Group	Score
1	60
2	70
3	70
4	70
5	65
6	70

Table 4.3

Students' score in day 3

From the three tables above, it can be described that the students' score in group was on the average. Their scores were not too bad. The lowest score was 60 and the highest score was 80. They were no scores under 60. Even though the scores were not all

showed the significant increase, it can be concluded that the collaboration worked well, students who were good in English could help the students who could not write well.

This strategy could make the students who were not good in English improved their skill in writing by the help of clever students. In the other hand, some obstructions also happened in doing this strategy. The collaboration in writing seems did not showed very satisfied result in students' scores. This strategy needed to be revised because the EFL students in the first year did not learn much about grammar. They still lack of knowledge in grammar, vocabulary, sentences structures, and some writing techniques.

6.2. The students' perception in collaborative writing and peer review feedback

The students' perception was taken from the data based on the questionnaire sheet that consisted of 23 questions. The data were analyzed by counting the frequency of "yes" and "no" then they were described in percentage of pie chart. The result from the students' questionnaire can be explained as follows,

Question 1: I would prefer writing the task in-group than individual.

There were 81% students stated that they prefer writing the task in group than individual because it could make writing easier. Their friends in a group would give suggestion if they made mistake. While, there were 19% students gave negative responses. They said that they prefer writing individual than writing collaboratively because they thought that in collaborative writing they had difficulties to share their idea. The pie chart can be seen as follows,

Chart Title

1 81%
2 19%

1 2
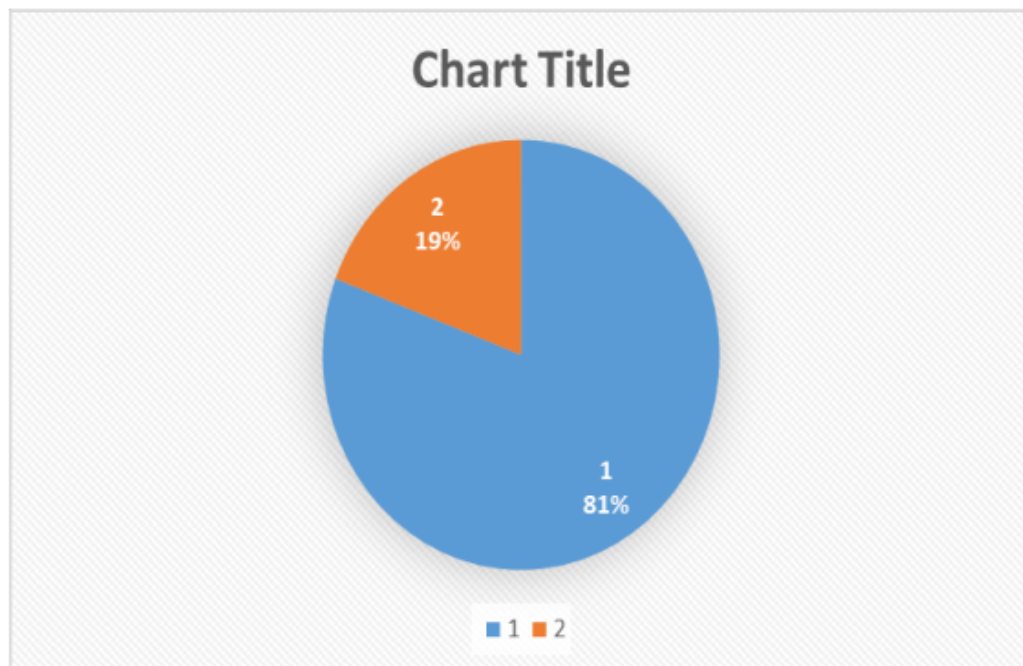
Question 2: I would be motivating if I write in group

Secondly, most of the students agreed that they would be motivated if they write in a group than individual. There were 96% students who agreed that collaborative writing gave motivation to write because they got more inspiration. While, only 4 % students who were not motivated by writing in a group. It can be seen in the chart below,
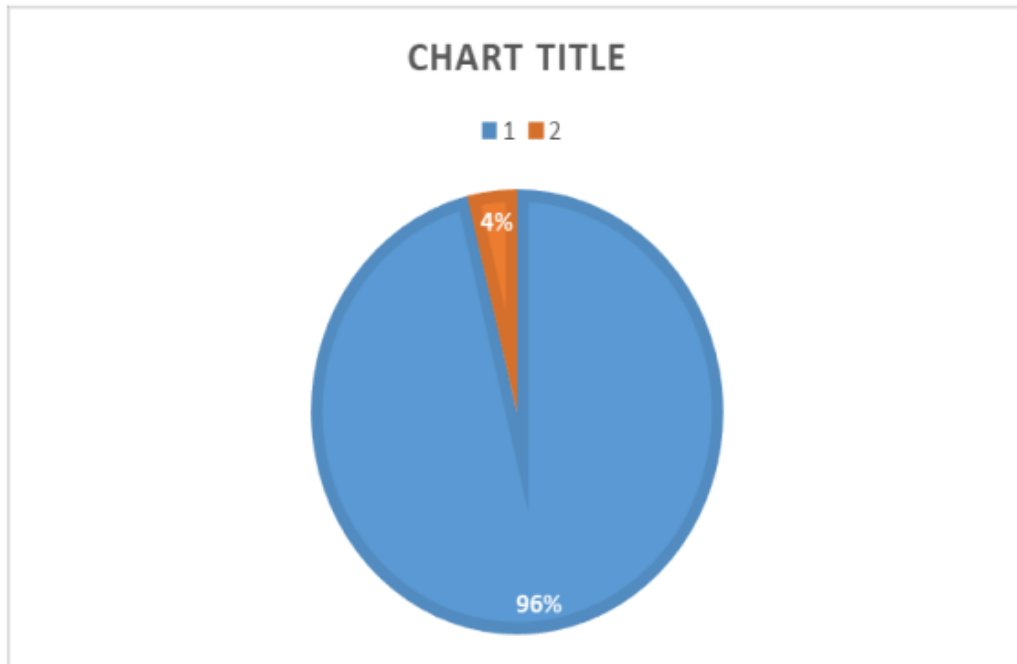
Question 3: I like writing individually

There were 58% students who liked writing individual than in a group. While, 42% students liked writing in a group. The students' statement in the third question seemed a little different with the first data. In the first data there were 81% students who prefer writing in group, but in this data there were 42% students who liked writing in a group. There were 39% data which was not accurate. The students seemed confuse about the statement and they did not give explanation about it. So, the third statement was not valid enough to be concluded.
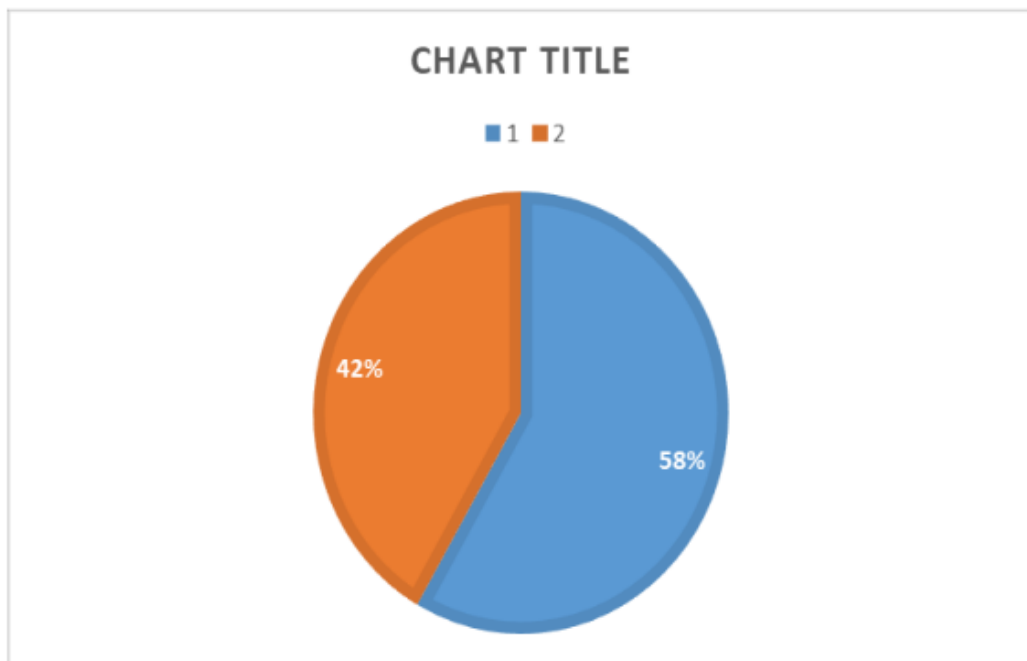
Question 4: I am interested in writing collaboratively than individually.

