

DISSERTATION

**THE INFLUENCES OF COLLABORATIVE AND INDIVIDUAL
WRITING STRATEGIES ON STUDENTS' WRITING ACHIEVEMENT
AND SELF-ESTEEM
(A MIXED-METHOD STUDY AT UIN MATARAM)**

IKA RAMA SUHANDRA

(F013171011)



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**PENGARUH STRATEGI MENULIS KOLABORATIF DAN INDIVIDUAL
TERHADAP PRESTASI MENULIS DAN SELF-ESTEEM MAHASISWA**

**(PENELITIAN DENGAN PENDEKATAN
MIXED-METHOD DI UIN MATARAM)
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By

**IKA RAMA SUHANDRA
F013171011**

**POST GRADUATE PROGRAM
FACULTY OF CULTURAL SCIENCES
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Written and Submitted by:

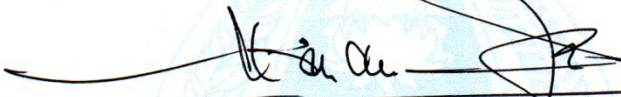
IKA RAMA SUHANDRA

Nomor Induk Mahasiswa F013171011

Had been defended in front of dissertation examination committee

On August 19th, 2021

Approved by
 Committe of Supervisors,



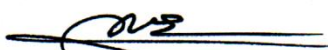
Prof. Dr. M. L. Manda, M.A., M. Phil.
Promotor


Dra. Ria Rosdiana Jubhari, M.A., Ph.D.
Copromotor

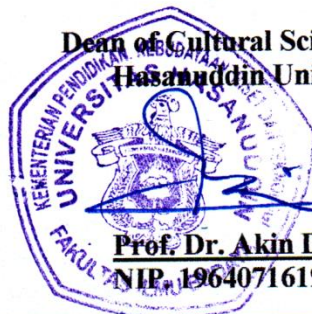

Dr. Harlinah Sahib, M. Hum.
Copromotor

Head of Linguistic Study Program

Dean of Cultural Science Faculty
Hasanuddin University,



Prof. Dr. Lukman, M.S.
NIP. 196012311987021002



Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010

**PERSONAL STATEMENT FOR THE ORIGINALITY
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I who signed below

Name : Ika Rama Suhandra.

Register Number : F013171011

Study Program : Linguistic Sciences

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Ika Rama Suhandra

ABSTRACT

Ika Rama Suhandra, *The Influences of Collaborative and Individual Writing Strategies on Students' Writing Achievement and Self-Esteem* (Supervised by **M. L. Manda, Ria Rosdiana Jubhari, Harlinah Sahib**).

This study investigated 1) whether or not the collaborative writing strategy had a positive influence on students' writing achievement than the students who wrote individually, 2) whether or not the collaborative writing strategy had a positive influence on students' self-esteem than the students who wrote individually, and 3) the students' perceptions concerning the use of the collaborative writing strategy.

The research was conducted by applying the mixed-method design. The subjects of the study were 64 students which distributed in two groups: experimental and control groups. Data were collected using the relevant research instruments such as: essay writing test, self-esteem questionnaire, and interview. The data were analyzed quantitatively and qualitatively.

Three major findings emerged. First, it revealed that there was a difference of the experimental and control groups' mean scores of their post-test. The experimental group's mean score ($M=7.14$) ($SD=0.57$) was greater than that of control group's mean score (6.45) ($SD=0.53$). It construed that collaborative writing strategy had a positive influence towards students who wrote collaboratively than the students who wrote individually. Second, there was a significant difference of the students' self-esteem between experimental group which employed collaborative writing strategy than those of control groups who worked individually in the teaching learning process of writing. The statistical evidence shows that the average scores of experimental group was 79.88 and control group was 71.25. Third, concerning the students' perception, all students' responses were positive on the application of collaborative writing strategy as it increased students' motivation and confidence, reduced stressful, gave new horizon on the way of how students to write, shared mutual feedback, gave a good attitude to respect each other, and knew others characters.

Key words: Collaborative; writing; individual; strategy

ABSTRAK

Ika Rama Suhandra, Pengaruh Strategi Menulis Kolaboratif dan Individual terhadap Prestasi dan Self-Esteem Mahasiswa (Dibimbing oleh **M. L. Manda, Ria Rosdiana Jubhari, Harlinah Sahib**).

Penelitian ini menyelidiki 1) apakah strategi menulis kolaboratif memiliki pengaruh positif atau tidak terhadap prestasi menulis mahasiswa daripada mahasiswa yang menulis secara individu, 2) strategi menulis kolaboratif memiliki pengaruh positif atau tidak terhadap self-esteem mahasiswa daripada mahasiswa yang menulis secara individual, dan 3) Persepsi mahasiswa tentang penggunaan strategi menulis kolaboratif.

Penelitian dilakukan dengan menerapkan desain metode campuran. Subjek penelitian ini adalah 64 mahasiswa yang dibagi dalam dua kelompok; kelompok eksperimen dan kelompok control. Pengumpulan data dilakukan dengan menggunakan instrumen penelitian yang relevan seperti: tes menulis karangan, angket harga diri, dan wawancara. Data dianalisis secara kuantitatif dan kualitatif.

Tiga temuan utama muncul. Pertama, terungkap bahwa ada perbedaan skor rata-rata kelompok eksperimen dan kelompok kontrol dari post-test mereka. Skor rata-rata kelompok eksperimen ($M = 7.14$) ($SD = 0.57$) lebih besar dari skor rata-rata kelompok kontrol (6.45) ($SD = 0.53$). Hal ini diartikan bahwa strategi menulis kolaboratif memiliki pengaruh yang positif terhadap mahasiswa yang menulis secara kolaboratif dibandingkan mahasiswa yang menulis secara individu. Kedua, ada perbedaan yang signifikan terkait dengan self-esteem mahasiswa antara kelompok eksperimen yang menggunakan strategi menulis kolaboratif dibandingkan kelompok kontrol yang bekerja secara individu dalam proses pembelajaran menulis. Bukti statistik menunjukkan bahwa skor rata-rata kelompok eksperimen adalah 79.88 dan kelompok kontrol adalah 71.25. Ketiga, berhubungan dengan persepsi mahasiswa, ditemukan bahwa semua respon mahasiswa positif terhadap penerapan strategi menulis kolaboratif karena dapat meningkatkan motivasi dan kepercayaan diri mahasiswa, mengurangi stres, memberikan wawasan baru tentang cara mahasiswa menulis, saling memberi umpan balik, memberikan sikap yang baik untuk menghargai setiap mahasiswa lain, dan mengenal karakter lainnya.

Kata kunci: Kolaboratif, menulis, individual, strategi

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Ika Rama Suhandra

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CHAPTER 1

INTRODUCTION

A. Background of the Study

The shift from teacher-centered to learner-centered approach has a wide influence on educational practice. The “learner-centered approach” in educational practice focuses the attention on the individual needs of learners that are believed to be important to consider. In the ELT context, Harmer (2003: 56) contends that in recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on ‘learner-centered’ teaching, that is teaching which makes the learners’ needs and experiences central to the educational process. In line, Richards & Renandya (2002: 23) assert that learners are seen to learn in different ways and to have different needs and interests. Language programs and the teachers who work in them should, therefore, set out to provide learners with effective learning strategies, to assist learners in identifying their own preferred ways of learning. The effective learning strategy then should be provided in all aspects of teaching, especially in language teaching in which it may involve individual or group of students in its process.

Creating an attractive and effective atmosphere in teaching language as what students’ interest and need in learning has been done by many education practioners in Indonesia. In the context of learning in higher

education, especially in learning English, student-centered learning is also encouraged to make students actively involved in. Many learning methods and strategies are used and developed to improve students' language skills. Learning by group or collaborating with peers continues to be encouraged to achieve goals to meet an ideal target.

In learning English, among four language skills; listening, reading, speaking, and writing, the latter skill is considered to be one of the most difficult language skills. Students are still having difficulty in producing a work that is effective and good especially in other languages in this case English. Therefore, teachers of English as a foreign language (EFL) must remain focused and continuously develop students' writing skills to achieve better results.

In Indonesia, it must be admitted that writing has not been promoted as a sustainable activity. Compared with other countries, in term of EFL higher education context, especially in Asia region, in China, for example, Lo & Hyland (2007) state that writing activities have focused on achieving good grades in the examination and accuracy of grammar. In Korea, Yanghee & Jiyong (2005: 3) claim that writing activities are mainly concerned with the knowledge about the structure of language and overemphasis on the final products. Meanwhile, in Indonesia, a common practice that occurs in the context of EFL higher education is that there is an overlap between two subjects, namely writing and academic writing subject, specifically, in term of

their contents, where in writing subject, it is mostly concerned with general writing skills, such as how to write topic sentences, supporting sentences and a concluding sentence, and includes an introduction to other types of writing genres in English. It does not emphasize a critical thinking as one of characteristics of academic writing skills (Jubhari, 2009: 74).

In the domain of ESL/EFL writing instruction, there is a growing interest in collaborative learning, which usually takes place within the context of writing groups, that is, small groups of students working together on a writing task. This normally occurs in the form of peer review situations in which students, working in groups, offer authentic audience feedback from which they learn to revise their papers. Writing groups are usually structured to focus group attention on individual writing, rather than on a single project that has been negotiated and enacted by and for the group.

Collaborative writing and evaluation of the articles produced are elements of authorship. Writing with another person or a group of people can make the challenge of producing a manuscript, a poster, a presentation, policies and procedures, or instructions for using a new piece of or equipment less daunting. However, with any partnership comes the responsibility to fulfill one's obligations in the process. A number of researches with diverse areas and topics (e.g. school, workplace, genre, cultural background, educational background, etc.) have been done to prove the effectiveness of collaborative writing. In accordance to the benefits of collaborative writing toward

adolescent and higher education students, it affords many usefulness, as expanding social interaction (Hirvela, 1999), contributing to a better quality of writing (Storch, 2005), producing a better sense of students' (Leki, 1993), increasing motivation as well as increasing students' understanding on grammar and vocabulary usage (Swain & Lapkin: 1998), and building up the abilities of collaboration and negotiation (Yang, 2014), and developing performance and achievement in writing.

In relation to the students' writing achievement which becomes one of the variables in this study, the researcher finds a fact in his observation in English Department of Mataram State Islamic University (in Indonesian context it is familiarly called UIN Mataram) that the students still have a problem with their writing, especially in the process of writing, where the students still do not know how to write well. Indeed, the students' find difficulties in mostly all aspects of five component areas of writing (content, organization, grammar, vocabulary, and mechanics). This condition makes the students' achievement is under the ideal target and far from the expectation.

In addition to mechanical and technical problems, in writing, psychological factors (e.g. motivation, self-image, attitude, self-esteem, etc.) are also very influential. As one of the factors, self-esteem then should not be ignored. This has a very decisive effect on the learning outcomes. Healthy or positive self-esteem gives people the strength and flexibility to take charge of

their lives and grow from their mistakes without the fear of being rejected. Positive self-esteem can be manifested through such syndromes as: optimism, good self-care, non-blaming behavior, etc. (Naseri & Soureshjani, 2011: 1312). In relation to teaching learning processes, many studies found a strong relationship between healthy self-esteem and students' achievement. The studies conducted by Naseri & Soureshjani (2011), Harris (2009) found that students with healthy self-esteem have a good achievement in their academic field. Students who perform well in school often have a high self-esteem (Kagan, 2009: 2.15). Self-esteem affects the thinking process, emotions, desires, values and goals in a person (Sandra, 2009), and influences the level of proficiency in all fields (Redenback), 1991) as well as in the process of writing. Therefore, one approach is needed to uncover the problem of students' writing by making a connection between self-esteem and writing activities.

