# STUDENTS' PERSPECTIVES ON COLLABORATIVE WRITING IN THE POST-PANDEMIC ERA

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***Abstract***

*After the COVID-19 pandemic, most of the students tended to work individually in doing their assignment, including writing assignment. This caused their writing ability to be low. Then, it was considered to be important to implement collaborative writing so this study aimed to investigate the students' perceptions on the implementation of collaborative writing in the post-pandemic era. The researchers used a survey research design. Twenty students of a paragraph writing class of an English language education department in a reputable university in Jombang. became the participants in this study. Questionnaire that consisted of eight close-ended questions was used to collect the data. After the data was collected, then, the percentage of participant responses for each question item was calculated. The results show that the students' writing ability to write a paragraph became better after the implementation of collaborative writing. Besides, the students also gave positive perceptions toward the use of collaborative writing in the post-pandemic era because they felt happy and confident to write. They also enjoyed the learning atmosphere created. Hopefully, the results of this study can be a consideration for EFL teachers to use collaborative writing for their writing class in this post-pandemic of COVID-19.*

***Keywordsi:*** *collaborative writing, paragraph writing, post-pandemic era*

## 1. INTRODUCTION

The shift of teaching and learning from online learning because of COVID-19 to offline learning causes students to be individualism. They were reluctant to cooperate with others. They used to googling and sending the results of googling to their teacher when getting an assignment. This is what also happened in an EFL writing class. Most of them submitted their assignment with the same content because they got it from the same website. They thought that their teacher did not read what they submitted. They only thought that they had submitted the assignment.

Knowing that situation, the lecturer implemented collaborative writing strategy for her writing class. Collaborative writing is defined as a pair or a group of students who work together to write one written text (Inglehart et al., 2003). In line with it, Storch (2019) stated that collaborative writing is an activity done by two or more writers to write a single text. Meanwhile, Lowry et al. (2004) defined collaborative writing as a social process in which the group members focus on a common goal, negotiate, collaborate, and discuss while creating a common text. In addition, the students learn many things about writing from each other during the discussion in their collaborative writing activities so that they could get the better writing products (Dobao & Blum, 2013).

The students and the teachers have the active roles in a class during collaborative writing practice because it contains the constructivism theory of Vygotsky which puts importance to social interaction. Therefore, collaborative writing process needs cognitive and social activities that let students exchange ideas, knowledge, and skills (Baria & Jafari, 2013). Besides collaborative writing goes on to adhere to process writing involving brainstorming, outlining, drafting, revising, editing, and publishing, collaborative writing also integrates principles and characteristics of collaborative learning which need

group formation, delegation of roles and responsibilities of group  members  in order  to handle collaborative tasks (Zaky, 2018).

In fact, there were many studies that pointed out that students were motivated after they participated in collaborative writing because they created the writing products that surpassed their expectations (Dobao & Blum, 2013). Then, students in collaborative groups also told that they became more satisfied with their classes and with their performance (Ong & Maarof, 2013). Some studies also have investigated the effectiveness of collaborative writing in applying linguistic knowledge, such as grammar, text coherence and cohesion, in writing. Meanwhile, other studies have also explained that collaborative writing has helped improve students' writing quality in terms of content, organization, grammar and vocabulary (Dobao, 2012).

However, the studies investigating the students' perceptions on the implementation of collaborative writing in the post pandemic of COVID-19 were still limited. That is why the researchers are interested in conducting this study in order to know the students' perceptions on their writing class having implemented a collaborative writing strategy in the post pandemic era.

## 2. RESEARCH METHOD

This study used a survey design to describe the students' perceptions on the implementation of collaborative writing in the post-pandemic of COVID-19. Delete (2016) stated that a survey collected the data based on the students' perceptions. This study was carried out at a paragraph writing class in an English language education department of a private university in Jombang. The participants of this study were 20 students. The researchers used questionnaire to collect the data. The questionnaire was used to know students' perceptions and feeling on the implementation of collaborative writing.. After that, the results of questionnaire were calculated their percentages and analyzed.