There were 77% students stated that they were interested in writing collaboratively than individually, 19 % students were interested in writing individually, 4 % students did not answer the question. There were some reasons why they were interested in writing collaboratively such as collaborative writing was easier for them to write a composition, got many ideas and they could learn from their partner in a group. This chart of data can be seen as follows,
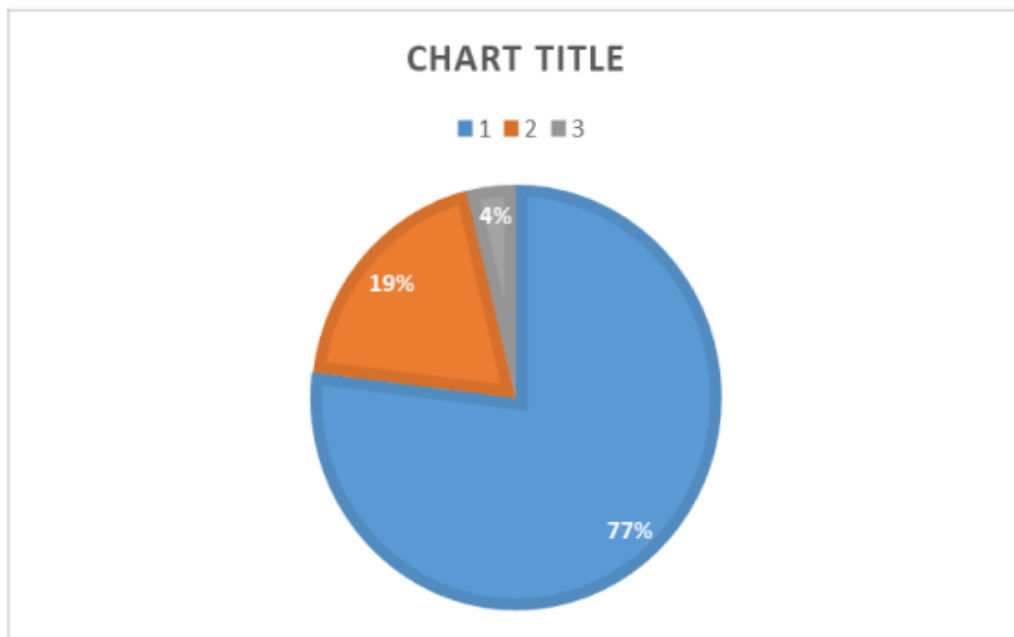
Question 5: I would prefer peer review feedback than the lecturer's feedback.

In peer review feedback, only 35% students who would prefer use peer feedback. While, there were 65% students prefer to get the lecturer's feedback because they thought the lecturers' feedback was better and they did not believe their friends' correction. The chart of this data could be drawn in this chart below,

CHART TITLE

■ 1 ■ 2

35%

65%
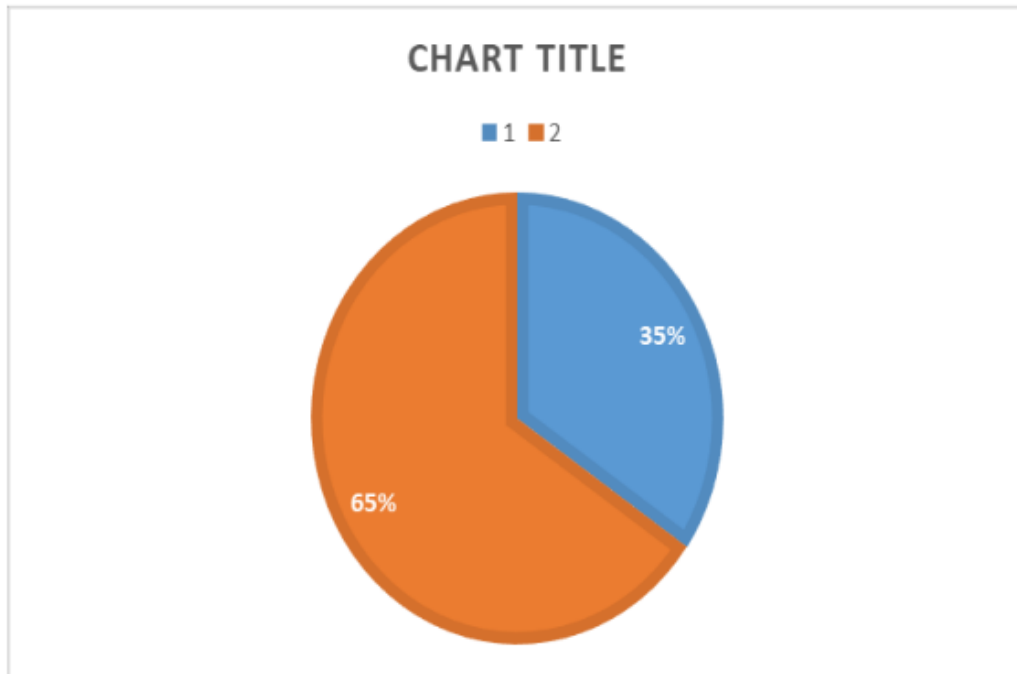
Question 6: I feel comfortable when my friend reviews my writing task

There were 92% students felt comfortable when their friends review their writing task because it could motivate them and they knew whether they made mistakes. But, 8% students did not agree with that statement because their friends' review was unbelievable. It can be seen in the chart below,

CHART TITLE

■ 1 ■ 2

8%

92%
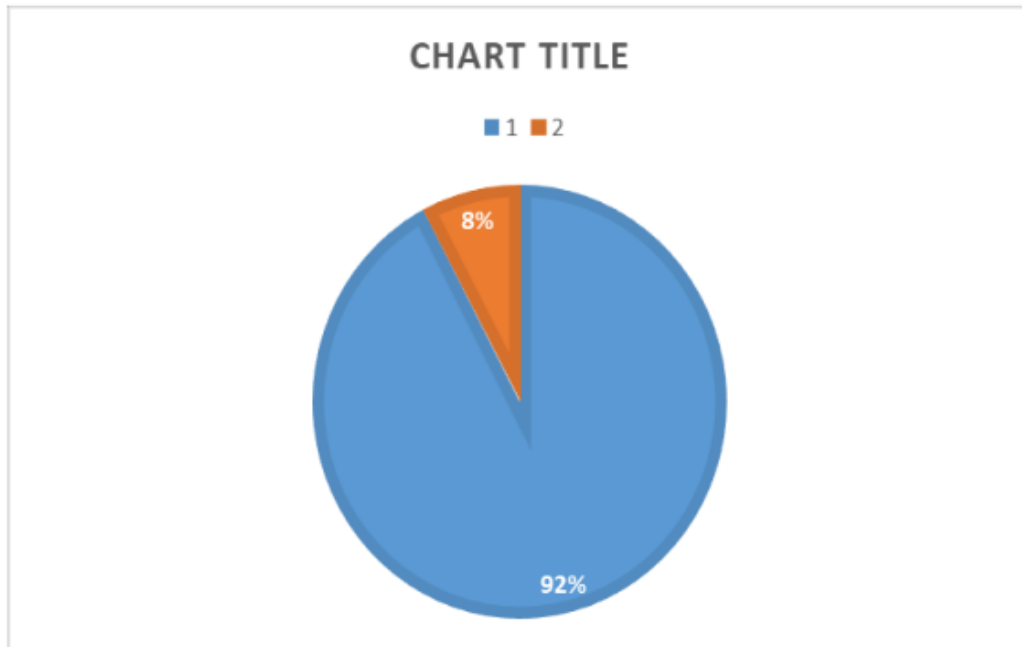
Question 7: I enjoy giving review to my friend's writing task.