Based on the above views, the researcher in this case is then interested in investigating student self-esteem due to the impact of the use of group writing activities. To begin with, the researcher made preliminary observations of the students' self-esteem level. Related to the students' self-esteem, the researcher finds that the students feel inconfident, unworthy, unloved, and incompetent. The students feel inconfident because they think that their knowledge is not adequate to master English even though they study hard in the classroom and at home. This makes their self confidence

low and they are reluctant to try because they are afraid to fail. The students feel unworthy because they think that the lecturers and their classmates are unfair to give the same chance to them in asking and answering questions, to give the same treatment to one each other, and to give the same attention to the students. When their work is criticized, they feel that what they have done towards their works is useless and their achievement is ignored. They tend to place little value on their successes. Meanwhile, students feel that they are unloved when the lecturers and their classmates give rewards and praises to other students more than what they deserve. Furthermore, the students feel incompetent when they cannot answer the questions or cannot do the assignments well and when their answers are rejected by their lecturers and their friends. Furthermore, they find it difficult to set goals and to solve problems. Consequently, they perform well below their academic target.

There have been attempts to solve the problems. The present study is yet another attempt to find ways which will help in increasing students' writing achievement and self-esteem. The findings of the study are expected to overcome the problems of students in their low achievement in writing and self-esteem.

B. Research Questions

Based on the problem statements above, the present study addresses three major research questions as follows: 1) to what extent does collaborative writing strategy influence the students' writing achievement compared to individual writing strategy?, 2) How do collaborative writing strategy and individual writing strategy influence the students' self-esteem? 3) How do the students perceive about collaborative writing?.

C. Objective of the Study

This study is aimed at investigating 1) the influence of the collaborative writing strategy and Individual writing strategy on students' writing achievement, 2) the influence of the collaborative writing strategy and Individual writing strategy on students' self-esteem, and 3) the students' perceptions on the use of the collaborative writing strategy.

D. Identification of the Problem

Based on the background of the study, the writer identifies some of problems. First, the students still have a problem with their writing, especially in the process of writing, where the students still do not know how to write well. Indeed, the students find difficulties in mostly all aspect of five component areas of writing (content, organization, grammar, vocabulary, and mechanics). Second, the students' characteristics are not supportive towards the teaching-learning process. The students have low confidence in 1)

presenting ideas, 2) asking questions, and 3) attending the classroom activities. They do not act and follow the process of learning actively. When their score is high, they think that it is merely their luck and feel that the score they have gotten is not based on their own ability. Third, the students' knowledge on the strategy used by the lecturers are very limited. They only know the traditional methods of teaching especially in the teaching of writing.

Fourth problem is related to the lectures. In the researcher's observation, the lectures do not give enough chances for the students to explore their ability in expressing their idea, praise and give reward on the students' performance, help the students when they have obstacles, and understand the students' want and interest. Mostly lectures teach by using conventional strategies in the teaching of writing. In other words, it can be said that the teaching-learning process conducted in the class makes students bored. In the teaching-learning process, the lecturers' appraisal towards students' ability is still low. Students are not given a chance to explore their abilities, ideas, feelings, and needs in the teaching-learning process. The teaching-learning process is dominated by the lecturers. Obviously the process is really teacher-centered. In addition, the lecturers do not use media which are available in campus. It makes the lecturers' ways in teaching are still far from the ideal expectation.

Fifth, the classroom environment does not give positive impacts towards the teaching-learning process. The students are very individualistic.

They lack enthusiasm in socializing with their friends. It is affected by the instability of students' self-esteem.

E. Delimitation of the Problem

It is impossible for the researcher to handle all of the problems identified. The study is limited only on the students' self-esteem, writing achievement, and the students' perception concerning the use of collaborative writing strategy because the three of the components are the most crucial factors in students' successes in their academic field. If the students have good self-esteem, good writing achievement, and good perception on the strategy used by the lecturer, they will contribute to other aspects of students' life. The students will know their strengths, weaknesses, competences, and characters.

F. Significance of the Study

Hopefully, this study can give some contributions to the lecturers, students, and other researchers. For the lecturers, the study can be used as knowledge and practical teaching experience for the teaching of writing. It is also beneficial for the lecturers in that they are able to determine the teaching strategy for teaching writing. While for the students, by knowing their potential condition as the results of the study, the students can measure their development or achievement in writing. The students can improve their writing achievement if it is low and maintain it if it is high. They also able to

measure their strengths and weaknesses regarding their self-esteem as it is very influential to their future life. They can also ask the lecturer to maintain the strategy used if they perceive that the strategy is quite good for them. And for other researchers, the result of the study can be used as a source of reference in doing similar kinds of study.

CHAPTER II

LITERATURE REVIEW

This chapter presents three topics of discussion which later become the research variables of the study. These are collaborative writing, students' writing achievement, and self-esteem. Each of these topics is presented using relevant and updated theories from related references. At the initial discussion, it discusses about review of related studies, then it is followed by review of related theories. In the conceptual framework, a scheme is designed to show how the cooperative writing influences the students' writing achievement and self-esteem. At the end of this chapter, the hypotheses are formulated.

A. Review of Related Studies

The purpose of this sub-chapter is to discuss the previous studies related to the present study. Since this study investigates the influences of collaborative and individual writing on students' writing achievement and self-esteem, then, the related studies are presented. At the end of this sub-chapter, the research gaps and researchers' standing point are set out.

1. Previous Studies Related to the Use of Collaborative writing Strategy

The study conducted by Colina & Mayo (2007) was examined low-intermediate level learners who participated in a collaborative writing program. The findings of this study revealed that learners who had interaction in accomplishing their tasks (jigsaw, dictogloss, and text reconstruction) frequently arriving at the correct solution and also accurate answer in responding to the problems in the problem solving tasks and activities. In this regard, what Colina & Mayo (2007) conducted showed that even in the low-intermediate level learners could benefit from each other feedback, and knowledge.

In his doctoral thesis, Nixon (2007) examined the effects of collaborative writing and independent writing on the essays students produced. Twenty-four Thai EFL undergraduate students produced two writing compositions (on two different writing topics) under two different conditions: collaborative and independent. Three raters analysed the learners' compositions using Hamp-Lyons' (1991) 9-point profile scale (consisting of the 5 aspects of communicative competence, organization, argumentation, linguistic accuracy, and linguistic appropriacy) and Hamp-Lyons' 9-point Global scale. The scores of the collaborative writing texts were further divided into higher-proficiency and lower-proficiency learners in

each pair, and he analysed how each learner wrote under solitary conditions. Nixon found no statistically significant differences between the global score and the writing aspect scores of the collaborative writing texts and the average scores of the independent writing texts overall, but for lower-proficiency learners, the collaborative writing texts were significantly better than were their independent writing texts on the global score and on three of the five scores for aspects of writing (organization, communications and linguistic appropriacy). These results suggest that collaborative writing may be more effective for low English proficiency learners than for high English proficiency learners.

Similar to Nixon (2007), Storch (1999) conducted a study in which eleven intermediate to advanced adult ESL learners engaged twice in a series of grammar-focused writing tasks (a cloze exercise, text reconstruction, and composition): the first version was completed individually and the other version was done in pairs (or small groups). Storch found that collaborative writing and the LREs it generated had a positive effect on overall grammatical accuracy. Of particular interest, with regard to the composition, those texts written in pairs demonstrated a lower average number of errors than did compositions written individually (7.75 vs. 13.6) and a greater proportion of error-free clauses (61% vs. 47%). She indicated that pairs spent more time on task as they attempted to solve the problems, which resulted in more accurate performances.

Storch (2005), discussed earlier, also compared the compositions produced by pairs (9 pairs) with those produced independently (5 individuals). She found that pairs produced shorter but more superior texts in terms of task fulfilment, grammatical accuracy, and complexity, suggesting that pairs seemed to carry out the task more competently than did students writing individually. Storch concluded that collaboration afforded students the opportunity to pool ideas and provide each other with feedback.

In a similar but larger scale study, Storch & Wigglesworth (2007) compared the writing produced by learners working in pairs and individually. Postgraduate students who were advanced level ESL learners engaged in two composition tasks (a report task based on a visual prompt and an argumentative essay) either writing collaboratively (48 participants, 24 pairs) or in a solitary (24 participants) condition. The researchers analysed the participants' writing in terms of accuracy measured in global units: error free T-units and error free clauses. Like Storch (2005), the researchers found that although no differences appeared in terms of fluency and complexity, pairs tended to produce texts with greater accuracy than individual writers. Storch and Wigglesworth concluded that collaboration afforded the students the opportunity to interact on different aspects of writing. In particular, it encouraged students to collaborate when generating ideas and afforded students the opportunity to give and receive immediate feedback on language.

In a novel design, Dobao (2012) investigated the effects of the number of participants in a writing task and the accuracy, fluency, and complexity of the texts produced in intermediate-level Spanish as a FL classes. She compared the performance of three writing conditions: groups of four learners (15 groups), pairs (15 pairs), and independent writing (21 individuals) as they engaged in a picture narration jigsaw task. The comparison of LREs between the groups versus pairs revealed that groups produced more LREs and correctly resolved more LREs than did pairs. Consequently, the analysis of the writing produced demonstrated that the texts written by the groups were more accurate than those written individually and in pairs. Like Storch and her colleagues (Storch, 2005; Storch & Wigglesworth, 2007; 2009), no differences were found in terms of syntactic and lexical complexity among the three conditions.

Unlike the above mentioned researchers who collected and analysed data from a single writing session, Shehadeh (2011) conducted a longitudinal investigation into the effectiveness of collaborative writing on L2 writing. Shehadeh attempted to answer the question of whether or not collaborative writing has any effect on students' quality of writing after a prolonged engagement in such activities. The study was 16 weeks long and involved pre- and post-writing tasks, before and after the 12 weekly activities. The study involved 38 university students in two intact classes in the United Arab Emirates who were at a low-intermediate proficiency level in English. One

class ($n = 18$) carried out individual writing tasks and the other class ($n = 20$) wrote in pairs for 16 weeks. Writing quality was determined by a holistic rating procedure that included content, organization, grammar, vocabulary, and mechanics. The analysis revealed that collaborative writing had significant effects on content, organization, and vocabulary but not for grammar or mechanics. Because Storch (2005) and Storch and Wigglesworth (2007) found that their participants (advanced ESL learners) produced more accurate texts in collaborative writing conditions than solitary conditions, Shehadeh speculated that his participants were unable to assist each other with the needed grammatical accuracy due to their low proficiency in English. Shehadeh also mentioned that the results might also reflect the use of different measures in both studies. While Storch (2005) and Storch and Wigglesworth (2007) calculated the proportion of error-free clauses as measures of grammatical accuracy, Shehadeh used global scales adopted from Hedgecock & Lefkowitz (1992).

In 2014, Young investigated the process of collaborative writing of three groups of ESL students at two Canadian business schools over one semester. Multiple sources of data were collected, including interviews, class observations, group discussions, e-mails, field notes, and written materials. Data analyses showed that L1 background, L2 proficiency, and group rules appeared to either facilitate or constrain the process of collaborative writing across the three groups. L1, as an important component of every ESL

student's personal history, mediated the process of collaborative writing of the three groups to varying degrees. Each individual member's particular education experiences shaped his or her unique capacity in the L2, which in turn shaped individual performance in the collaborative work as well as the performance of the whole group. A number of rules for group activity in this context emerged, evolving in response to the immediate demands of collaborative writing such as task division, mutual dependency, keeping group harmony, and taking leadership.

