



## COLLABORATIVE WRITING: ANALYZING STUDENT'S RESPONSES IN WRITING ACTION RESEARCH PROPOSAL

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### Abstract

This study aims to analyze the student's responses in writing action research proposals. The method of this research is the descriptive quantitative. The subject of this study was UT Semarang students 2018.1 in Pokjar Kaliwungu Kendal who took Action Research courses. The data collection technique used questionnaires by giving a set of questions or written statements to respondents to answer them. The results of the student's responses analysis before and after the Collaborative Writing model application showed that there was an increase in the average student's activeness because they were more enthusiastic in writing Classroom Action Research proposals by collaborating in writing with groups according to the developed teaching materials. Their tendency to more easily determine the topic of research using the Collaborative Writing model.

Keywords: analyzing, writing research, collaborative writing, student's responses

### 1. Introduction

Elementary School teachers or PGSD students are required to complete their further studies to at least level S1 or bachelor degree. In the lecturing taken, they are required to write classroom action research proposals that are tailored to the problems faced in their own class which aim to reflect on their respective learning processes.

In this case, the researcher aims to analyze the responses of PGSD students to the collaborative writing model that was applied in the preparation of

classroom action research proposals made by each teacher. Collaborative Writing is a teaching writing technique by involving colleagues to correct each other called writing collaboration techniques (Alwasilah and Suzzana Alwasilah, 2005: 21). The colleague invited to collaborate was called a collaborator. Collaboration is a place for greeting and sharing knowledge. there is social / learning learning. One of the principles is that everyone has its own advantages.

The collaboration method is commonly used to train and empower students in



teaching and learning activities. In big class, usually made into small groups to collaborate. In their respective groups, they need to read the results of the icman, then correct. Collaboration is not an arena to find fault with others, but to learn from mistakes, then fix it together so that mistakes can be avoided.

Collaborative writing is one model of the results of the development of the concept of collaborative learning. According to Tinzmann (2004) there are 4 characteristics of collaborative learning, namely (1) shared knowledge, (2) shared authority, (3) teachers as mediators, (4) heterogeneous grouping of students. This means that learning collaborative writing has the characteristics of sharing between teachers and learners both in terms of knowledge and authority in the classroom. This model is also part of the process approach to writing. As stated by Risigner in Gunawan (2001: 36) that there are two approaches to writing, namely the process approach and product approach. Alwasilah (2005: 1) considers that the process approach is an

approach that can be considered as a current approach that is very relevant to the role of writing in an academic context.

The main difference between the two is that the product approach focuses more on the textual form by teaching grammar, error analysis, or combining single sentences into compound sentences. In addition, learners are taught to write by imitating existing models. This ignores the cognitive aspects of writing (Kern in Hikmat & Masyukroh 2006: 2). While the process approach focuses on the writing process. Cumming in Reid (1993) states that writing is the negotiation of meaning between the writer and the reader which involves continuous processes ranging from the design to the revision process.

In this model, evaluations are carried out by assessing portfolios to assess what learners learn during the writing process, then how the quality of the products produced, and whether learners still need to learn to write again. Evaluation is carried out by peers and instructors continuously during the writing process.



Ideally learners learn to evaluate themselves through other people's evaluations obtained during collaboration.

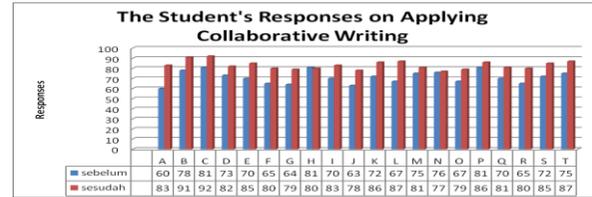
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**Research Methodology**

This study used a descriptive quantitative method. The subject of this study was UT Semarang students 2018.1 in Pokjar Kaliwungu Kendal who took Action Research courses. The data collection technique used questionnaires by giving a set of questions or written statements to respondents to answer them.

**Finding and Discussion**

The results of the student' s responses analysis before and after the Collaborative Writing application showed that there was an increase in the average student' s activeness because they were more enthusiastic in writing Classroom Action Research proposals by collaborating in writing with groups according to the developed teaching materials. Their tendency to more easily determine the topic of research using the Collaborative Writing model. It can be seen in this graphic 1



Graphic 1. The Student's Responses on Applying Collaborative Writing

The application of collaborative writing is carried out in three stages, namely prewriting, drafting, and revising. In the prewriting stage, students issued ideas to find topics they wrote for later they design a research writing. This process developed students' ability to put their ideas into writing. Here, they were divided into small groups to discuss which helped them got ideas and feedback. After that they made written drafts that they would later revise. In this phase, they exchanged draft papers and read them. After exchanging with each other, they revamped each other's draft (revising). This is where the role of the lecturer or tutor played to provide basic rules in the revision process, for example by determining what should be commented on or revised. This procedure result is in line with what Shih stated in Brown (2001: 335),



he said that the writing process consists of several steps. In this research, the steps consist of three parts. First, the instructor must help students understand their writing process so they are able to find appropriate strategies. Furthermore, the learner is given enough time to write and revise his writing. Then, the teacher must give other learners the opportunity to provide feedback so that students not only get feedback from their teacher but also from their friends. Thus students are expected to learn independently. With this model, the interaction between learners increases. This result is also in line with Duin in Haley (1999) states that in the writing process, collaborative learning can increase self-awareness and learner's self-confidence.

### Conclusion

To sum up the findings above, collaborative writing model increases student's self awareness and self confident. The students also can easily to write their research by collaborating each other.

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