There were 85% students enjoyed to give review to their friends' writing task because they said they could practice their knowledge by giving review. Otherwise, 11 % students did not like to give review, and 4% students did not answer the question. It can be seen in a pie chart below.

CHART TITLE

■1 ■2 ■3

4%

11%

85%
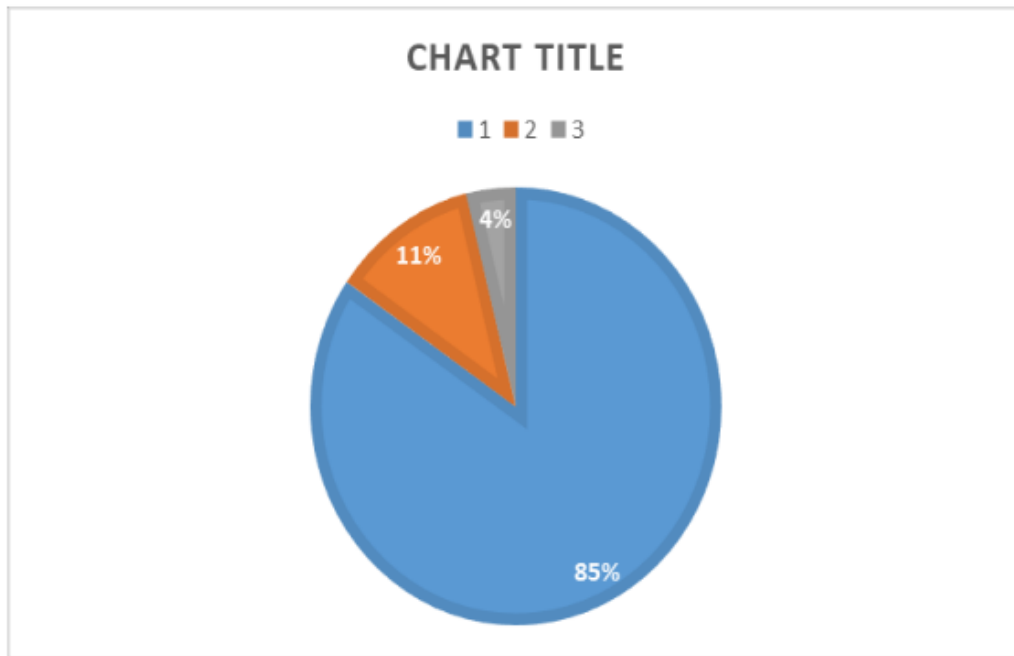
Question 8: Peer review feedback and collaborative writing can reduce nervous

There were 81% students stated that peer review feedback and collaborative writing could reduce nervous because their friends in a group would support and help them in writing. While, 19% students did not agree that peer review feedback and collaborative writing could reduce nervous. The data can be seen in the following chart.
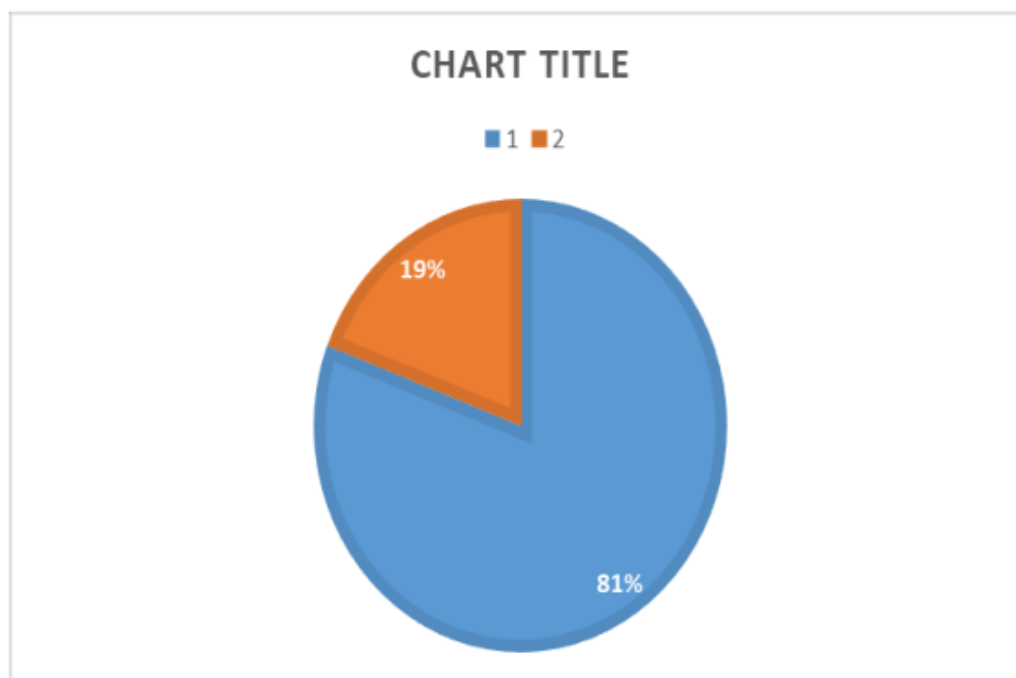
Question 9: I improve my vocabulary

By using this strategy 96% students agreed that it could improve their vocabulary. While, 4% students stated that this strategy could not improve their vocabulary. The data can be seen as follow,
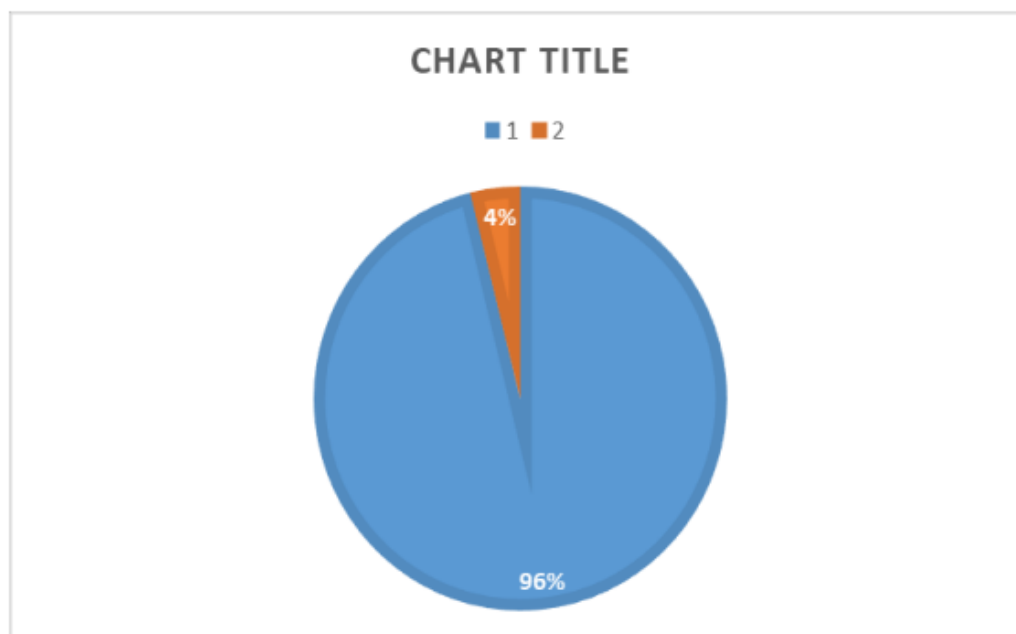
Question 10: I improve my grammar

There were 85% students who agreed that this strategy could improve their grammar. While, there were 15% students stated that their grammar could not improve by using this strategy. The pie chart of the data can be seen below,

