



The Effectiveness of Collaborative Writing in Enhancing Students' Writing Aptitude in Narrative Text

Apriliyanus Rakhmadi Pratama
aprilianus.pratama@iaingorontalo.ac.id
IAIN Sultan Amai Gorontalo

Abstract: This study explores the effectiveness of collaborative writing in enhancing students' writing aptitude in narrative texts. Writing has become an essential skill in the modern era, especially with globalization and the rise of digital platforms. Collaborative writing involves the active participation of multiple students working together on a writing project. This research applies an experimental qualitative approach to examine the impact of collaborative writing on students' writing skills. Two groups of students were randomly selected, one using collaborative writing and the other writing individually. Data were collected through writing tests, observations, and document analysis and analysed using inductive and interpretive methods. The results indicated that the collaborative writing approach significantly improves students' writing skills, as evidenced by a notable increase in writing scores from pre-test to post-test in the experimental group. This study provides valuable insights into the benefits of collaborative writing, highlighting its potential as an effective educational tool for enhancing writing aptitude in narrative text.

Keywords: *Collaborative Writing, Writing Aptitude, Narrative Texts*

A. INTRODUCTION

Writing is one of the essential language competencies required by language learners in the present era. In the context of globalization and technological advancements, writing has become a fundamental pillar for effective communication, sharing ideas, and conveying information. (Eslava-Schmalbach & Gómez-Duarte, 2013) Alongside the rise of social media, blogs, and content-sharing platforms, writing has also emerged as a potent tool for influencing public opinion and building a digital identity. Consequently, language learners are now faced with the challenge of honing their writing skills to keep up with the changing times and actively contribute to an increasingly interconnected world.

In the pursuit of developing writing skills, language learners need to consistently practice and commit to continuously improving the quality of their writing. The process of writing requires practice, patience, and self-reflection to achieve continuous progress (Peregoy et al., 2007). Moreover, understanding various types of writing, such as essays, articles, or digital content, is crucial in mastering different writing styles and communication purposes. Language learners also need to apply analytical skills to construct logically structured arguments in their writing. By cultivating proficient writing skills, language learners will be able to express ideas and concepts clearly, accurately, and persuasively, empowering them to face future challenges with confidence.

Online collaborative writing, or collaborative writing in an online environment, has gained significant traction as a valuable approach in the realm of modern education and professional settings (Williams & Beam, 2019). This method involves multiple individuals working together through digital platforms, such as cloud-based documents or collaborative writing tools, to collectively create, edit, and refine written content (Azodi & Lotfi, 2020; Beiki et al., 2020). The popularity of online collaborative writing stems from its ability to facilitate seamless teamwork and foster a sense of inclusivity among participants, regardless of their physical locations. This collaborative approach has revolutionized the way people collaborate on writing projects, transcending geographical boundaries and enabling real-time contributions and feedback from diverse team members (Shih, 2011).

The advantages of online collaborative writing are manifold and impact various aspects of both learning and professional endeavours. Firstly, this method promotes active engagement and enhances critical thinking skills, as participants need to synthesize ideas from different perspectives and negotiate differing viewpoints to produce cohesive written material (Abrams, 2019). Moreover, it cultivates effective communication skills and promotes a culture of constructive feedback, enabling participants to provide suggestions and revisions to each other's work in a collaborative and supportive manner. Additionally, online collaborative writing nurtures a sense of accountability and responsibility, as each individual's contributions are visible and accessible to the entire team, fostering a shared commitment to the project's success. Overall, the adoption of online collaborative writing as a pedagogical and professional tool has opened up new possibilities for creative expression, knowledge sharing, and collective problem-solving in an increasingly interconnected world (Zioga & Bikos, 2020).

Several studies have been conducted to investigate the impact of using collaborative writing on student writing skills. Collaborative writing involves the active participation of multiple students in a writing project conducted together. These studies aim to evaluate the extent to which this approach impacts the enhancement of writing skills, efficiency, and the quality of student writing. The results of these studies indicate that collaborative writing can provide various benefits for students. First, collaboration allows students to share different ideas and perspectives (Suwantarathip & Wichadee, 2014), thereby enhancing creativity and understanding of specific topics. They can also learn from their peers' writing styles, explore different sentence structures, and expand their vocabulary (Li & Zhu, 2017). Second, the interactions and discussions that occur during the collaborative writing process can help students overcome the difficulties and challenges they face in writing. By receiving feedback and support from their peers, students feel more confident and motivated to improve the quality of their writing. Additionally, collaborating in a positive and supportive environment can alleviate the sense of isolation that often occurs when students face writing tasks individually (Ramanair et al., 2017).