2. Previous Studies Related to the Students' Self-Esteem

Peixoto & Almaeida (2018) analysed the strategies that underachievers used to maintain their self-esteem at an acceptable level. The participants were 955 adolescents in the 7th, 9th, and 11th grades at four secondary schools in Lisbon. 352 of these students had retaken a year at least once in their school careers, while 603 had never done so. They collected the data using both a self-concept scale and a scale for evaluating attitudes toward school. Results show that self-esteem is maintained through positive self-representations in non-academic facets of self-concept and/or by devaluing school-related competences. They also show that younger students are less likely to maintain self-esteem by devaluing the school experience.

Bhatt, S. & Bahadur, A. conducted a research in 2018. The main objective of the study is to find the correlation between self esteem, self

efficacy and achievement motivation among college students. For this purpose, data from 400 students of four different colleges of Lucknow were taken. Among the colleges, two colleges were from the private sector, whereas two were government colleges. 200 students from B.Tech Courses and 200 students from B.A, BSc. and B.Com were selected for data collection. Three tests were administered, General Self Efficacy Scale to measure self efficacy, Rosenberg self esteem scale to measure self esteem and Achievement Motivation Scale by Dr. Asha Mohan and Prof. Pratibha Deo were used. Results indicate a strong correlation between students self efficacy and self esteem. A weak, yet positive correlation was also found between self efficacy, self-esteem and achievement motivation.

Ahmadi, S. (2020) did a study entitled. "Academic Self-Esteem, Academic Self-Efficacy and Academic Achievement: A Path Analysis". This study aimed to investigate the relationship between elements of academic self-esteem with academic achievement through academic self-efficacy. The target population of this research covered all second-cycle high school students in Urmia. Using stratified random sampling, a sample size of 365 people was achieved. Data was gathered using standard questionnaires of academic self-esteem (BASE) and the College Academic Self-Efficacy Scale (CASES). For evaluating the correlation of latent and observed variables in the conceptual pattern, path analysis was used. Findings of the path analysis showed that all elements of academic self-esteem except success/failure

were associated directly with the academic self-efficacy of students. Moreover, all elements of academic self-esteem except success/failure were related indirectly to academic achievement through academic self-efficacy. Based on these findings, understanding relations among academic self-esteem, academic self-efficacy and academic achievement may provide additional information regarding planning interventions to improve the academic achievement of students.

Holopainen, L. et al conducted a study in 2020. This study seeks to explore the structure of subjective school well-being (SWB) and the relation between SWB, self-esteem and experienced schoolwork difficulties and some background variables of academically oriented students in their first year in upper-secondary education. First, the one-factor model in SWB fitted the data best. Second, the findings from hierarchical regression analyses indicated that SWB was affected by parents' income, schoolwork difficulty and self-esteem. Third, self-esteem was influenced by gender and parents' income, schoolwork difficulties and SWB. The results suggest that parents' income has a stronger effect on self-esteem than well-being, and boys have higher self-esteem than girls. Students', especially girls', self-esteem and SWB need to be strengthened through educational support and psychological guidance.

Frankie, S., Norseha, U., & Nor, H. (2020) did a study exploring the relationship between self-esteem and academic

achievement among undergraduates of a private university in Malaysia. Also, it investigated if there is any significant difference in self esteem and academic achievement between genders. A convenience sampling method was employed on 60 male and 60 female undergraduates of TESL (Teaching English as a Second Language) program. The Rosenberg Self-Esteem Questionnaire was utilized to obtain the data on the participants' self-esteem and their Grade Point Average (GPA). Data analysis using Spearman' s rho correlation revealed a significant relationship between self-esteem and academic achievement. Based on the Chi-square test result, a significant difference in academic achievement between male and female students was established. However, the independent t test result revealed an absence of significant difference in self-esteem between male and female students. The findings demonstrate essential implications for students, counselors, and educators, and suggest relevant recommendations for future research. A larger sample size should be employed, and other important demographic variables should be explored to examine more in-depth into this interesting field of study.

In their study, Ferradás, M. D. M. et al. in 2020 examine the role of a defensive pessimism strategy as a mediator and moderator of the relationships between self-esteem and achievement goals in a sample of 1028 university students. Analysis of mediation and moderation was performed using the PROCESS macro within SPSS. The results showed that defensive pessimism partially mediates and moderates the effect of self-esteem on approach goals (learning and performance). they found no significant mediation or moderation effect for defensive pessimism in the relationship between self-esteem and performance-avoidance goals. These findings suggest that defensive pessimism is an effective strategy to encourage motivational involvement in students with low self-esteem in the academic context.

3. Previous Studies Related to the Students' Perception on the Use of the Collaborative writing Strategy

The first study addressing this issue is by Storch (2005). Her study involved five students who completed writing tasks individually and in 18 pairs. Most of the 18 pairs involved in the study responded positively in the interview sessions about collaborative writing tasks. Writing in pairs gave them opportunities to collect their resources, observe and learn from each other, particularly in voicing their opinions. Moreover, collaborative writing activities allowed them to learn grammar and demonstrate gains in the size of

their L2 vocabulary. Nevertheless, two learners found a writing activity more as an individual task than pair work. Even though 36 learners were very positive about the collaborative writing strategy, five of them were reserved due to their lack of confidence in their language proficiency and critical thinking skills.

Similarly, another study conducted by Shehadeh (2011) found that the majority of 18 students participating in jointly writing tasks were very positive of their experiences. Collaborative writing strategy benefited them in many ways (e.g. helped them in generating ideas, planning the structure, negotiating, and providing feedback one to another). Moreover, this activity enhanced their self-confidence in expressing opinions and providing feedback for others.

Alawaji (2020) in his study investigated students' perceptions and problems related to collaborative summary writing in a university in Saudi Arabia. The study involved five undergraduate EFL Saudi female students as a case study and who were exposed to writing course participated in this study. The students were given different collaborative writing tasks during the semester and completed one summary writing task collaboratively for the purpose of this study. Then their views about the task were recorded via semi-structured interview. The findings suggest that most of the participants express positive attitudes toward collaborative writing and consider it beneficial for improving different aspects of writing skills, second language

proficiency, and confidence. Several problems occurred during the process of collaboration, and these are also identified and discussed.

Jalleh, C., & Mahfoodh, O.H.A. in their study in 2021 examined Chinese-speaking ESL pre-university students' perceptions of the effectiveness of collaborative planning in an academic writing course in the Malaysian ESL context. This study is a qualitative research study in which data were collected using journal writing. The students in an academic writing course were requested to keep journals throughout the course. Specifically, they were requested to write about collaborative planning in terms of its effectiveness, challenges they faced, and suggestions for its improvement. Data were coded and analysed thematically. The analysis of the data revealed that Chinese-speaking ESL pre-university students perceived collaborative planning as an important instructional approach in which they could share ideas, develop their writing skills, and build their self-confidence. The study also showed that the students encountered some challenges, which resulted from their unfamiliarity with this approach. Suggestions for the improvement of collaborative planning given by the participants reveal that they enjoyed working collaboratively in groups at the planning stage of writing.

Hameda Suwaed, Laylay Alhmeedi, Rabab Altrapolsi, Randa Hauwari (2019) conducted a study entitled, "EFL students' perceptions of collaborative writing in small groups: the case of Libyan undergraduate third year

students". This study investigated third-year English language students' perceptions and experiences with collaborative writing strategy and the ways to improve this type of writing. Both a questionnaire and semi-structured interviews were used to collect data. The participants showed a high preference for collaborative writing strategy; they believed it is useful and effective. However, they mentioned some factors that affect their work such as dependent group members and conflicting ideas. Furthermore, the findings indicated that writing teachers can play an important role in improving collaborative writing strategy practice by following certain strategies, such as clear division of collaborative writing strategy group work and fair assessment. Based on the findings, some suggestions are proposed to enhance collaborative writing strategy practices in EFL classrooms.

Ade I., Ninuk L. & Emzir (2020) conducted a study aimed to explore in-depth students' and lecturer's perceptions of collaborative writing. There are four perceptual focuses; conceptual understanding, forms of cooperation, writing skills, and classroom atmosphere. This study used a qualitative method involving 31 students who took academic writing courses and an English Lecturer. The research data were collected through questionnaire and analyzed descriptively. The results showed that students and lecturer had a positive perception of the collaborative writing model in terms of understanding concepts, forms of cooperation, writing skills, and a pleasant learning classroom atmosphere.

However, the current study aims to fill in some gaps and to generate some new thoughts as; a) how the nature of verbal processes differ between collaborative and individual writing, and how the possible differences affect students' writing text quality and students' writing achievement., b) How collaborative and individual writing influence students' self-esteem, and c) How learners' opinions about the entire phases of collaborative writing in foreign language contexts such as in Indonesian context.

In addition, the current study conveys updated self-esteem questionnaires/scales to be more related to students' characteristic, social and culture. Likewise, the instrument of writing test is set up based on the campus syllabus or current curriculum.

B. Review of Related Theories

This sub-chapter discusses issues that are relevant to the topic of discussion that is collaborative writing. The discussion is divided into nine topics. They are: the definition of collaborative writing, collaborative writing as a social interaction, basic elements of cooperation in the cooperative writing, advantages of collaborative writing, disadvantages of collaborative writing, roles of teacher and student in collaborative writing, and the procedure of collaborative writing.

1. Collaborative Learning

Collaborative learning is an important classroom-based learning approach which allows learners to be responsible for their own learning through interaction (Bruffee, 1995, 1999). Although the term “collaboration” is often used interchangeably with “cooperation”, Ingram & Hathorn (2004: 218)

argue that both philosophically and historically, “cooperative” and “collaborative” have been understood in different ways. As they explain:

Cooperation is defined as individuals working in a group with each one solving a portion of the problem by dividing up the work. Collaboration is the interdependence of the individuals as they share ideas and reach a conclusion or produce a product. If a group of students were given a story to write, they could cooperate by assigning each member a portion of the story to write and then stitching the parts together. In contrast, to collaborate the students would discuss each part of the story, contributing their ideas and discussing them until they reached consensus, writing the story together.

Despite these subtle differences, both cooperation and collaboration seek to facilitate learners to work in groups to accomplish shared learning objectives.

The present study prefers the term ‘collaboration’ as it encompasses the entire process of learning to achieve shared goals. In other words, the term ‘collaboration’ not only promotes social skill learning among learners, but also allows them to work together to solve learning problems, to search for shared understanding and to construct knowledge that eventually contributes to create a product in learning (e.g. jointly written texts).

Collaborative learning is an approach that can enhance learners’ achievement and positive learning outcomes (Johnson & Johnson, 2003, 2005). It is believed that collaborative learning is more productive than individual or competitive learning (Johnson & Johnson, 2005). According to Slavin (2011), collaborative learning advocates not only learners’ academic achievement, but also their social skills development. To optimise the potential of collaborative learning, Johnson and Johnson (2003) suggested

five basic requirements that learners should have during their collaboration: 1) positive interdependence; 2) face-to-face interaction; 3) individual accountability; 4) interpersonal and small-group skills; and 5) group processing. Under these five conditions, collaborative learning occurs as learners interact with other group members, support each other in completing a task, co-construct their knowledge and skills, and contribute to their own learning. As a result, learners can benefit from what their group members offer during the completion of a task. This process is known as internalization where learners change their interpersonal experiences into intrapersonal competence while interacting with their group members (Vygotsky, 1978).