## 3. FINDINGS AND DISCUSSION

The reseachers delivered the questionnaire consisting of eight questions to know the students' perceptions on the implementation of collaborative writing. The results of the questionnaire can be seen in table 1.

Table 1. Students' perceptions on the implementation of collaborative writing

| No | Statement | Yes | | No | |
|---|---|---|---|---|---|
| | | Number of Students | Percentage | Number of Students | Percentage |
| 1 | Colaborative writing is helpful for improving my writing | 18 | 90% | 2 | 10% |
| 2 | Collaborative writing increases my writing | 18 | 90% | 2 | 10% |
| 3 | I realize my mistakes in writing a paragraph when discussion session in collaborative writing | 15 | 75% | 5 | 25% |
| 4 | I can create a good paragraph after conducting collaborative writing | 16 | 80% | 4 | 20% |
| 5 | My writing becomes better after collaborating my friends' ideas into my writing | 16 | 80% | 4 | 20% |
| 6 | Collaborative writing makes me confident in writing | 17 | 85% | 3 | 15% |
| 7 | I enjoy collaborative wriitng implemented in my writing class | 19 | 95% | 1 | 5% |
| 8 | I am happy with the process that I and my friends take and give when doing collaborative writing | 17 | 85% | 3 | 15% |

Based on the data above, it can be known that collaborative writing was helpful and could improve the students' writing. It was claimed by eighty percents of the students. It was because in collaborative writing the students could exchange each other's ideas to be written. They could share grammar knowledge related to the errors that they made when composing a text in their group. It is in line with the results of the study by Coffin (2020) showing that collaborative writing practice was beneficial to students' cognitive and languaging improvement because it could boost their problem solving, collaboration, and communication skills.

Then, seventy-five percents of the students also claimed that collaborative writing could make the students realize their mistakes in writing. It happened when they carried out the discussion session. They could correct and share each other's grammar knowledge for their writing. They also could revise each other's diction. Besides, they also could understand more the organization of a paragraph that should be written. They could organize their paragraph well. It can be seen from eighty percents of the students agreed that they could write a good paragraph after implementing collaborative writing. Afterward, they eighty percents of the students agreed that their writing became better after they collaborated their friends' ideas into their writing. All in all, most of the writing aspects could get improvement after doing collaborative writing. It is supported by Bikowski & Vithanage (2016) explaining that collaboration could enhance the students' writing in content, organization, and vocabulary over individual writing.

Next, the students also have positive perceptions on the implementation of collaborative writing. It can be known that eighty-five percents of the students became confident in writing. Meanwhile, ninety-five percents of the students enjoyed the process of collaborative writing that they joined. Additionally, eighty percents of the students felt happy with the process of collaborative writing that they underwent. According to Ismail, Lustyantie, & Emzir (2020), collaborative writing could create a pleasant learning atmosphere.

Thus, it can be concluded that the students had positive perceptions toward the implementation of collaborative writing after the COVID-19 pandemic outbreak stopped. They could improve their writing ability to write a paragraph and they found that the classroom atmosphere during collaborative writing was enjoyable.

## 4. CONCLUSION AND SUGGESTION

The students gave positive perceptions on the implementation of collaborative writing during the post pandemic of COVID-19. Their paragraph writing bility improved and they enjoyed the collaborative writing situation and condition. They became confident to write because their friends would help them to reach the better writing quality.

Since the implementation of collaborative writing in this post pandemic of COVID-19 in the class of paragraph writing got positive responses from the students, it is suggested for EFL teachers to implement collaborative writing for their writing classes. Then, this study also still has many limitations because it only investigated the students' perceptions of the implementation of collaborative writing using eight questions only, so the future researchers are hoped to explore the perceptions of the studentsmore by using more questions.

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