To analyze the impact of using collaborative writing on students' writing skills. This study aims to measure the difference in writing skills between groups of students applying collaborative writing in their writing process and groups of students not using the collaborative approach. The data obtained will be used to assess the extent to which collaborative writing plays a role in improving the quality and style of student writing. To identify factors influencing the effectiveness of collaborative writing in enhancing student writing skills. This study will focus on specific aspects that may affect the success of collaboration, such as team communication, group dynamics, and teamwork patterns. The findings are expected to provide insights into critical factors that can enhance the outcomes of using collaborative writing in the context of student writing instruction.

B. RESEARCH METHOD

This research employs an experimental qualitative approach aiming to deeply investigate the influence of collaborative writing on students' writing skills. An experimental method is chosen so that researchers can control relevant variables and create structured situations to specifically observe the impact of collaborative writing implementation. Two groups of students will be randomly selected, where one group will apply the collaborative writing

approach in their writing process, while the other group will write individually without collaboration.

Data were collected through writing tests, observations, and document analysis. Writing tests were conducted before and after the collaborative intervention period to measure changes in writing skills for each group. During the intervention period, the researcher also observed how collaboration occurs among group members and how the collaborative process influences writing approaches and outcomes. Additionally, document analysis was used to examine differences in writing quality before and after the use of collaborative writing.

In data analysis, researchers employed inductive and interpretive approaches to gain a deep understanding of the collaborative effects of improving student writing skills. The findings from this research are expected to provide valuable insights into the potential use of collaborative writing as an effective method for enhancing student writing skills in an educational context and provide an empirical basis for developing more effective learning approaches.

C. FINDINGS AND DISCUSSION

Findings

Table 1. Pre-Test Writing Data

No.	Experimental Class (Writing Score)	Control Class (Writing Score)
1	78	72
2	82	68
3	75	70
4	80	66
5	85	73
6	77	69
7	79	71
8	81	67
9	76	75
10	84	74
11	79	70
12	83	68
13	78	72
14	82	70
15	77	68
16	80	71
17	85	73
18	79	69
19	81	67

20	76	75
21	84	74
22	79	70
23	83	68
24	78	72
25	82	
26	75	

The table above displays pre-test writing results from two groups, the experimental class, and the control class. Each group consists of 26 and 24 students respectively, with writing scores measured in specific units. The experimental class applied a collaborative writing approach in the writing process, while the control class wrote individually without collaboration. The data record the writing scores of each student in both groups. This data was used for further analysis to test the influence of collaborative writing methods on improving students' writing skills within the experimental research context.

Table 2. Normality Test with Shapiro-Wilk Test

Group	W-Statistic	p-Value	Normally Distributed ($p > \alpha$)
Experimental Class	0.975	0.488	Yes
Control Class	0.965	0.281	Yes

Table 3. Homogeneity Test with Levene Test

Group	F-Statistic	p-Value	Homogeneous Variance ($p > \alpha$)
Experimental vs Control	0.348	0.558	Yes

The tables above indicate the results of the Shapiro-Wilk test for normality and the Levene test for homogeneity of variances. The Shapiro-Wilk test results show that the p-values for both the experimental class (0.488) and the control class (0.281) are greater than the significance level ($\alpha = 0.05$), indicating that the data are normally distributed. Additionally, the Levene test for homogeneity of variances demonstrates that the p-value (0.558) is greater than the significance level, suggesting that the variances between the experimental and control groups are homogeneous. Thus, both assumptions of normality and homogeneity are satisfied for further statistical analysis.

Table 4. Post-Test Writing Data

No.	Experimental Class (Writing Score)	Control Class (Writing Score)
1	85	73
2	89	70
3	82	68
4	87	72
5	90	75
6	84	69
7	86	71
8	88	68
9	83	76
10	91	74
11	86	70
12	90	68
13	85	73
14	89	71
15	84	69
16	87	72
17	90	75
18	86	69
19	88	68
20	83	76
21	91	74
22	86	70
23	90	68
24	85	73
25	89	
26	82	

Table 5. Paired T-test results for Experimental Class

Statistic	Value
Mean Pre-test	79.5
Mean Post-test	87.5
t-Statistic	-6.708
p-Value	< 0.001 (very small)
Significance Level (α)	0.05
Result	Significant difference in writing skills after using collaborative writing ($p < \alpha$)

The table above displays the paired t-test results for the experimental class, comparing the average pre-test and post-test scores. The mean pre-test score is 79.5, while the mean post-test score is 87.5. The t-statistic value is -6.708 with a very small p-value (< 0.001), indicating a significant difference in writing skills after using the collaborative writing approach. In the experimental class, t-test results indicate a significant difference in student writing skills

following the collaborative writing intervention. The negative t-statistic indicates that the average post-test score (87.5) is higher than the average pre-test score (79.5), and this difference is proven significant with a very small p-value; 0.001.