2. Collaborative writing

a. Definition of Collaborative writing

Collaborative writing is the joint production of a text by two or more writers (Storch, 2011: 275). In a line Ede & Lunsford's (1990: 15) define collaborative writing as any writing done in collaboration with one or more persons. Collaborative writing means that the student teams up with one or more peers to go through the writing process and collaborative writing in class is a way to prepare students for future assignments where team abilities are required (Ortiz & Luna, 2013: 132). Collaborative writing offers opportunities not only to practice literature review, academic reading and writing, but also to stimulate reflection, knowledge sharing, and critical

thinking (Hadjerrouit, 2011: 431). In collaborative writing, not only texts but also meanings are constructed together (Kostouli, 2009 in Sturm, A., 2016: 305). Since collaborative writing tasks are social events (, Curtis, & Lowry, 2004; McAllister, 2005 cited in Sturm, 2016), there is a natural need to negotiate the ideas which should and should not be included in the text and how an idea should be formulated, etc. In a literature review on the teaching of writing to adult literacy learners, published by NRDC (Kelly et al. 2004: 21), working collaboratively on writing was identified as one of a number of teaching approaches that could potentially help learners to develop as writers. Hunzer (2012: 1) explains that collaborative learning as in collaborative writing, when done well, is highly beneficial for everyone, both students and instructor. Collaborative learning helps students become accustomed to their academic environment and helps them improve their communication skills, thus enabling students to more successfully negotiate discourse communities both in and out of class. She also learned that collaborative learning can help students better understand the rhetorical situation and consider the ethical effects of writing on an audience. In short, collaborative learning was necessary in the “process” writing class since the power is dispersed between the members of the group, thus demonstrating to students the benefits of helping each other in times of confusion, success, and uncertainty—of seeing writing as a process of discovery and learning.

Based on the reviewed of the divergent definitions, Darus, et al. (2015: 146-147) then come to a conclusion that collaborative writing is built on three basic pillars namely: group, writing and goal. These pillars are the cornerstone across all definitions for collaborative writing. In collaborative writing, group refers to socio cognitive interactional collaboration where two or more individual writers come together (not necessarily bodily) and exchange information, knowledge, ideas, skills attitudes, feelings etc. based on verbal or/nonverbal activities of team-formation and team-planning process. Team-formation process involves the ability of collaborators in the group in making a team through reaching consensus on decision-making and managing the social interactive behaviour that relates to socialization, selecting members, esprit, acquaint, negotiation, communication and monitoring.

On the other side, team planning involves the ability of collaborators to organize a team through setting goals, assigning roles, strategies and responsibilities, organizing information and writing plans, schedule work plans and milestones and defining deadlines for delivery. Based on this organization, team-planning process will help to develop the cognitive awareness of the individual members in the group towards the required tactics for constructing a document that in turn enhances the writing process and develops text. Hence, a group in collaborative writing is a team that consists of multiple collaborative writers and multiple social interactive and

cognitive activities towards producing a single document. The second pillar is writing. It is obvious that there is an equivocation in understanding the real concept of the writing. This is considered to be primer cause that leads to lack of common consensus in reaching an interdisciplinary definition for collaborative writing. For the purpose of defining collaborative writing, writing is a verbal or/nonverbal process activity that does not solely rely on the composing of the text-body for a document. It is a process activity combining multi-integrated elements that allow collaborative writers to construct a document. These multi-integrated elements are manifested in the interrelatedness of the writing stages (prewriting stage, writing stage and post writing stage) required for executing a collaborative written document. Based on this understanding, collaborative writers need more than to be able to construct a text-body together. In fact, they need to share the experience of practicing the whole stages of such process starting from constituting a team writing, managing the team to identify or generate a topic or project writing, managing how the required information for writing up a document should be gathered that usually takes place at prewriting stage, managing team consensus on how these information should be better drafted in the text-body of the document that usually occurs at actual writing stage and finally managing the individuals' decisions on the quality of the final-produced document that usually occurs at post writing stage through peers' editing and feedback.

Thus, writing is a process activity of team-information management that includes either verbal or nonverbal interactive negotiation among multiple writers occurring within the three stages of writing that leads to a complete document based on common consensus on decision making and co-ownership of a document. Collaboration in general is an act exerted by group of people who are working towards or sharing a common goal. In collaborative writing, writers usually work as a team to achieve a common goal. This common goal is to co-create a written work. In EFL writing context such definition of goal does, to a large extent, seem a parochial. The co-creation of a written document might be the primary common goal for collaborative writers but, in fact, it is not the solitary one. This is because when writers work collaboratively, they do not solely aim to perform a written document but also to develop their knowledge of writing.

In sum, the definition should have a maxim, in this case, the researcher defines collaborative writing as two or more individual writers come together (not necessarily bodily) and exchange information, knowledge, ideas, skills attitudes, feelings etc., to construct a document based on common consensus among the writers.

b. Collaborative writing as a Social Interaction

Collaborative writing as a social interaction can be traced back to the social constructivist of Lev Vygotsky's (1978) and his seminal concepts of the zone of proximal development, scaffolding and intersubjectivity. Vygotsky

defines the zone of proximal development as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978: 86), or to put it another way, it is the difference between a learner trying to understand a new concept alone as opposed to learning it with the help of a teacher or fellow students. Scaffolding involves giving learners a great deal of support initially and then encouraged to become more independent and responsible for their learning as soon as possible (Stacey, 2005: 154). Inter subjectivity has been described as the understanding achieved when people work together to co-construct resolution of a problem (Conrad, 2009: 89).

The notion of social interaction for collaborative writing has been strengthened by some views of scholars. Colen & Petelin (2004:137) state that collaborative writing is inherently a social interaction where learners can reach a consensus. They argue that collaborative writing is a production of a shared document, substantive interaction among members, and shared decision-making power over the document. Hirvela, A. (1999: 8) asserts that by giving this socially oriented view of writing, it would seem to make sense to create more classroom conditions in which students engage directly and productively in dialogue with peers. Through their creation of writing groups and various group-oriented activities, writing teachers would enable students to function simultaneously as writers and audiences within authentic

communicative contexts. As Belcher (1990) as cited in Hirvela (1999: 8) points out, collaborative writing groups constitute genuine reading audiences for each of the writers within a group, with writers then writing with the needs and characteristics of that audience in mind as they compose and revise texts. By engaging in this more overtly social process of writing, students experience increased opportunities to review and apply their growing knowledge of second language (L2) writing through dialogue and interaction with their peers in the writing group. In line, (Littleton & Hakkinen, 1999: 24) claim that the student's understanding of the world is mediated by and built up through interaction with others, and meanings are negotiated and established through interaction in a wide range of social contexts.

Considering the collaborative writing aforementioned that adopts the concept of social constructivist in studying English in UIN Mataram especially for English Department students. The characteristics of collaborative writing as a part of the social constructivist practices mentioned above are comprehensively adequate to facilitate the students to be independent, creative, and active in learning English. It is based on the assumption that the learning theory of the social constructivism incorporates a learning process wherein the student gains their own conclusions through the creative aid of the teacher as a facilitator. To support the learning process, the students of UIN Mataram are given a meaningful, complex, and realistic tasks in order to help them become more creative, independent, and active.

c. Basic Elements of Cooperation in the Cooperative Writing

In creating cooperative writing as one of cooperative learning strategies, the teacher has to structure positive interdependence, individual accountability, promotive interaction, the appropriate use of social skills, and group processing (Johnson & Johnson in Gillies, Adrian, & Jan, 2008:19). These structures are explained as follows.

1) Positive Interdependence

In traditional teaching, where competition is emphasized, students experience negative interdependence and competition with one another for educational resources and academic recognition. Competition encourages better students to hoard knowledge and celebrate their successes at the expenses of other students. In a cooperative learning classroom, students work together to ensure the success of each student. Positive interdependence teaches students that school life for each one of them is enhanced when everyone makes a success.

2) Individual Accountability

In a cooperative learning setting, each student is held accountable for his/her own academic progress and task completion, apart from the accomplishments of the group as a whole. In traditional models of cooperative learning, individuals are asked to sign statements describing their

contribution to a particular project. Individuals may also be held accountable by means of grades based on their academic achievement and social skills and by evaluations conducted by the teacher, their peers, or themselves.

3) Promotive Interaction

Promotive interaction occurs as individuals encourage and facilitate each other's efforts to accomplish the group goals. While positive interdependence directly affects outcomes, its main influence may be fostering promotive interaction among individuals that in turn influences outcomes. Individuals focus both on being productive and on promoting the productivity of their group mates.

In a cooperative learning situation, students interact and assist one another with a learning task. The small getting allows the students to work directly with one another, to share opinion and ideas, to come to common understanding, and to work as a team to ensure each member's success and acceptance.

4) Development of Social Skills

Cooperative learning offers students a chance to develop the interpersonal skills needed to be successful at school, at work, and within the community. Primary among these skills are effective communication, understanding, and appreciation of others, decision making, problem solving, conflict resolution, and compromises. Students cannot be simply placed in a group and be expected to use these skills. As the teacher, one must actively

teach and monitor the use of the social skills. This requires the articulation of social as well as academic goals to students. The teacher needs to actively teach social skills on a daily basis, ask students to practice those skills within their cooperative groups, and have students provide feedbacks on group interactions and social processes.

5) Group Processing

Promotive interaction may be enhanced by group members periodically reflecting on how well they are functioning and planning how to improve their work processes. A process is an identifiable sequence of events taking place over time and process goals referring to the desired sequence of events instrumental in achieving outcome goals (Johnson & Johnson in Gillies, Adrian, & Jan, 2008: 25). Furthermore, They state that group processing may be defined as reflecting on a group session to: a) describe what member actions are helpful and unhelpful and b) make decisions about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the joint efforts to achieve the group goals.

d. Advantages of Collaborative writing

Swain's subsequent work (2000, 2006, 2010) expanded on the advantages of collaborative writing, specifically in her writing on collaborative dialogue and languaging. Collaborative dialogue (Swain, 2000) is defined as the talk that emerges when learners engage in a problem-solving activity.

Languaging (Swain, 2006, 2010) is the process of using language in an attempt to make meaning; that is, it is a means through which thinking is articulated and thus brought into existence. When engaged in writing, learners language about language; that is, they deliberate about how to best express their intended meaning. Although languaging can occur with oneself, when one is composing individually, such languaging is usually sub-vocal (thinking), which is speech directed to oneself. The benefit of collaborative writing is that it encourages other-directed talk, that is, talk that is vocalized. Once thoughts are vocalized, they are transformed into artefacts. These artefacts, together with the written text, can be further explored, that is, languaged further.

Kelly et al. (2004) explain the strengths of collaborative writing, where it helps learners to combine their strengths rather than focus on their weaknesses. A supportive and co-operative group can provide a safe audience that gives learners the security to take risks with their writing. It provides an immediate audience and feedback which helps learners become aware of the need for clear messages. It can provide opportunity for the 'dialogue' that single authors have to create for themselves. It helps learners to anticipate the potential reader's responses. It can make the process of revision more meaningful. It can help to empower learners. It can promote learner autonomy.

Boggs, Bikowsky, & Kessler (2012: 91-92) note many benefits of collaborative writing. They claim that theoretical basis for collaborative writing largely rests on the work of Vygotsky (1978) with his emphasis on the role of social interaction in learning and on the concepts underlying the communicative approach in L2 learning. Hirvela (1999), Greg Kessler, Dawn Bikowski, and Jordan Boggs (2012) expand on the importance of social interaction in collaborative writing. It provides opportunities for students to write as part of a community and use each other for support and guidance. Collaborative and/or pair writing in both L1 and L2 settings has been recognized as contributing to a higher quality of writing (Storch, 2005); a better sense of audience (Leki, 1993); increased pooling of knowledge (Donato, 1994) and ownership (Storch, 2005) in the writing process; increased student motivation (Kowal & Swain, 1994; Swain & Lapkin 1998); and attention to discourse structures as well as grammar and vocabulary usage (Swain & Lapkin, 1998). Storch (2005) also notes the importance of immediate feedback for optimal collaborative writing to occur.

