



**COLLABORATIVE LEARNING ENHANCES WRITING**

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## **ABSTRACT**

The purpose of this study is to find out the feasibility of the collaborative learning in the real classroom setting. Besides, it is also meant to find out whether learners will be able to write better via collaborative learning and concerning obvious differences in their writing scores. The study is also to seek the learners' opinion regarding collaborative learning in their writing class. Parallel to the aim of the study, it is also felt that language instructors should adopt a more collaborative approach in allowing students to develop their own writing ability because collaborative learning involves interaction, which is social skill itself.

Findings from the study generally showed that collaborative learning could enhance writing. Students' social skills are also improved through their participation and interaction within their groups especially in contributing ideas through discussion which is actually the treatment given in this study. The data collected were analyzed and presented concisely using percentage and descriptive statistics.

# CHAPTER I

## BACKGROUND OF THE STUDY

### 1.0 Introduction

One of the main challenges in Malaysia's Vision 2020 is the challenge that involves the expansion of the learner's minds as well as the acquisition of knowledge and skills (Ungku Aziz, 1994) Thus, by the year 2020, it is the goal of Malaysia to become a regional hub not only in the area of economics but also for education.

The Education System and Curriculum in Malaysia often change because the government aims to upgrade the system for the betterment of individual's development and these changes are in line with the aspiration of the National Educational Philosophy (NEP) aim in producing...

***“knowledgeable, competent, of high moral standards, responsible and capable of attaining a high level self well-being, as well as able to contribute towards the harmony and prosperity of the society and nation”***

Without realizing it, the changes of this education system somehow degrade the learners' writing ability as well kills their interest in learning. Learners lack knowledge in writing as subjects are taught in BM and English is only a minor subject. According to the analysis from the Examination Board (2003) the poor performance (learners' general weaknesses and difficulties) is generally due to the poor mastery of the language.

In order to overcome this problem, especially the problem of writing, a communicative approach emphasizing on face to face students' interaction in real-life communication as well as more students-centered been advocated to achieve the ideas and principles underlying the NEP and despite the changes made by the Ministry of