CHART TITLE

■ 1 ■ 2

15%

85%
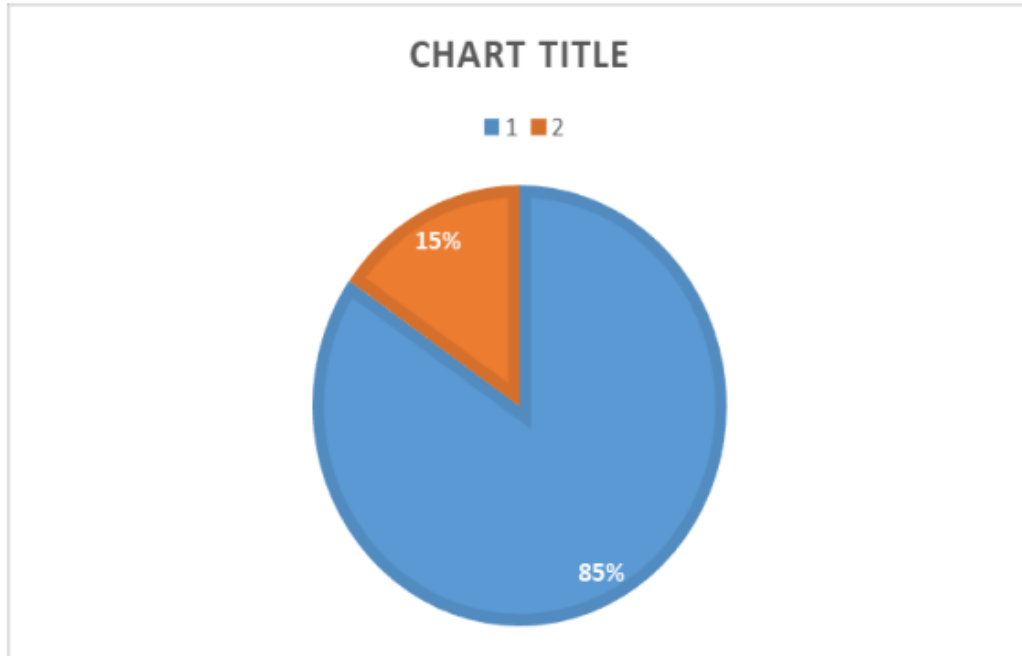
Question 11: I can create or share the idea in collaborative writing

There were 88% students stated that they could create or share the idea in collaborative writing. While, 12 % students stated that they could not create or share the idea in a group. It could be seen as follows,

CHART TITLE

■ 1 ■ 2

12%

88%
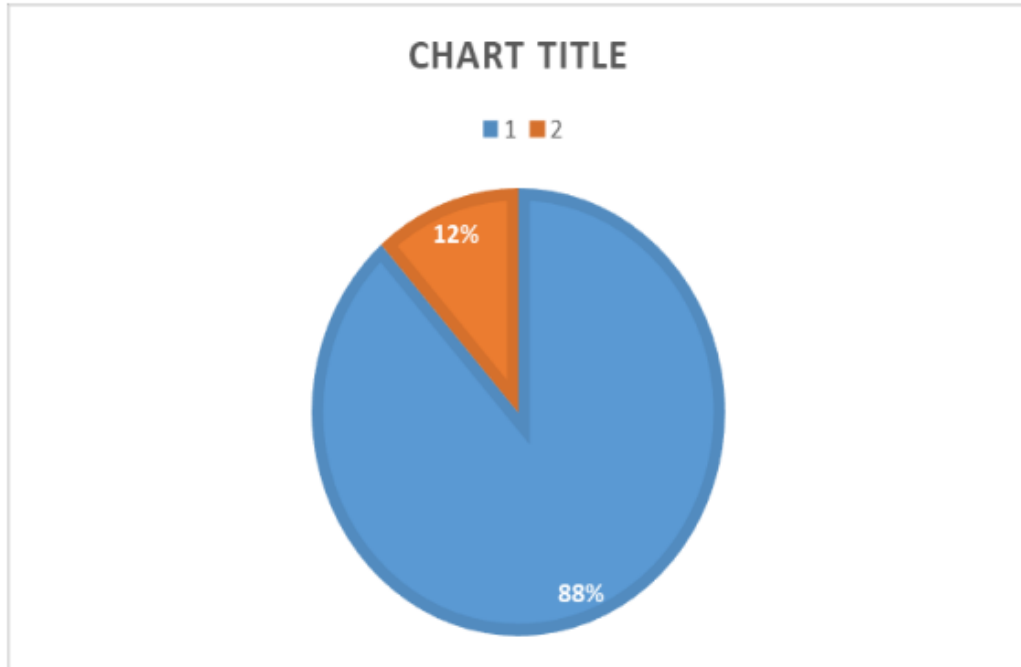
Question 12: I have difficulties writing in groups

The were 69% students gave positive responses, they stated that they did not have difficulties in writing collaboratively. A student said that she enjoyed on it. While, they were 31% students gave negative responses. They stated that they had difficulties in collaborative writing. The proportion of the data could be seen as follows,

CHART TITLE

■ 1 ■ 2
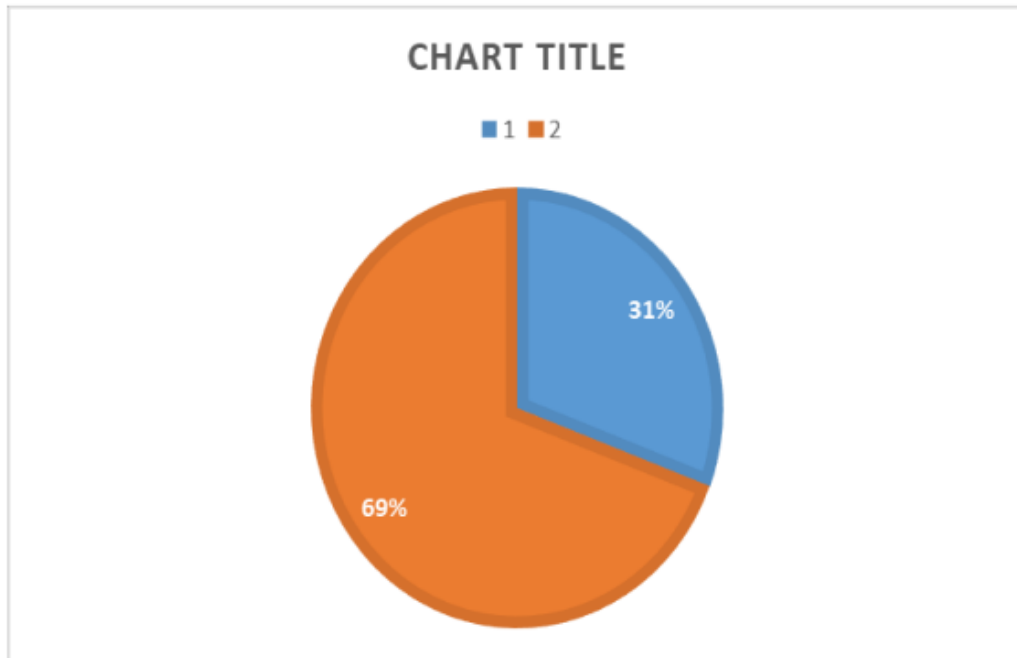
Question 13: I feel difficult to write in group than individual

There were only 31% students felt difficult to write in group than individual. The rest students stated that they were 69% did not feel difficult in writing collaboratively because they knew their mistakes and it could make writing easier. It can be seen in the chart below,

CHART TITLE

■ 1 ■ 2

31%

69%
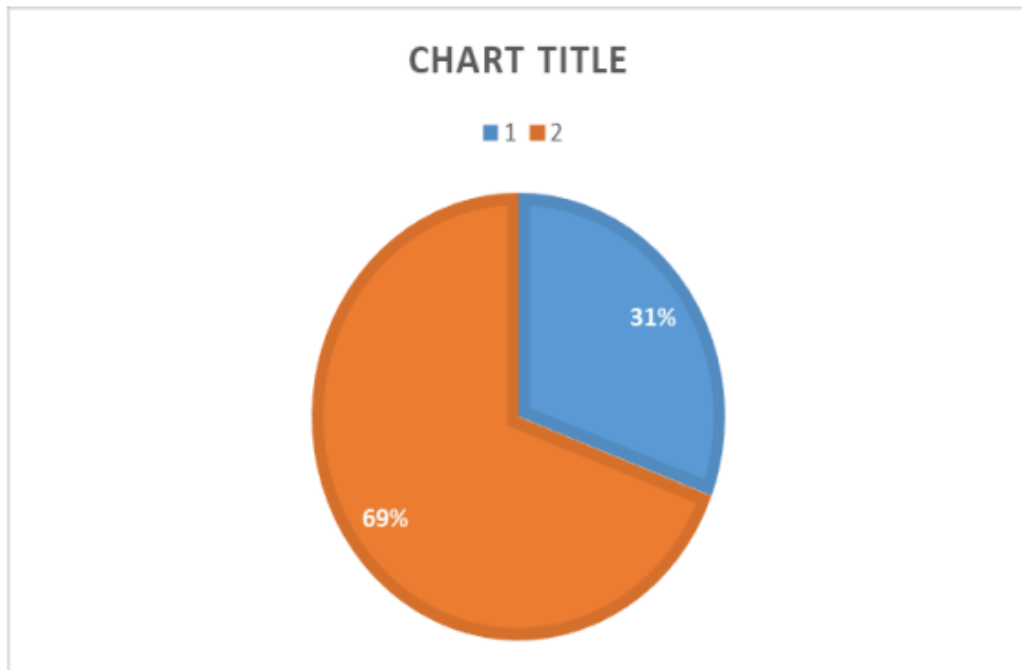
Question 14: I feel confident in collaborative writing and peer review