Grief, et. al. (2007: 11) say that writing collaboratively encouraged learners: a) to be willing to take risks with their writing. The most significant difference between their individual and collaborative work was their willingness to take a risk with structures when working collaboratively (Teacher). b) to value the process of planning and drafting a text. Teachers felt that the process of planning and drafting a piece of writing was more 'real'

to learners when they worked on this together and that they recognised its value more clearly. c) to think carefully about vocabulary. Working together raised questions around vocabulary. Two learners spent a considerable length of time discussing the difference between the meanings of the words 'house' and 'home' and 'pebble' and 'stone'. In the same class two learners who were discussing the precise word to use initially wrote a few down to see if they 'looked right'. They then decided to use a thesaurus which they had previously never done even though it had been available in each session. d) to check their grammar. A learner who has first language was not English, shared her understanding of grammar. She/he was able to correct a subject-verb agreement. She/he and her/his partners also had a discussion about the need for consistency in using the narrative voice and the difficulty of doing this when they were writing in the first person but using 'we' as they talked. e) to take more account of the reader. Writing collaboratively gave opportunity for immediate peer feedback. This appeared to be more empowering than teacher feedback and also helped learners to become more aware of the needs of the reader of the writing. Garofalo & Mulligan (2011: 8) categorize the positive impacts of collaborative writing into five discretely. The categories identified are: 1) social skills development. As for social skills development, student remarks indicated that they developed a greater sense of responsibility through the collaborative effort and that it helped them to get along with others and gave them an opportunity to get to know their

classmates better. 2) Stress reduction and time-saving benefits. In terms of stress reduction and time-saving benefits, students wrote that the pair-work approach gave them less pressure to do a good job, eased their burden as they could share the work load, and allowed them to save time because of the shared effort. 3) Motivational effects. The motivational benefits included the fact that because they were being given a single grade, it made them try harder, thus reflecting the role social responsibility played in their output. One student even remarked that this process helped him stay awake in class. 4) Improvement in the content of their writing. Concerning actual improvements in the content of their writing, it was clear that the collaborative approach enabled some of them to create a richer body of content. One student noted that through the initial brainstorming tasks, their arguments became deeper and stronger because one student challenged the other to think more carefully about the topic at hand. Another student noted that the collaborative approach allowed them to develop the topic from different points of view, thus strengthening the quality of the content. By sharing ideas, another student remarked, their topic had more depth. Lastly, one student reported she was able to write more than usual. 5) Gains in grammatical and structural proficiency. Finally, it was clear gains had been made in structural and grammatical proficiency thanks to this approach. Among the comments was the remark that they could find mistakes more efficiently. Another wrote that it improved the accuracy of their paper. The approach helped another to

organize and edit papers well. Lastly, through the process of revising each other's drafts, they could learn words and phrases that they did not know beforehand.

Yang (2014: 75-76) says that collaborative writing tasks are common in the workplace (e.g., Cross, 2000; Ede & Lunsford, 1990; Faigley & Miller, 1982) and universities (e.g., Ashraf, 2004; Colbeck, Campbell, & Bjorklund, 2000; Davies, 2009; Leki, 2007) for their many potential benefits such as an increase in the number of ideas, shared learning, developing writing competence, being socialized into specific discourse communities, and building up the abilities of collaboration and negotiation.

e. Disadvantages of Collaborative writing

Even though there are many succeed stories of using collaborative writing in the field of the teaching-learning process, however, collaborative writing do not always succeed. This can be due to resistance, inexperience, friction, interpersonal conflict, concerns of fairness (Chisholm, 1990: 92-104), and concerns of inaccurate peer edits (Nelson & Murphy, 1993). Also, students may ultimately view the process of writing as a private act (Ede & Lunsford, 1990; Murray, 1992). Thus, the role of the individual writer in a collaborative writing project is not yet understood.

In the same vein, Sharples (1993: 174) mention the negative sides of collaborative writing. He argues that collaborative writing can be time consuming especially the time spent in training students and teachers how to

apply collaborative writing properly. Sharples (1993: 1974) also claims that it is not easy to organize the setting, conditions and students. What is suggested by Ghani in these cases is that students and teachers must be trained before applying collaborative works and they must be convinced about the advantages of it. If still there are some students who do not want to participate in collaborative writing, then, they must not be forced to participate.

Other scholars, Colen & Petelin (2004: 139) also mention some negative sides of collaborative writing. They assert that 1) coordinating a collaborative process is much more complex than producing an individual document, 2) collaboratively written documents generally take longer than individually written documents, 3) documents are not necessarily of a higher quality than those individually authored, 4) the personal communication, learning, and conflict styles of participants can interfere with their receptivity to the ideas of others, 5) personal conflict may arise because of agenda, status and power differences, and lack of diplomacy and sensitivity, 6) the revising-editing process can continue ad nauseam, because so many people “own” the document, and 7) different participants will have different writing styles, leading to stylistic inconsistencies that may, or may not, be eliminated in a final edit.

f. Roles of Teacher and Student in Collaborative writing

In collaborative writing, the teacher or lecturer is not the center of the classroom any more. What teachers must do is just to help students become autonomous learners (Horwitz et al, 1997). Learning must be shared between the teacher and the learner or among learners with the guidance of the teacher. In teacher-student collaboration, teachers help learners work in groups effectively and teachers act as a part of each group too. Being a part of each group does not mean that teachers share equal power with group members. They just become a member of the groups as a guide and a facilitator whenever any group needs help. Teachers cannot share equal power in groups in collaborative learning because there are several groups in a classroom and each group might need help. In student-student collaboration, teachers are not participants in the collaborative work. They might only guide and facilitate the work whenever learners need help. The role of learners here is to negotiate with group members and to help to direct and reflect upon his or her own learning experiences (Wilhelm, 1997: 528). There must be negotiation, interaction, help, and sharing in teacher-student or student-student collaborative work.

In order to create the environment that promotes these factors, and make collaborative work beneficial and effective, several elements are necessary (Wilhelm, 1997). For example, a communicative atmosphere can be created in the classroom; groups can be formed carefully for effective negotiation; the instructions and the feedback can be in an individualized

way; students can be involved in grade decision; teacher can function as a good model, facilitator and guide; awareness of both the teacher and students can be provided to learn individually and in a social process; students can be warned about how to behave in a group as a group member, such as being supportive, listening actively, inviting and allowing criticism and disagreements, avoiding pressure and punishment and not giving easily for criticism (Wilhelm, 1997: 528). So, the setting, instructions, tools must be suitable for collaborative work. Wilhelm notes that if teachers and learners do collaborative learning without applying those rules, the possibility of negative effects might increase, whereas, the positive ones might decrease. That's why, those rules must be born in mind to prevent the negative effects from emerging because of lack of knowledge about that approach. Awareness of both students and teacher of collaborative learning as a process of individualization and as a social process is also crucial because on the personal level learning requires individual work and as a social process negotiation and interaction helps learning (Wilhelm, 1997).

g. Types of Collaborative writing

Sharples (1999: 171) distinguishes two general types of collaboration in writing: writing support, and co-authorship. Writing support may involve proffering ideas, advice, emotional help and criticism. Co-authorship is where one or more collaborators make an explicit identifiable contribution, by planning, drafting or revising the text. For co-authorship many of the

difficulties of single-author writing—setting and satisfying constraints, organising ideas, managing time—are multiplied and amplified. The writers need to make their intentions explicit and to agree on the scope of the text, they need to communicate ideas and changes of plan that affect the other contributors, they need to agree responsibilities and divide up the work, they need to organise the text from multiple sources and to reconcile the different voices and approaches to writing. Lastly, whenever people work together there are conventions to be followed, statuses to be respected, conflicts to be resolved and partnerships to be forged. All these can be troubling and time-consuming, so why bother? Writing support is generally simple and painless, at least for the receiver. What are the added advantages of co-authorship? The benefits of co-authorship are those of teamwork. Just as a factory or a football team can accomplish more by a group of people working together, so a well coordinated group of co-authors can bring the benefits of teamwork to writing. In addition, Sharples (1997:171-172) also describes co-authoring in terms of three general types of team working: parallel, sequential and reciprocal.

Parallel working is the classic 'division of labour' where a job is divided up among the workers into sub-tasks. In writing, the sub-tasks are either to write different parts of the text (Introduction, Section One, etc.) or to do jobs that can be carried out in parallel, such as checking spelling at the same time as tidying up the references. Each job is given to a different person,

according to the person's skills or interests, and the co-authors work simultaneously.

Sequential working is like a production line. The job is given to the first person in the line who takes it to the first stage of production. The first person hands the part-completed product on to the second person who works on it to the second stage and so on down the line. Sequential working fits a 'plan-draft-revise' approach to writing, with the first person creating a plan, the second composing the first draft of the text, the third revising or extending the text, and so on.

Reciprocal writing can be the most exciting and productive of all the methods. It can give a strong feeling of working together as a team to build a shared product. You have the satisfaction of knowing that when you falter then others will pick up where you have left off. The problems arise from either over- or under enthusiasm. If the writers are too keen then they may all want to work on the same text at the same time, causing a problem of merging the different versions, or if they 'borrow' a copy of the text and then put the revised version back into the shared pot they may overwrite another person's changes. Alternatively, if the writers lack energy, then the draft can just lie untouched, with each writer hoping the others will find the time or will to contribute.

Meanwhile, According to Louth, McAllister, & McAllister (1993: 217), there are two kinds of collaborative writing: Interactive writing and group

writing. In interactive writing, group members interact with each other during the different stages of the writing process. However, individual authors are ultimately responsible for their own work. Peer editing is an example of interactive writing. In group writing, group members also interact during the various stages of the writing process, but they are responsible for the final product. Coauthoring a report is an example of group writing.

In a larger and more expansive manner, Farkas (1991: 14) classified four types of collaborative writing. First, two or more people jointly complete the whole text of a document. An example of this type of collaborative writing is coauthoring a report. Second, two or more people contribute components to a document. Writing separate parts of a text is an example of the second type of collaborative writing. Third, one person or more people edit or review the written work of one or more people. Peer feedback or peer editing is the typical example of this type of collaborative writing. Fourth, one person works with one or more people and drafts documents according to the ideas of the person or people. Group brainstorming is an example of this type of collaborative writing.

h. The Procedure of Collaborative writing

Garofalo & Mulligan (2011: 6-8) highlight the procedures of cooperative writing into some steps. They are:

a. Pre-writing Activities

1) Greet students and check the presence list, 2) Motivate students to join the writing class by giving a writing quiz, 3) Explain to students the structure as well as the Language features of cause-effect essay, 4) Introduce to students the concept of the use of collaborative writing strategy in teaching a cause-effect essay, 5) Explain to students how to utilize collaborative writing strategy in writing a cause-effect essay.

b. Whilst-writing Activities

1) Assign students to small and heterogeneous groups of four or five and ask them to exchange contact information to facilitate meeting outside of class, 2) In class, the group members brainstorm ideas about the target topic and organized the information into coherent groupings, 3) Ask students to have meeting outside of class to do research and information-gathering to support their paper, 4) In class, pairs did outlining, planning, and crafting of the first draft. Students were required to hand in a detailed outline before submitting the first draft, 5) The instructor handed back the outlines with pertinent comments, 6) Work on the first draft commenced. Student A typed the first draft and completed a detailed checklist provided by the instructor. After that, the draft was sent as an email attachment to Student B, who was then responsible for editing the draft. The editing had to be done with different colored ink to highlight the revisions. After finishing this, Student B completed another checklist to make sure the work was proofread carefully. The detailed checklists were provided to help students in the writing and proofreading

process. They helped students to eliminate simple grammar mistakes, spelling and typographical errors, as well as to ensure correct format, organization of ideas within each paragraph, and sound essay structure. The first draft was then submitted in class along with both checklists, 7) The instructor checked the drafts, pointing out structural and organization errors, and providing comments and suggestions, 8) Work on the second draft commenced. Student A and B switched roles for this part. That is, this time Student B had to type the revision and Student A had to edit it. The second draft was then submitted, 10) Students received a single grade based on their overall effort and the quality of their essay, 11) For the next writing assignment, if a student had been assigned the role of A, they then assumed the role of B and vice versa, to ensure fairness.

c. Post-writing Activities

1) Ask the students to comment or to provide feedback on their friends' writing on the comment feature in the facebook group 2) Provide reinforcements for students in order to remind them what they have learned at the meeting, 3) Assess the students writing by utilizing a rubric.

