

The Impact of Collaborative Writing on ESL Students' Writing Skills

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ABSTRACT

Collaborative writing is not something new in the education system. It has been practiced by teachers and educators since long time ago. The use of collaborative writing has also proven to help students to improve on their writing. There are many ways in practicing collaborative writing that can be effectively used on teaching writing. Collaborative writing could help students to improve on their academic performances, social skills, as well as preparing students for lifelong learning skills. However, there is a lack of awareness on how effective a collaborative task could be. Educators seem to take collaborative tasks for granted and ignore its effects on students especially those who are poor in English language. There is also less reflection towards collaborative writing and how it could help improve students' writing. Therefore, this study aims to identify the effective ways in using collaborative writing, to investigate the effectiveness of collaborative writing, and to explore the current and near future impact of collaborative writing method in the classroom. A total of 50 Form 3 respondents from SMK Marudi, Baram, Sarawak were selected for this study. The findings of this study show that students portrayed positive attitudes towards collaborative tasks and gained a lot of benefits when working collaboratively.

ABSTRAK

Menulis secara kolaboratif bukanlah sesuatu yang baru dalam sistem pendidikan. Cara ini telah dipraktikkan oleh para guru dan pendidik sejak dahulu lagi. Menulis secara kolaboratif telah terbukti membantu pelajar untuk memperbaiki karangan mereka. Terdapat pelbagai cara untuk menulis secara kolaboratif yang boleh digunakan untuk mengajar karangan. Menulis secara kolaboratif dapat membantu pelajar untuk memperbaiki prestasi akademik mereka, kemahiran sosial, serta mempersiapkan pelajar untuk kemahiran hidup. Walau bagaimanapun, terdapat kekurangan dalam kesedaran tentang betapa efektifnya tugas secara kolaboratif. Para pendidik tidak mengambil berat tentang kepentingan menulis secara kolaboratif dan mengabaikan kebaikannya terhadap pelajar terutama mereka yang lemah dalam Bahasa Inggeris. Terdapat juga kekurangan dalam refleksi terhadap tugas secara kolaboratif dan bagaimana ianya boleh membantu pelajar dalam memperbaiki karangan mereka. Oleh itu, kajian ini bertujuan untuk mengenal pasti cara-cara yang berkesan dalam menggunakan tugas secara kolaboratif, untuk mengetahui keberkesanan penulisan secara kolaboratif, dan untuk mengenal pasti kesan menulis secara kolaboratif di dalam kelas pada masa sekarang dan dalam masa yang terdekat. Seramai 50 pelajar Tingkatan 3 dari SMK Marudi, Baram, Sarawak telah terpilih untuk kajian ini. Hasil kajian ini mendapati bahawa pelajar menunjukkan sikap positif terhadap tugas secara kolaboratif dan memperoleh banyak manfaat ketika melakukan tugas tersebut.

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