By using this strategy, there were 69% students felt confident in doing collaborative writing and peer review feedback. While, 27% students did not feel that this learning strategy made them confident. There were also, 4% students did not answer to the question given. The pie chart can be seen as follows,

CHART TITLE

■ 1 ■ 2 ■ 3

4%

27%

69%
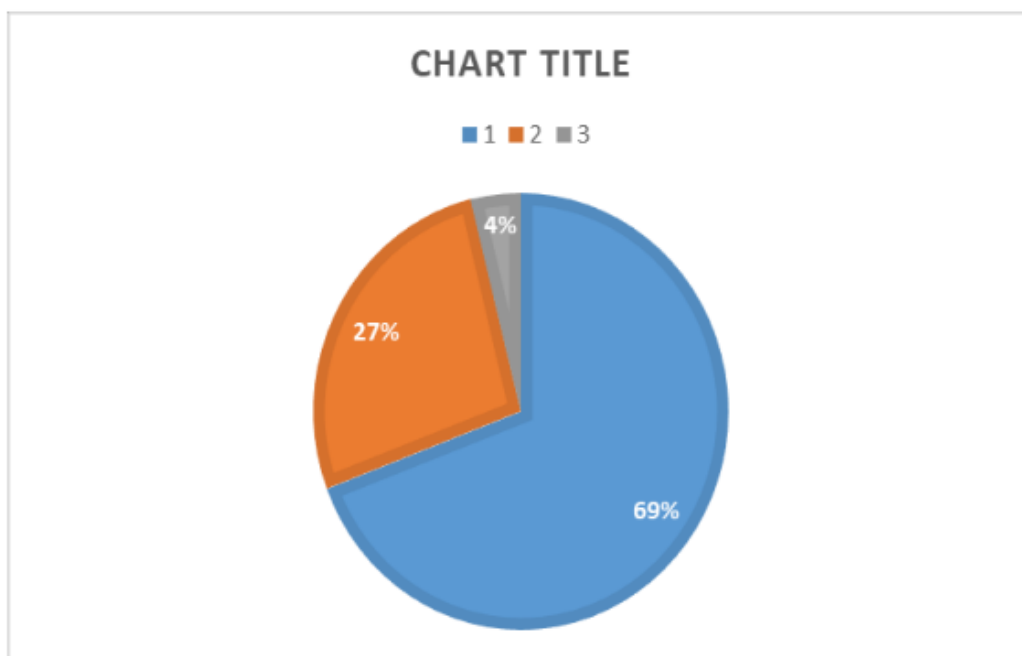
Question15: I can learn and help to each other through cooperative learning

There were 88% students could learn and help each other through cooperative learning because they did writing in group so they could share their views and they also got many ideas and suggestions from their friends in a group. While, only 12% students who could not learn and help in cooperative learning. It can be seen in the chart as follows,

CHART TITLE

■ 1 ■ 2

12%

88%
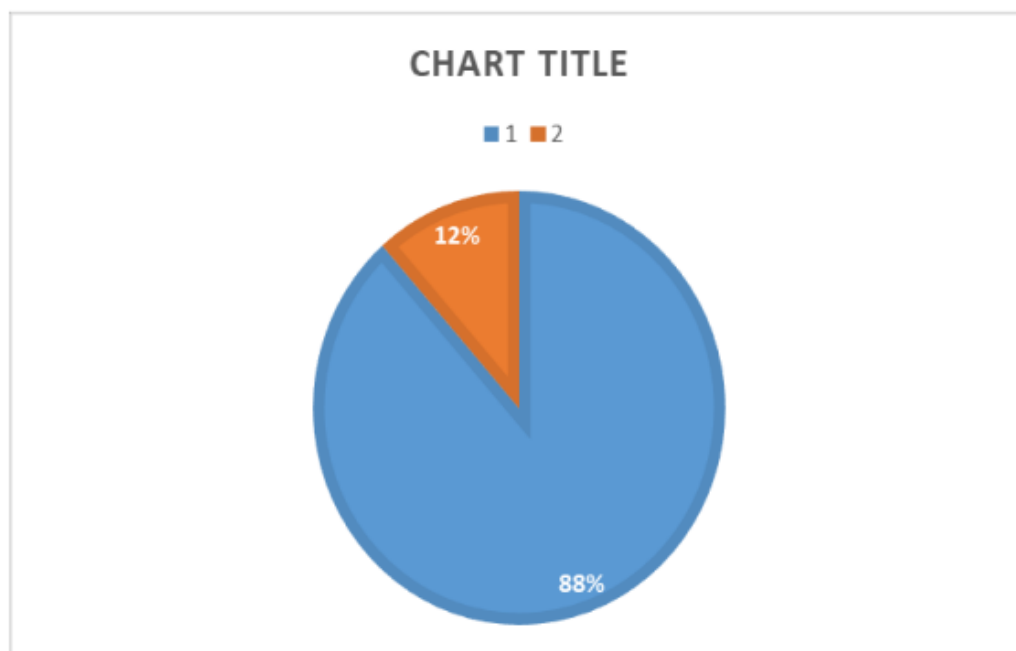
Question 16: I can be more active in cooperative learning.

Most of the students stated that they were more active in cooperative learning. There were 92% students who stated that they could be more active in cooperative learning. In cooperative learning a student said that she could tell her opinion or argument directly. In addition, other student said that she got a lot of suggestion in doing the task. While, there were only 8% students who gave negative responses about it. It can be seen as follows,
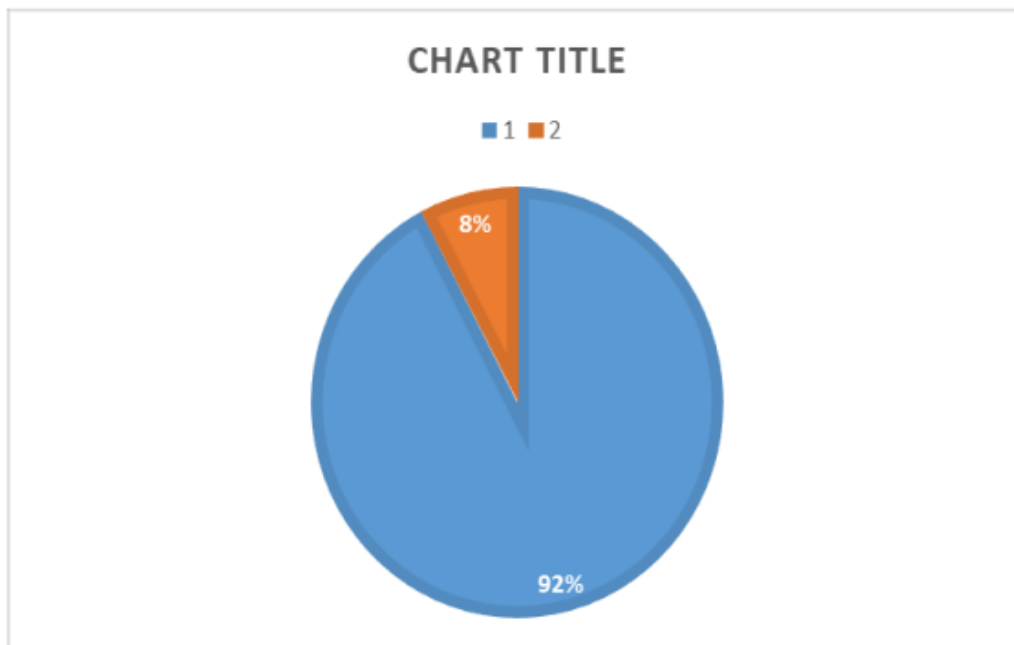
Question 17: The implementation of collaborative writing and peer review feedback is one of the good method used in the class activity.