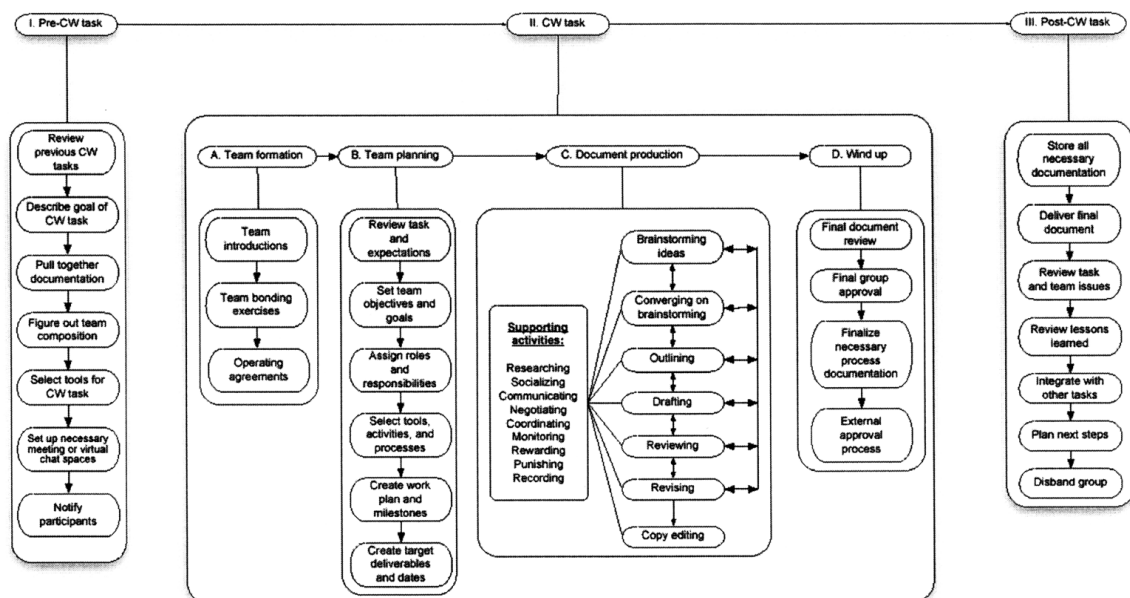
Other scholar (Iannacone, 2003: 35) also creates a procedure of collaborative writing. The procedure is as in the following: 1) It helps to explain the procedure to students in advance so as to maximize class time for the activity. During the activity, closely monitor the time for each step so that students can complete the entire activity in one class period. 2) Ask students

to form groups of four or five. 3) Create a column for each group on the chalkboard and number each column. Alternatively, if your classroom has insufficient board space, try attaching large sheets of newsprint to the wall, or use a flip chart and markers. 4) Either before or at the beginning of class, write a provocative sentence or topic prompt at the top of each column (e.g., “I stared at her in disbelief,” “When there was no answer, I panicked,” “Anticipating their intentions, he instinctively dove into the icy water”). 5) Urge everyone to go to their groups as quickly as possible; the first group to get itself settled gets first pick of the prompts, the second group gets the next choice, and so on. Once the groups have selected their prompts, instruct them to collaboratively write a one-paragraph composition based on their prompt. 6) Ask the groups to create a title reflecting their paragraphs. 7) Have each group choose a member to act as a recorder to write the group’s composition on a sheet of paper. Once the groups have completed their initial drafts, have them select another member to be the transcriber, who then copies what the recorder has written in the group’s designated column on the chalkboard under the prompt. 8) Allow the groups to review their compositions and to instruct the transcriber to make any necessary revisions, such as correcting spelling errors, fixing run-on sentences and sentence fragments, and improving sentence structure. 9) At the end of the period, correct the paragraphs on the board. Starting with 10 points, score each composition by deducting half a point for each error. The composition with the

highest number of points (i.e., the least number of errors) receives first place, and so on.

Lowry, et al. (2005: 342) also describe the steps of collaborative writing as it is figured out in the following picture.

Figure 1
Tasks and Activities of Collaborative writing



Adapted from Lowry, et al (2005:342)

i. Individual and Collaborative writing Strategies Procedures in the Present Study

As it has been mentioned before that the collaborative writing is done collaboratively with one or more person. However, in daily writing activity particularly in the classroom, ones do the writing activity mostly individually. Another scholar such as, Watanabe (2014) uses different term synonymously as she named it as 'independent writing'. Meanwhile, Boughey (1997:127) named this strategy as non-collaborative writing, and he defines it as 'a lonely process requiring writers to explore, oppose and make connections between propositions for themselves, a process which is conducive to learning'. So non-collaborative writing refers to "writing individually" without sharing ideas with peers or groups. The following table is the procedure done in the classroom comparing collaborative writing strategy and individual writing strategy.

Table 1
The Procedures of Collaborative and Individual Writing Strategies in the Present Study

Activities	Collaborative writing	Individual Writing
<i>1. Pre-writing Activities</i>	<ul style="list-style-type: none"> a. Greet students and check the presence list. b. Motivate and brainstorm the students to join the writing class by giving a writing quiz. c. Explain to students the structure as well as the language features of cause-effect essay d. Introduce to students the concept of the use of collaborative writing strategy in 	<ul style="list-style-type: none"> a. Greet students and check the presence list b. Motivate and brainstorm the students c. Explain to students the structure as well as the language features of cause-effect essay d. Introduce the students the steps of Essay writing e. Explain to students how to utilize the essay writing

	teaching a cause-effect essay. e. Explain to students how to utilize collaborative writing strategy in writing a cause-effect essay.	steps in writing a cause-effect essay
2. <i>Whilst-writing Activities</i>	<p>a. Assign students to small and heterogeneous groups of four or five students,</p> <p>b. In class, the group members brainstorm ideas about the target topic and organized the information into coherent groupings;</p> <p>c. The students with their groups do outlining, planning, and crafting of the first draft. Students are required to hand in a detailed outline before submitting the first draft; the students discuss with their group members to eliminate simple grammar mistakes, spelling and typographical errors, as well as to ensure correct format, organization of ideas within each paragraph, and sound essay structure. The first draft was then submitted and put their writing task in the center table in their own groups.</p> <p>f. The lecturer checks the drafts, pointing out structural and organization errors, and providing comments and suggestions;</p> <p>g. Work on the second draft, commence Student A and B to switch their roles for this part. That is, this time Student B has to type the revision and Student A has to edit it. The second draft is then submitted;</p> <p>h. For the next writing assignment, if a student has</p>	<p>a. ask the students to sit in their regular seats</p> <p>b. The students brainstorm ideas about the target topic and organized the information individually;</p> <p>c. The students individually do outlining, planning, and crafting of the first draft. Students are required to hand in a detailed outline before submitting the first draft;</p> <p>d. The students submit the first draft of their writing</p> <p>e. The lecturer check the drafts, pointing out structural and organization errors, and providing comments and suggestions;</p> <p>f. The students work in their second drafts individually then submit it to their lecturer</p>

	been assigned the role of A, they then assume the role of B and vice versa, to ensure fairness.	
2. <i>Post-writing Activities</i>	<ul style="list-style-type: none"> a. Ask the students to comment or to provide feedback on their friends' writing. b. Provide reinforcements for students in order to remind them what they have learned at the meeting. c. Assess the students writing by utilizing a rubric. 	<ul style="list-style-type: none"> a. Ask the students to comment or to provide feedback on their writing. b. Provide reinforcements for students in order to remind them what they have learned at the meeting. c. Assess the students writing by utilizing a rubric.

3. Achievement

This sub-chapter discusses thematically some issues related to achievement. They are: definition of achievement, factors contributing to students' learning achievement, and writing achievement.

a. Definition of Achievement

Achievement, especially academic achievement, is a goal of an education program. Programs are designed to enhance the achievement; students are honored to enhance for high achievement; many tests covering school subject matters contain the word achievement in their labels. These labels are assigned for over-and under-achievement.

Ironically, the term achievement is described in few educational references. The general topic of achievement is often presented in referring

to achievement motivation, gender differences, or academic self-concept. Surprisingly, the term achievement is not even found in some dictionaries.

One definition of achievement is proposed by Good (in Phye, 1997: 4). He defines academic achievement as the knowledge gained by or skills developed in the school subject, usually designated by test scores or by marks assigned by the teacher, or by both. Meanwhile, Rouse, Hawkin, & Florian (2007: 22) do not agree with a narrow perception where ones define achievement only in the terms of raising academic standards as measured by a national key stage test or other examinations. They say that it should be viewed in the broader areas as a progress made by learners over time. It means that an achievement is not only obtained by test scores or marks assigned by the teachers but should be more than that.

Nation (2009: 77) notes that measuring achievement should focus on the learning done in a particular course. If a course has focused on speed reading, then the achievement measure would be a speed reading measure even though speed of reading is only a part of the larger picture of reading proficiency. Similarly, if the course has focused on reading academic texts, the achievement measure could be a comprehension measure using academic texts. Achievement measures are thus closely related to the course of which they are part. They need to have a high level of face validity; that is, they should clearly look like what they are supposed to be measuring. In line with Nation's statement, Jain & Patel (2008: 150) state that achievement is

generally measured through tests and examinations. This means that tests and examinations are very important in the whole process of learning. In addition, Ur (2009: 44) states that an achievement test measures how much of the material taught in a given course, or part of one, has in fact been learned.

b. Factors Contributing to Students' Learning Achievement

Hattie (2008) mentions some factors contributing to students' achievement in their learning. These factors can be summarized as follows.

1) The Contribution from the Students

There are some factors which have a big contribution to students' learning achievement. They are: students' background (prior achievement, creativity); students' attitudes and disposition (personality, self-esteem, motivation, concentration), physical influences (pre-term birth weight, illness, exercise, gender, positive view of ethnicity); pre-school activity (early intervention, pre-school program).

From the factors above, it can be seen that students not only bring to school their prior achievement (from pre-school, home, and genetics), but also a set of personal dispositions that can have a marked effect on the outcomes of schooling. While there is no doubt that schools can affect both achievement and learning dispositions, the origins of both are often well in

place before the child enters the school yard. For achievement, there are influences from genetics and early development, very early home and social experiences, and opportunities for learning from birth to five years (e.g., pre-school and other early interventions). The key dispositional ingredients are the ways the child is open to new experiences, children's emerging beliefs about the value and worth of investing in learning, and the manner in which they learn that they can build a sense of self from their engagement in the learning enterprise.

2) The Contribution from the Home

The home can be a nurturing place for the achievement of students, or it can be a place of low expectations and lack of encouragement in learning. Most parents, however, begin with positive aspirations for their children: certainly children are born into a set of expectations and these expectations can be critical to the success of the children when they go to school. A major concern is that some parents know how to speak the language of schooling and thus provide an advantage for their children during the school years, and others do not know this language, which can be a major barrier to the home making a contribution to achievement. Factors contributing to students' achievement from home are the family resources, the family structure and environment, television, parental involvement, and home visiting. Many

parents, however, struggle to comprehend the language of learning and thus are disadvantaged in the methods they use to encourage their children to attain their expectations.