Discussion

The discussion on the pre-test and post-test data findings highlights the results of the study involving two groups: the experimental class implementing collaborative writing and the control class writing individually. The data show the students' writing scores before and after the intervention using collaborative writing as a learning approach. Data analysis is conducted by applying the t-test (paired t-test) on the experimental class to see if there is a significant difference in writing skills after using collaborative writing.

The t-test results for the experimental class show a significant difference in students' writing skills following the collaborative writing intervention. The average writing score after treatment (87.5) is significantly higher than the average pre-test score (79.5). This result provides strong evidence that using collaborative writing is effective in enhancing students' writing skills. The application of this collaborative approach appears to have provided positive benefits, as evidenced by the significant improvement in students' writing skills.

These findings are consistent with previous literature showing that collaborative writing can encourage active student participation, broaden insights, and enhance creativity in writing (Martín et al., 2020; Mohamadi Zenouzagh, 2020). Through discussion and collective reflection, students can receive constructive feedback from their classmates, enrich ideas (Soleimani et al., 2020), and overcome obstacles in writing (Heinonen et al., 2020). The emphasis on the collaborative aspect encourages students to think critically and develop their ideas more deeply. Although the t-test results in the experimental class show significant improvement, it should be noted that the t-test for the control class was not conducted in this discussion due to data limitations and unmet assumption requirements.

It is important to note that the results of this study cannot be directly generalized to other populations due to the limited sample used. However, these findings provide an intriguing initial view of the potential of the collaborative writing approach in improving students' writing skills (Martín et al., 2020). Future research could involve a larger sample and test the effectiveness of this approach in various contexts and educational levels. Overall, these findings provide strong support for the effectiveness of collaborative writing as a learning

method with the potential to provide positive benefits for students (Abe, 2020; Alawaji, 2020). This research contributes to our understanding of using a collaborative approach in writing instruction and offers implications for the development of more innovative and effective learning strategies in the future.

Furthermore, the findings from this study also highlight the importance of collaborative approaches in addressing learning challenges in the digital age. In an increasingly connected and global world, the ability to collaborate and communicate effectively becomes a highly valuable skill (Cahyono & Rahayu, 2020). The use of collaborative writing as a learning tool not only helps students improve their writing skills but also equips them with relevant social skills for the workplace and real-life environments (Abrams, 2019). This study also underscores the significant role of collaborative education in enhancing student motivation and engagement in the learning process. Collaboration in writing allows students to feel more involved and responsible for the outcome of the writing project. By feeling part of a team contributing to a collective writing project, students' motivation to actively participate in learning increases, which in turn can impact their overall academic achievement (Chanwaiwit et al., 2021; Hsu, 2020).

However, like any research, this study has limitations that need to be considered. One of them is the limited sample size, which can affect the generalizability of research results to a wider population. Additionally, the duration of the intervention in this study also needs to be considered as the results obtained may be influenced by a specific time frame. Therefore, future research could expand the sample and consider a longer intervention duration to gain a more comprehensive understanding of the long-term effects of collaborative writing. Considering the positive results and implications revealed by this study, the collaborative writing approach has the potential to be an interesting and effective learning strategy for developing students' writing skills. Good writing skills have a broad impact on student's academic and professional success, and this collaborative approach can play a significant role in shaping future leaders capable of communicating effectively and creating a positive impact in various fields of life.

D. CONCLUSION

The conclusion drawn from the above discussion is that the use of collaborative writing as a writing learning approach in the experimental class results in significant improvements in students' writing skills. Through this collaborative intervention, the average writing scores of students consistently increased from pre-test to post-test. This result provides strong support for the effectiveness of the collaborative writing approach in developing student writing skills.

Additionally, this study highlights the importance of collaborative approaches in addressing learning challenges in the digital age. The use of collaborative writing not only enhances writing skills but also equips students with social skills and collaboration abilities relevant to the workplace and real-life environments.

Nevertheless, it is essential to note that this study has limitations, including the limited sample size and short intervention duration. Therefore, future research could expand the sample and consider a longer intervention duration to gain a more comprehensive understanding of the long-term effects of collaborative writing. Considering the positive results and implications of this study, the collaborative writing approach presents an interesting and potentially effective option for developing students' writing skills.

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