Most of the students stated that this learning strategy was one of the good method that was used in class activity. From the data taken, there were 88% students stated agreed that the implementation of collaborative writing and peer review feedback was one of the good method. They said that this strategy could make them more active. While, there were 12% students did not agree that this method was good. The data can be seen as follows,

CHART TITLE

■1 ■2

12%

88%
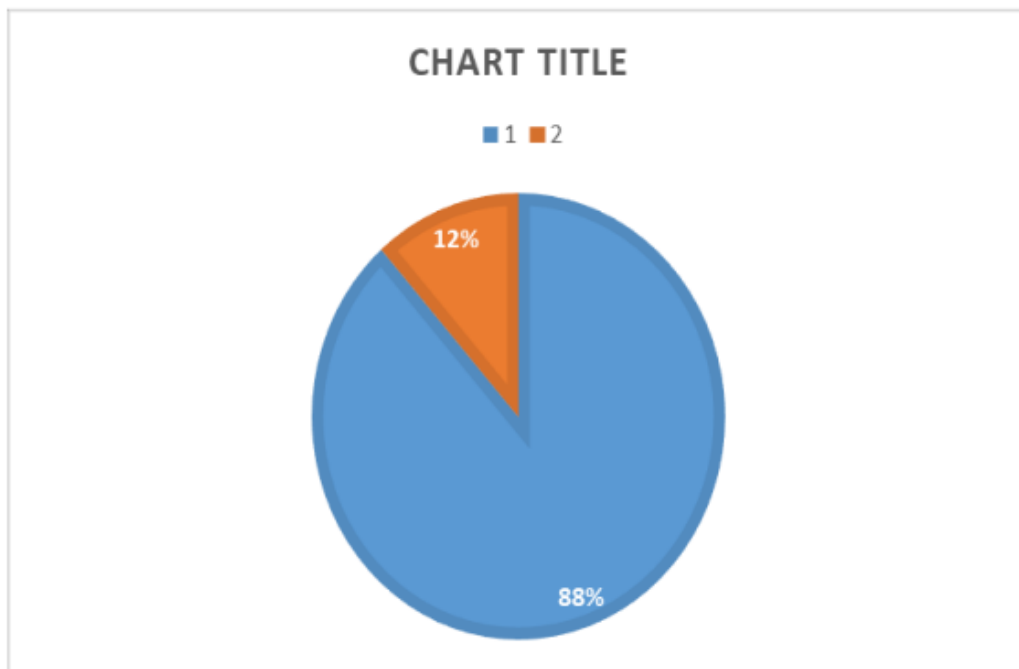
Question 18: Through collaborative writing, I can easily to write essay or paragraph

There were 88% students agreed that through collaborative writing, they could write essay/ paragraph easily. Because they could learn it from their friends in a group and they also got corrections. While, there were 12% students did not agree that this strategy could made them write easily. The data can be seen as follows,
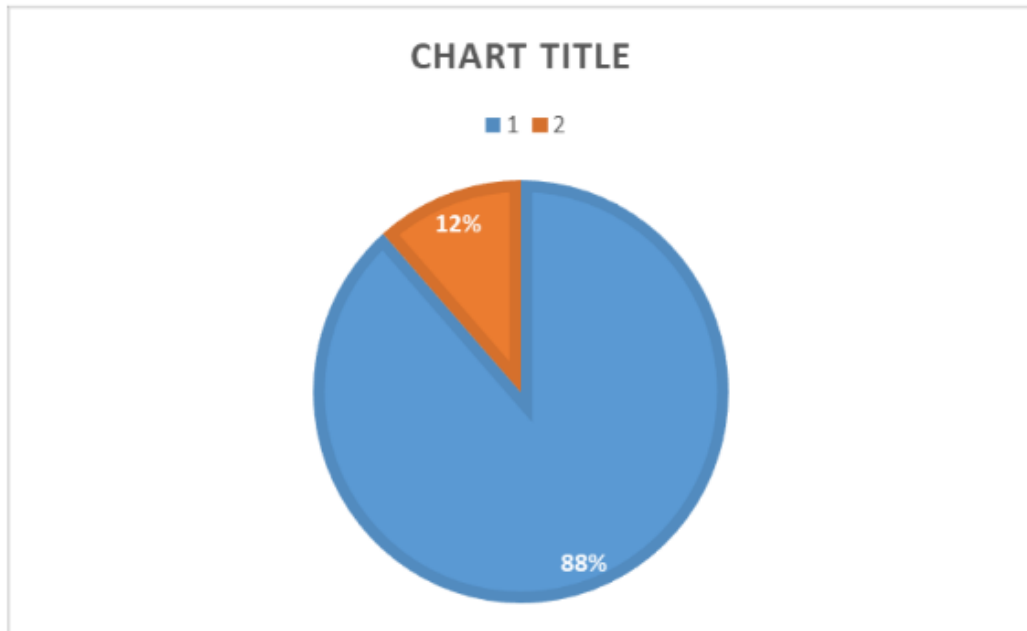
Question 19: Easier to express an idea by using this method

There were 77% students stated that they could express the idea easily by using this strategy. Even though, a student said that she could express the idea just a little bit. While the rest, 23% students stated that they could not express the idea easily. The data can be seen as follows,

CHART TITLE

■ 1 ■ 2

23%

77%
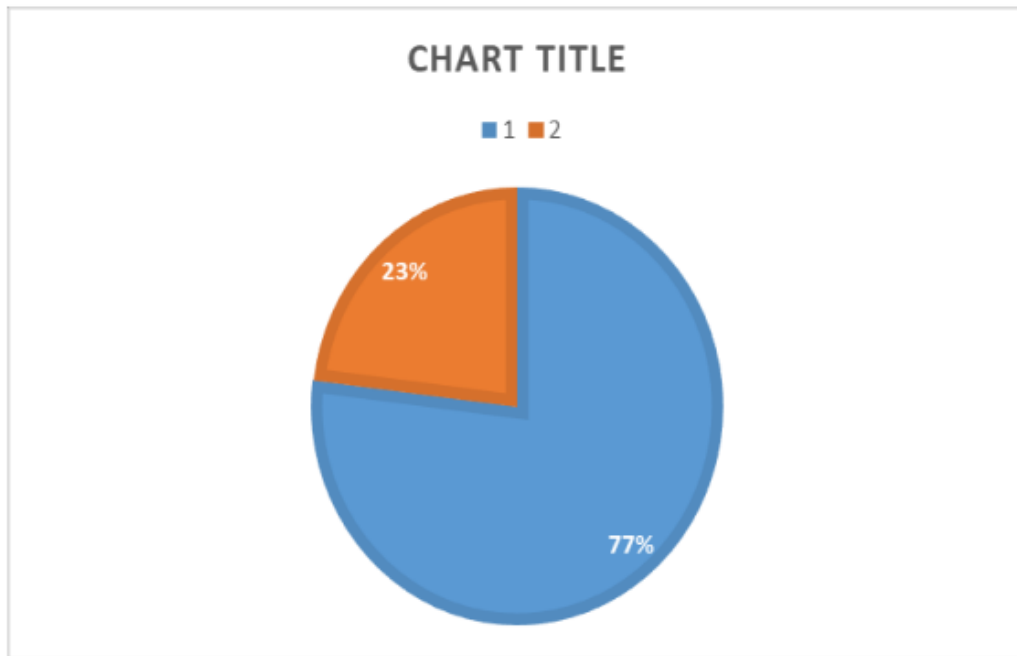
Question 20: It is difficult for me to set up the topic through collaborative writing

From the data taken, it showed that half students gave positive responses and half gave negative responses. There were 50% students stated that by using this strategy they were not difficult to set up the topic because they could have a lot of ideas and arguments from their friends in a group. While 50% students stated that they find difficulties to set up the topic. It can be seen in chart below,