3) The Contribution from the School

There are some factors affecting students' learning achievement which are resulted from the school. These factors are: 1) attributes of schools (e.g., finances, types of schools); 2) school compositional effects (e.g., school size, mobility, mainstreaming); 3) leadership; 4) classroom compositional effects (e.g., class size, ability grouping, retention); 5) school curriculum effects (e.g., acceleration, enrichment); and 6) classroom influences (e.g., climate, peer influences, disruptive behavior).

4) The Contribution from the Teacher

In this area, there are some factors affecting students' learning achievement. These factors are: the teacher education programs, the teacher's subject matter knowledge, the importance of the quality of teaching, the quality of the teacher-student relationships, professional development, and teacher's expectations.

5) The Contribution from Curricula

In this part, there are some factors involved on the success of the students' learning. They are specific programs such as creativity programs, bilingual programs, career interventions, outdoor programs, moral education programs, perceptual motor programs, tactile stimulation programs, and play.

6) The Contribution from the Teaching Approaches

There are many factors which have big contribution to the success of students' learning. These factors are: strategies emphasizing learning intentions (goals, behavior organizers, concept mapping, learning hierarchies); strategies emphasizing success criteria (mastery learning, worked examples); strategies emphasizing feedback (feedback, frequency or effect of testing, teaching test taking and coaching, providing formative evaluation, questioning, teacher's immediacy); strategies emphasizing students' perspectives in learning (time on task, peer tutoring, mentoring); strategies emphasizing meta-cognitive/self-regulated learning (meta-cognitive strategies, study skills, self-verbalization/self-questioning, students' control over learning, aptitude-treatment interactions, matching style on learning, individualized instruction).

From those factors it can be concluded that the students' achievement is affected by many factors. Each of them may become the indicator of the students' success in their learning and their achievement.

c. Assessing Writing Achievement at the Present Study

The present study is aimed at finding out the students' writing achievement over time. In the period of the study, the students are given materials, tasks, and tests of writing in the form of essay. In order to achieve a such goal, it is clearly necessary to measure changes in the students' essays writing. There are many scales for evaluating essays, such as the 'FL

Composition Profile' and the 'Six Traits of Writing'. The FL Composition Profile scale was designed by Valdes & Dvorak (1989) to assess students in certain aspects of their writing on a scale of 0 - 100. The scale of the Six Traits of Writing was designed by Carlin-Menter (2006) to measure ideas, organization, voice, word choice, sentence fluency and conventions.

However, the scale that seems most appropriate for this study, is known as Paulus's rubric (Paulus, 1999). The writing categories were Organization, Development, Cohesion/Coherence, Structure, Vocabulary, and Mechanics (see appendix).

Paulus' own research showed that the rubric could be used successfully for evaluating students' essays and assessing aspects of their writing both globally and locally. Other studies concerned with teaching writing skills have used Paulus's Essay Scoring rubric: for example Lundstrom & Baker (2009), and Grami (2010). It was used in the current research because it suited the types of classroom and the approach adopted, and because it measured appropriate aspects of the students' performance.

4. Self-Esteem

In this subchapter, the topic of self-esteem is presented into five sections. These sections are: the definition of self-esteem, the types of self-esteem, strategies to improve self-esteem, healthy self-esteem versus low self-esteem, and assessing self-esteem in the classroom.

a. Definition of Self-Esteem

There are several definitions of self-esteem. Many experts commonly have similar perspectives related to what self-esteem is. The definitions can be seen in the following.

Mruk (2006:28) defines self-esteem as the lived status of one's competence in dealing with the challenges of living in a worthy way over time. Meanwhile, Vasconcellos, Smelser, & Mecca (1989:249) define self esteem as the experience of one's personal self-worth. In addition, Slavin (2006: 80) states that self-esteem is the value each of ones places on their own characteristics, abilities, and behaviors. Self-esteem is related to one's sense of significance and value (Robert, 2002: 106).

Some experts also have broader ways in defining what self-esteem is. Lawrence (2006: 6) states that self-esteem can be either global or specific and there is a relationship between these two facets of self-esteem. Global self-esteem refers to an all round feeling of self-worth and confidence. Specific self-esteem refers to a feeling of self-worth and confidence with regard to a specific activity or behavior. Meanwhile, Malbi & Reasoner (in Kumar, V. et al., 2009: 27) cite that self-esteem can be broadly defined as the overall evaluation of oneself in either a positive or negative way. It indicates the extent to which an individual believes himself or herself to be competent and worthy of living.

From the definitions above, it can be concluded that self-esteem can be seen in many ways, but commonly all of the definitions of self-esteem are related to the value, worth-self, and self-evaluation in either a positive or negative way.

b. Types of Self-Esteem

Mruk (2006: 152-154) divides self-esteem into four types. They are: a) low self-esteem, b) high self-esteem, c) worthiness-based self-esteem, and d) competence-based self-esteem. First, low self-esteem involves both a lack of competence and a lack of worthiness. Low self-esteem is usually associated with such things as caution, timidity, lack of initiative, conflict avoidance, insecurity, anxiety, depression, and so forth. Second, people with high self-esteem typically exhibit a positive degree of both competence and worthiness. Both sets of characteristics indicate a relationship between self-esteem and happiness, initiative, openness, spontaneity, a secure identity, and a general absence of psychopathology. Third, people with the worthiness-based self-esteem type might have a high sense of worthiness but it is not accompanied by appropriate competent behaviors. This type involves attempting to make up for the lack of competence in desired domains through a number of mechanisms such as minimizing failures, denying shortcomings, surrounding oneself with accepting others, or believing that one merits high self-esteem just because one feels good about oneself as a person. Fourth, people with the competence-based self-esteem type demonstrate high

degrees of competence while lacking a sense of worthiness. In this case, such individuals attempt to compensate for low feelings of self-worth by focusing on their competence, particularly in domains that are important to them. Individuals with competence-based self-esteem tend to focus outwardly instead of inwardly because competence involves actual manifestation of abilities or successes.

c. Strategies to Improve Self-Esteem

Self-esteem will give someone the confidence to tackle difficult tasks and create a positive vision of the future. In accordance with how to improve self-esteem, Mruk (2006: 97-104) mentions ten effective self-esteem enhancement strategies or techniques. They are a) accepting and caring, b) providing consistent, positive feedback, c) generating positive self-feedback through cognitive restructuring, d) increasing self-esteem by using natural self-esteem moments, e) enhancing self-esteem by assertiveness training (empowerment), f) increasing self-esteem through modeling, g) enhancing self-esteem by increasing problem-solving skills, h) enhancing self-esteem through two types of formats (individual format and group format), i) enhancing self-esteem through practicing, and j) integrating the techniques.

In accordance with the teaching learning process, Rogers in Lawrence (2006: 68) proposes three personal characteristic qualities that are involved in the establishment of a positive relationship in teaching. These qualities are described as 'acceptance', 'genuineness', and 'empathy'. First, acceptance

means being non-judgmental of the students and accepting their personality as it is. It also means the quality of being able to separate the 'deed' from the 'doer' so that the teacher focuses on the behavior and not on the personality nor the character of the students. The quality of acceptance has to be genuine and cannot easily be achieved through practice. It is more of an attitude of mind and a personal philosophy than a personal practice. Second, genuineness is a quality that can be developed, although it demands an honest appraisal of one's own personality. This quality means being able to be spontaneous in social relationships without being defensive. It means being a 'real person' rather than hiding behind a 'professional mask'. To be this way a person has to have high self-esteem and to be able to reveal his/her personality without fear of rejection or disapproval. Third, empathy is a quality that means being able to appreciate what it feels like to be another person. The quality of empathy can be learned. One useful way of developing empathy is to begin to practise listening to the feeling behind one's words. Usually ones are so intent in understanding the verbal message that ones can miss knowing just how the person is feeling.

In addition, McDonald & Kirby (2009: 78) mention some tips in boosting students' self-esteem. The tips are: a) focusing on hope and success, b) making lessons meaningful, c) providing challenges, d) focusing on careers, e) considering the importance of self-esteem, and f) expressing positive beliefs. First, in focusing on hope and success, teachers should

provide the students with activities and discussions to recognize past successes in order to begin building the positive belief system of the students. The teachers' roles are very important because the students are more likely to be successful when their teachers believe they can. When the students do not believe they are capable, they may not even attempt at a task. In contrast, students are more likely to take a risk in learning if they believe they are capable. Second, in making lessons meaningful, the teachers may create learning opportunities that interest students in what they are doing and what they are seeing in order that their learning is valuable and important for their futures. The teacher also should provide learning opportunities that encourage students to be independent and make them able to create something from their constructions or discoveries. Third, in providing challenges, teachers should not make tasks too easy because it does not motivate students in the long run. Instead, it can make them believe that nobody thinks they are capable of accomplishing a challenging task. Teachers may provide appropriate challenges and help students along the way. By this way, students will become confident that they can learn and handle difficult challenges. Fourth, in focusing on careers, it is important that the students believe that what they are learning is valuable and important for their future goals. Teachers must examine academic contents and find ways to infuse the development of careers and technical studies. Work-based learning opportunities are meaningful for all students, especially those who

may be at risk for low achievement or failure. Fifth, in considering the importance of self-esteem, praise and recognition are important. The praise and recognition will encourage positive behavior and contribute to building a strong self-concept. This statement is in line with Kagan & Kagan's statement (2009: 1.10) that praise and celebration can boost students' self-esteem. Last, in expressing positive beliefs, it is essential to maintain a positive attitude toward students at risk for low achievement. Students who feel that a teacher believes in and cares about them are more likely to become connected, take a learning risk, and put forth efforts.

In this study, the researcher tries to offer the strategy that can influence and improve the students' self-esteem. It is the collaborative writing. As a strategy under collaborative learning schemes, the collaborative writing can increase self-esteem and writing achievement, enhance empathy and social skills, improve ethnic and social relations, facilitate inclusion, and increase liking for class and academic contents.

d. High Self-Esteem versus Low Self-Esteem

Plumer (2005: 20) states that a person who believes in himself and who has developed a degree of self-reliance is more likely to be able to cope with life's inevitable difficulties and failures. He/she will be able to weather the occasional storm and regain his/her equilibrium more readily than if self-esteem is low. He/she will be more able to make informed decisions. He/she will usually be more willing to try new ways of doing things, to learn from

mistakes, and to build confidence for future challenges. He/she will be able to recognize and develop his/her specific strengths and cope with changes successfully. He/she is more likely to enjoy life and fulfill relationships than someone who suffers from acute feelings of lack of self-worth. Meanwhile, Naseri & Soureshjani (2011: 1312) state that healthy or positive self-esteem gives people the strength and flexibility to take charge of their lives and grow from their mistakes without the fear of being rejected. Positive self-esteem can be manifested through such syndromes as: optimism, good self-care, non-blaming behavior, etc.

In contrast, people with low self-esteem often lack energy and confidence and feel depressed, insecure, and inadequate (McDonald & Kirby, 2009: 77). Plummer (2005: 19) also portrays the consequences if someone has low self-esteem. People with low self-esteem will invariably have problems in forming close attachments. It is often so difficult for them to believe themselves worthy of a fulfilling relationship with another person. Low self-esteem can also lead to anxiety and confusion where misunderstandings can easily occur and where there is a tendency to do a lot more biased 'filtering', leading to a distorted view of self and others. People who have low self-esteem may act in a very passive way or may be aggressive, get in first quickly before they themselves are attacked, and reject others before they are rejected. They tend to place little values on their abilities and often deny their successes. They find it difficult to set goals and to solve problems. Self-

confidence is reduced and there is an unwillingness to try because of fear of failure. Consequently, they may perform well below their academic and social capabilities. They invariably begin to expect the worst in life and their self-limiting beliefs become a self-fulfilling prophecy.

In relation to teaching learning processes, many studies found a strong relationship between healthy self-esteem and students' achievement. The studies conducted by Naseri & Soureshjani (2011), Harris (2009) and many other studies found that students with healthy self-esteem have a good achievement in their academic field. Students who perform well in school often have a high self-esteem (Kagan, 2009: 2.15).

e. Assessing Self-Esteem in the Classroom

In assessing self-esteem, the teachers should consider many things. First, the teacher has to decide which aspects of self-esteem require measuring. It is global self-esteem or situation-specific self-esteem. Global self-esteem refers to an overall feeling of worth, while specific self-esteem refers to numerous spheres of activities where each of them can have a different measure. Students often evaluate themselves differently in different areas of their lives. Among these different situations, specific self-esteems could be the students' academic self-esteem, their physical self-esteem, their social self-esteem, or their sporting self-esteem. It is not unusual for students to feel differently about each of these different areas of their lives.

Having decided what it is that the teacher wishes to measure, the teacher should then take a cautious attitude when choosing a particular method of measurement as there can be many pitfalls along the way. No measure of self-esteem is perfect and there are many limitations to all of them. There are often the statistical limitations of the measuring instrument itself as well as the limitations of the students being assessed. There are several measuring instruments proposed by Lawrence (2006: 62-65) that could be usefully employed in measuring students' self-esteem. Some of these are discussed below.

1) Rating Scale

Rating scales are useful when the teacher are interested in assessing perhaps only one or two aspects of self-esteem, for example, reluctance to attempt a new task. A 3- or 5-point scale could be used and the students could be rated accordingly:

'Afraid to attempt a new task'

Always – Sometimes – Never

2) Adjectival Discrepancies

Adjectival discrepancies constitute a method of assessing the relationship between two different attitudes. They were used by James (1890) who devised the formula:

Self-esteem = Success + Pretensions

The modern form of this equation has been used by presenting a list of predetermined adjectives. The respondent is asked to go through the list; the first time a tick is placed against those adjectives which apply to themselves and the second time a tick is placed next to those adjectives which the person would like to apply to themselves. The total discrepancy between the two scores is then the measure of self-esteem.

3) Semantic Differential

Semantic differential is a variation of the adjectival discrepancy method. Each adjective is paired with its opposite, for example, Easy–Difficult. Different adjectives can be selected according to the teacher's interest. Originally devised by Osgood et al.(1957), it is often used as a personality trait or attitude measure outside the field of self-concept. Its main advantage is that it clarifies the adjective when the opposite is presented at the same time.

4) Q-Sort

The Q-sort is a method that has been used extensively by Rogers (1970) in connection with client-centred counselling. It involves sorting into different piles a series of cards each containing a statement about the self, such as: 'I am always happy'. The cards are ranked in order of how the person sees him/herself. A second ranking is made with the person considering how he/she would like to be. A prescribed set of 100 cards devised by Butler & Haigh (1954) is probably the one most frequently used.

Other variations of the method have included a list made up from the person's own past experiences and used mainly in clinical work. The literature to date lists around 22 different sets of cards which have been devised for various kinds of experiments. A big disadvantage in its use with children in the classroom is that it is very time consuming.

5) Projective Technique

Projective techniques have been used extensively in clinical work, the best known probably being the Rorschach inkblot test. This test is developed by Machover (1949). The person is asked to say what picture he/she sees in the inkblot and the experimenter then interprets the response. Clearly, some training is necessary for the operation of this method. It has many critics in view of its subjective nature.

6) Questionnaires

Questionnaire methods are certainly the easiest to use with pupils in the classroom and are probably the most frequently used. There are several questionnaires which have been well standardized, such as: Coopersmith (1967) and Piers and Harris (1969).

7) Personal Interview

Perhaps the most reliable method of assessing self-esteem is to find time to get to know students' personally, which of course is not always possible. If time could be made available for his purpose, then a suitable informal interview is often the most reliable way to discover those areas in

students's life in which he/she feels insecure. Lawrence (2006: 64) states that the only real disadvantage to this method is that it is obviously not a standardized method and cannot be used to give a measurement of self-esteem.

8) Behavior Checklist

The checklist method is probably the simplest to use and is useful as long as ones remember its limitations. One of the well-known behavior checklists is developed by Lawrence (2006). Lawrence's behavior checklist is to know whether or not the students are in low self-esteem.

In this study, the researcher uses one of those measuring instruments to assess the students' self-esteem. What the researcher is going to assess is related to the students' specific self-esteem and not to the students' global-self-esteem. It means that the researcher is concerned with the students' self-esteem related to the students' academic performance, specifically in writing. The instrument used in this study is designed based on the theories of self-esteem.

C. Conceptual Framework

Based on the description of the review of the related literature, the researcher set out the conceptual framework to give a clear direction of the study. This conceptual framework is set out based on variables used in the study. These variables are collaborative writing, self-esteem, students' writing achievement, and students' perception.

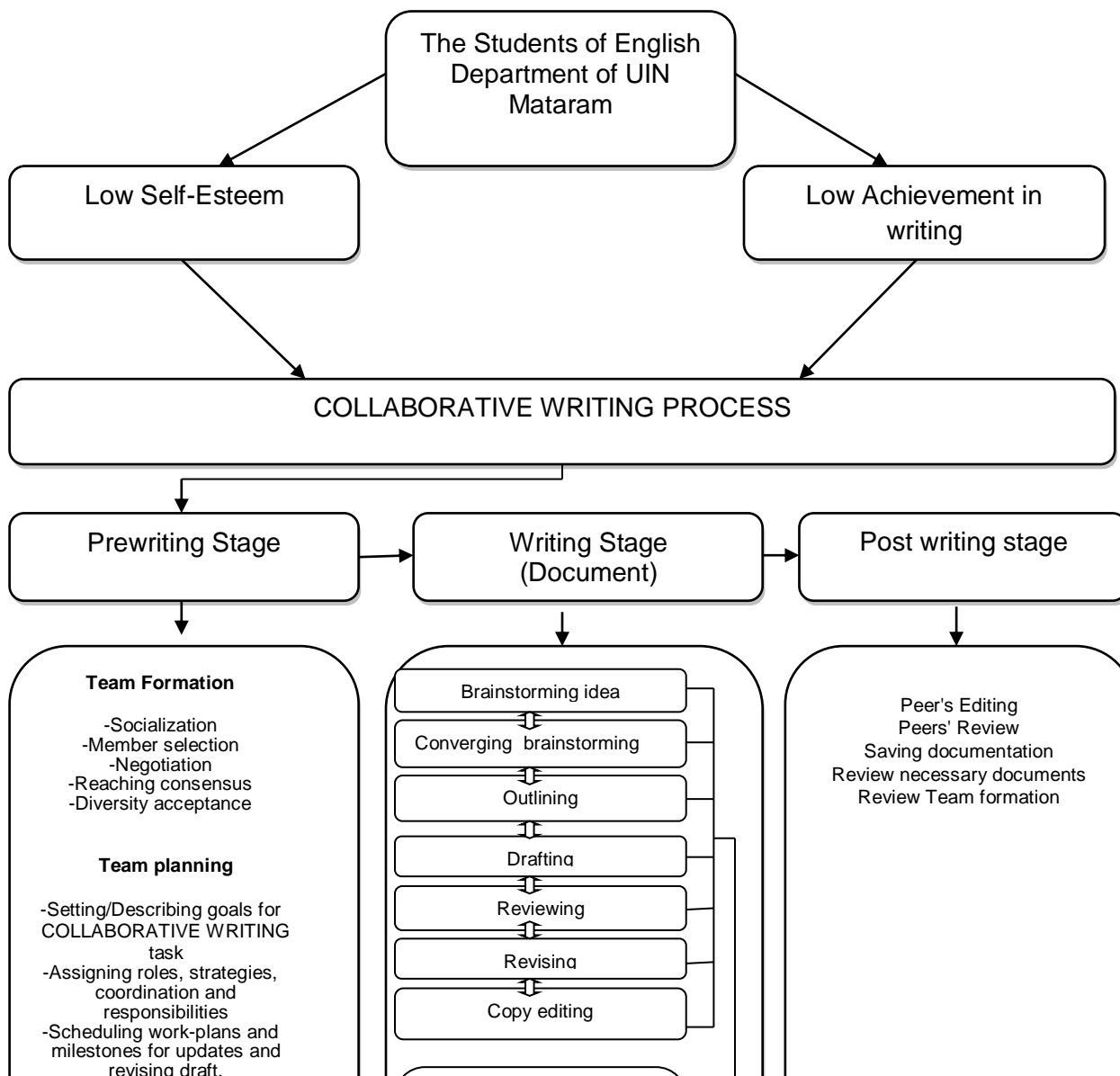
Self-esteem is an important internal factor in one's writing achievement. Self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. In relation to students' writing achievement, it is believed that one who has a high self-esteem will have better writing achievement than one who has a low self-esteem. It is due to the success of building a positive sense of self, particularly in terms of overcoming feelings of "basic inferiority" in the process of learning.

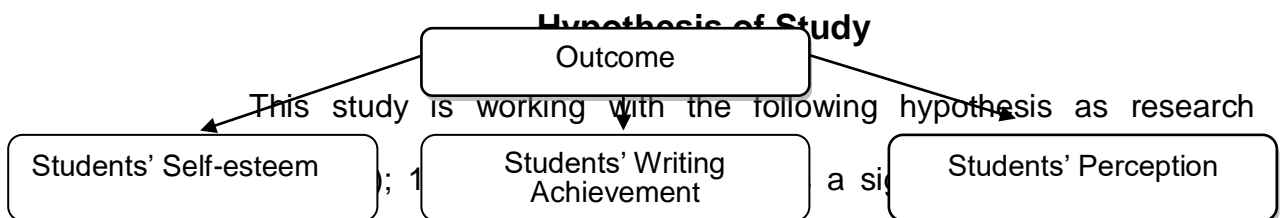
The students' perception on the strategy used in the teaching of writing is paramount important because it is correlated to the students' need and interest. When the students' need and interest are fulfilled, the teaching learning process of writing can create a good environment in the educational context. Once the students feel good environment, their enhancement on their achievement would be achieved, and their feeling of confidence in facing the daily process of learning in the classroom would increase.

The strategy used by the lecturer also plays important roles in the success of the students in their learning. The good strategy should able to enhance the students' writing achievement. The teaching strategy should give an opportunity for the students to create their own creativity without feeling inferior. The students should feel comfortable in showing their own potentials.

Collaborative writing has a positive influence on the students' writing achievement and students' self esteem. Yet, the students have a positive perception on the use of collaborative writing strategy. It is due to the advantages of this strategy to offer many kinds of benefits especially for the students and lecturers in the teaching-learning process. The following figure is the conceptual frame work of the study.

Figure 2
Conceptual Framework of the Study





students' writing achievement compared to individual writing. 2) Collaborative writing has a significant influences on the students' self-esteem compared to individual writing. 3) The students have a positive perception towards collaborative writing strategy.

For the sake of this investigation this study is based on an assumption, which is conversely from the hypothesis above, namely hypothesis alternative or null hypothesis (Ho), as follows: 1) Collaborative writing doesn't have a significant influence on the students' writing achievement compared to individual writing. 2) Collaborative writing doesn't have a significant influences on the students' self-esteem compared to individual writing. 3) The students do not have a positive perception towards collaborative writing strategy.