CHART TITLE

■ 1 ■ 2

50%   50%
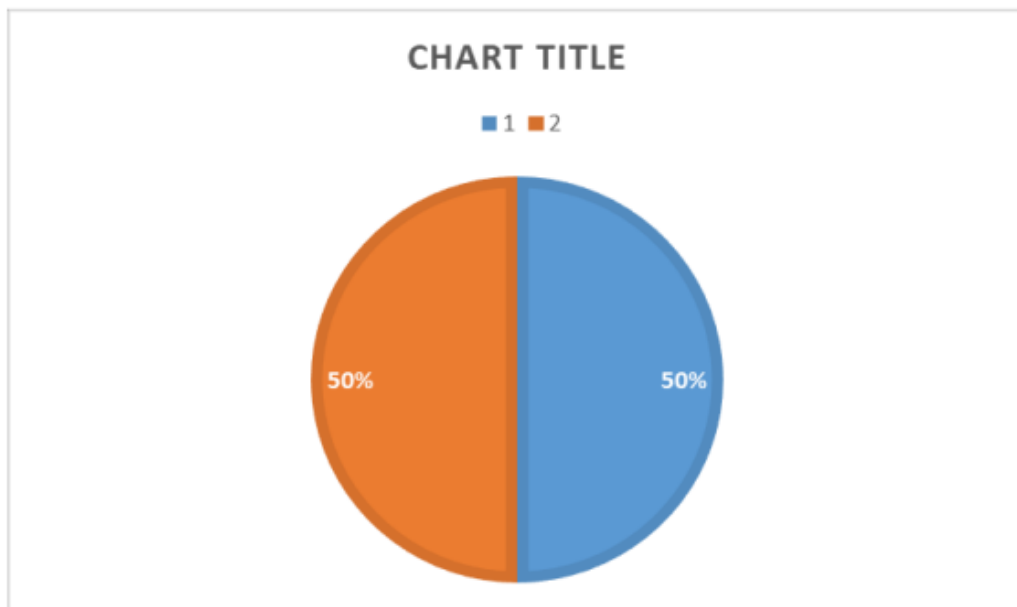
Question 21: Through collaborative writing, I can easily to set up the topic.

There were 63% students stated that they could set up the topic easily through collaborative writing because they could combine one's ideas with others in a group. While, 30% students stated that they could not set up the topic easily, and 7 % students did not answer the question. The data can be seen as follows,
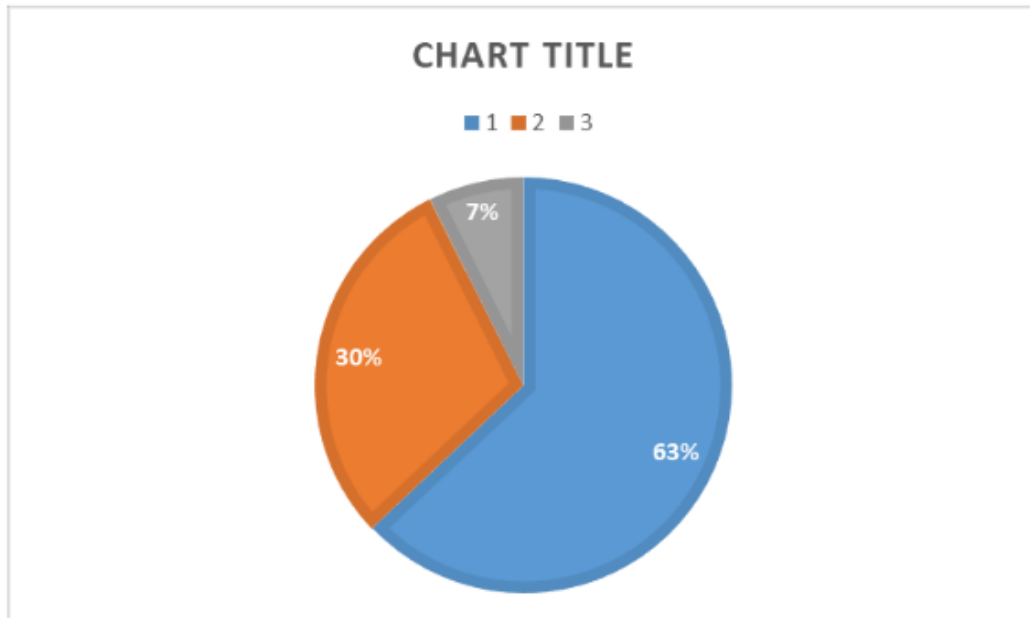
Question 22: I can practice my grammar & vocabulary proficiency by giving feedback to my friend's writing task.

There were 92% students stated that they can practice their grammar and vocabulary proficiency by giving feedback. They said that the find new words by giving feedback to others. While, 8% students stated that they could not practice their grammar and vocabulary by giving feedback. the data can be seen as follows,

CHART TITLE

■ 1 ■ 2

8%

92%
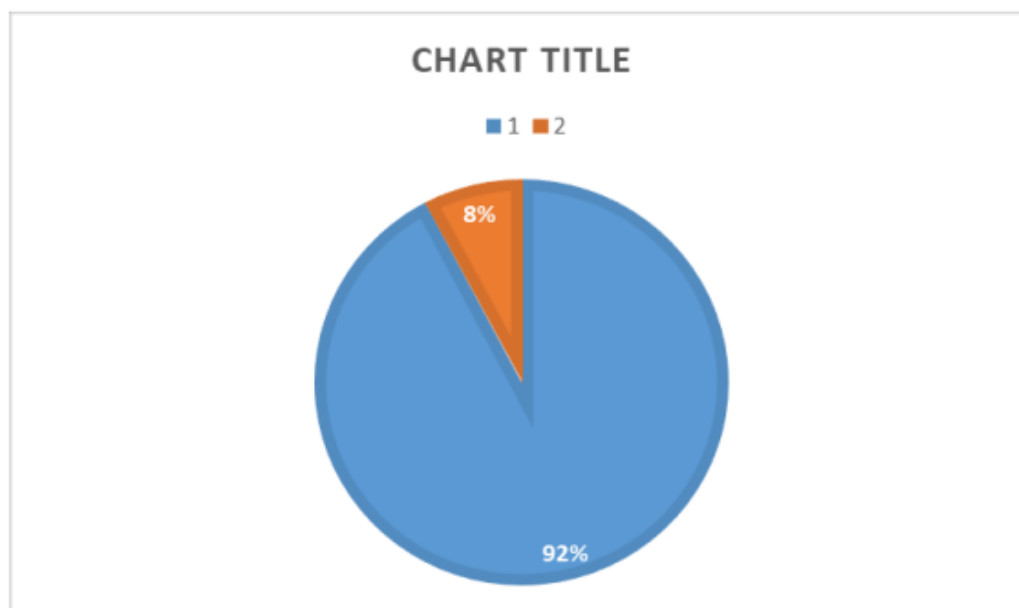
Question 23: I can understand more about grammar & vocabulary by receiving feedback

There were 96% students stated that they could understand more about grammar and vocabulary by receiving feedback. In addition, there was a student said that she just understood a little about grammar and vocabulary. While, only 4% students could not understand more about grammar and vocabulary. The data can be seen as follows,

CHART TITLE

■ 1 ■ 2

4%

96%
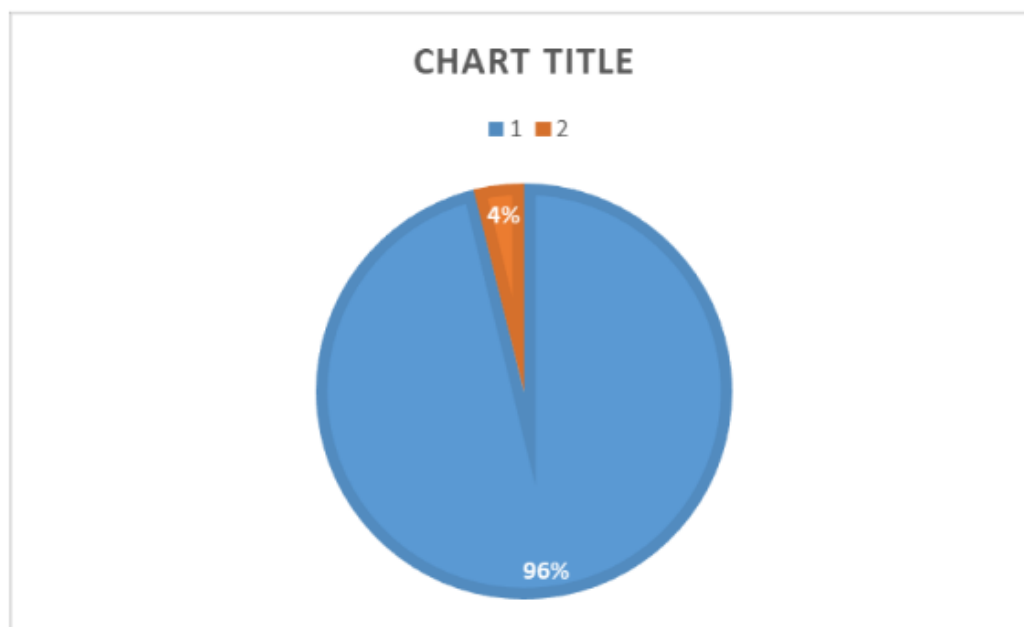
From the whole data above could be concluded that the total number of students who gave positive responses to the implementation of the collaborative writing and peer review feedback were 76% while those who gave negative responses were 24%. The data that showed the students responses in overall indicators was described in pie chart as follows,

CHART TITLE

■ 1 ■ 2

24%

76%
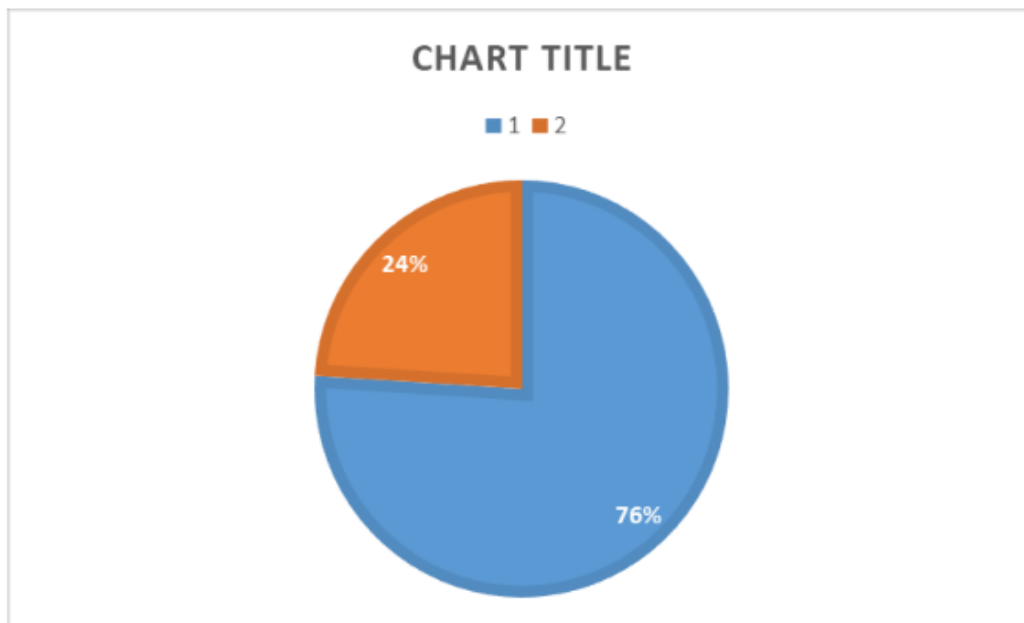
Most students gave positive responses to the use of collaborative writing strategy and peer review feedback. They thought that collaborative writing and peer review feedback could improve their writing ability. Most students said that this strategy was good. They thought that using collaborative writing and peer review feedback made writing was easier than writing individually. Especially, for the students who have low ability in writing. A student said that it could be used continuously in writing class and it was easy for him. Some students also said that the implementation of collaborative writing could improve their grammar and vocabulary because by collaborating with their friends they could share the idea and they knew the mistakes they made so they could correct it when using peer review feedback. But, students thought that they need the lecturer to explain more about their mistakes that they made in writing.

Furthermore, other students said that they could learn more about grammar from their friends by using collaborative writing and peer review feedback. They said collaborative writing could improve their writing ability because if they could not write or did not understand the grammar and vocabulary they could share their difficulties with their friends in a group and others would give help.

Some students also said that this method gave fun and enjoy the writing activity in the class. They did not feel nervous and they felt confident in doing the task because they did it in a group, so their friends in a group would help each other.

In the other hand, this strategy did not work for student who have high comprehension in English. They felt that collaborative writing did not improve their writing skill. They like to write individually than collaboration. They felt that their friends in a group did not help them much. Because students who do not master English well cannot write well, so it made the students who have high achievement of English felt that this strategy did not improve their skills.

6.3. The strengths and weaknesses of collaborative writing and peer review feedback

While there were a lot of positive impacts, there were strengths and weaknesses that should be investigated to be solved to improve learning in writing class.

6.3.1. The strengths of collaborative writing and peer review feedback

- The students could get more ideas and suggestions from their friends in a group while doing collaborative writing.
- They could get new point of view and idea
- They could share the idea
- They got new experiences and other knowledge
- They could practice more in writing and knew the grammar rules
- Many students are active and free to give opinion

- Students who were clever could help those who were not clever, so they could help their friends in a group. They could teach their friends about grammar and vocabulary.
- When students could not answer or did not understand their friends would help them.
- They feel confident
- This strategy made them happy because they share their story related to the topic given when they did the task.
- They could learn together with their friends when giving review to others' task. They discussed it together. So they could finish quickly.
- They could learn more about grammar when they review their friends' task
- This strategy could teach students not to be selfish
- They could write the composition in a good one.

6.3.2. The weaknesses of collaborative writing and peer review feedback

- Some students did not understand their friends' idea
- Some students did not understand with the task given by the lecturer
- They got just a little explanation about the mistakes from their friends
- Some students could not give their opinion because one of the student wanted to do it by her/himself.
- Some students were passive and they did not participate in doing the task.
- Some Students could not write all that they wanted because they had to share with others
- Students who were shy could not express their idea because they were afraid that they made mistakes
- Quiet students would be less creative

- When they gave review to others' task, they did not know whether it was right or wrong.
- They could not write freely by him/herself
- The students lack of vocabulary and they didn't understand grammar well. So it was difficult for them to write.
- Students were difficult to combine one's idea and others
- Students who did not master grammar well could not give review to other's written task.

CHAPTER 7
CONCLUSION

The students' perception of collaborative writing and peer review feedback gave good positive responses and impact. Students could write easier in collaboration than writing individually. They could help each other in writing if they found difficulties. They could improve the vocabulary and grammar. The scores in groups were average and not too bad. The students who could not write well were helped by the students who have high comprehension in English.

Collaborative writing and peer review feedback could improve their writing ability (Harutyunyan & Poveda, 2018:147). Most students said that this strategy was good. They thought that using collaborative writing and peer review feedback made writing was easier than writing individually. Especially, for the students who have low ability in writing. A students said that it could be used continuously in writing class and it was easy for him. Some students also said that the implementation of collaborative writing could improve their grammar and vocabulary because by collaborating with their friends they could share the idea and they knew the mistakes they made so they could correct it when using peer review feedback. But, students thought that they need the lecturer to explain more about their mistakes that they made in writing.

Some students also said that this method gave fun and enjoy the writing activity in the class. They did not feel nervous and they felt confident in doing the task because they did it in a group, so their friends in a group would help each other. The result of this study also related with the statement of other study which said that cooperative learning can make the students active in learning activity, raising motivation, reducing nervousness, students can express and share ideas easily, and building self-confidence (Ghufron, & Ermawati, 2018).

Even though this strategy has some strengths, there were also some weaknesses. In other case, the strategy in doing collaborative writing and peer review feedback needs revision. This strategy did not run without obstruction. It needs to be

revised, the learning activity did not run well without feedback from the teacher. The teacher should also be active in giving review to the students' writing. There were so many things that have to be considered because in EFL class, this strategy cannot run effectively. EFL students does not use English for daily life, they just use English in the classroom. Therefore, the students do not master English fluently that influenced their comprehension in writing English.

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