# EFL Students' and Lecturer's Perceptions on Collaborative Writing

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*Abstract*

The study aims to explore in-depth students' and lecturer's perceptions of collaborative writing. There are four perceptual focuses; conceptual understanding, forms of cooperation, writing skills, and classroom atmosphere. This study used a qualitative method involving 31 students who took academic writing courses and an English Lecturer. The research data were collected through questionnaire and analyzed descriptively. The results showed that students and lecturer had a positive perception of the collaborative writing model in terms of understanding concepts, forms of cooperation, writing skills, and a pleasant learning classroom atmosphere. One of the most dominant aspects of students' perceptions about collaborative writing is the development of cooperation between them in the learning process (Storch 2018), which improves their writing abilities and skills (Zhang 2018).

*Keywords: Collaborative Writing; Students' and Lecturer's Perceptions*

## Introduction

Collaborative writing has become an alternative model of learning. This model emphasizes cooperation in writing a text from planning to final draft. Storch (2018) argued that collaborative writing is to write together and being responsible. This idea refers to the theory developed by Vygotsky that learning is a social process that involves group, pair, or peer interaction (Vygotsky 1978). Students are grouped between high-level abilities and low levels. The interaction is expected to help them improve their writing skills. Collaborative writing also provides opportunities for students to discuss ideas, construct meanings, and try to find solutions to problems faced while writing. It enriches the writer's ideas to be developed (Sveum 2013).

Students provide feedback directly to each other when correcting articles from their peers. It involves peers in groups or partners to share ideas, add information, or correct technical errors. They exchanged information about strategies for constructing idea to be a draft article. This model is in line with Storch's (2012) argument that the basic concept of collaborative writing means to give assignments for students to work together (groups or pairs). Besides, students also can discuss their ideas, knowledge, viewpoints, and perspectives as one of the efficient ways to learn writing practice. It also explained that collaborative writing increases critical thinking (Luna & Ortiz 2013), and it has a positive influence on writing skills (Khatib and Meihami 2015).

Another advantage is producing high-quality documents from a variety of perspectives, knowledge, and skills that contribute collectively (Colen & Petelin 2004). Increased motivation to write due to a willingness to provide information to one another, peers act as readers and provide feedback while written documents are still in the design stage.

There have been many studies on collaborative writing. These studies aim to find out the effectiveness of the collaborative writing model in academic writing. Carvajal Medina, Flórez et al. (2014) in their article entitled Collaborative Work as an Alternative for Writing Research Articles at the University of Colombia concluded that academic writing requires peer and expert support on how to structure ideas, write them in the principles of cohesion and coherence with mechanics.

Meanwhile, the focus of the study on the collaborative model to improve abilities and skills has also been carried out in various methods by previous researchers through pairs, groups, peers (Storch and Aldosari 2013, Dobao 2014, Bhowmik, Hilman, et al. 2018) and small groups (Dobao and Blum 2013), combining groups, partners and work individually (Storch 2005, Dobao 2012). Research on collaborative writing was also conducted to see from the perspective of the influence of the first language (L1) on the use of the second language (L2) in academic writing (Zhang 2018). The study, which involved 70 participants, found that collaboration in the first language context (L1) showed syntactic complexity but there was no difference in the accuracy and quality of the text.

On the aspect of using media in collaborative writing studies, several researchers have also done it. For example, using the Wikis feature (Du, Chu, et al. 2016, Alghasab, Hardman, et al. 2019). Another study using online features was conducted by (Elola 2010) regarding the use of Wiki in writing assignments in second language learning where students have a good perception of the model because it is able to improve writing skills. This conclusion is in line with the explanation that the learning process by promoting participatory interaction in pairs and between small groups has an impact on meeting learning targets (McDonough 2004), including in collaborative writing planning (McDonough and De Vleeschauwer 2019). The study strengthens the concept of collaborative learning which means working together, especially with peers. Students are asked to work in small groups or in pairs to achieve learning objectives as explained in the three main points.

First, the learning design, such as the grouping process, is carried out deliberately, such as asking them to sit in groups according to a specified place. Second, a deliberate learning design builds mutually beneficial cooperation patterns between students. Students completed their academic writing assignments collectively, where each member of the group has an equal role. Third, meaningful learning. This cooperation pattern encourages students to uphold the values of cooperation. The better the cooperation in learning, the students will easily achieve their learning goals. It is one of the important considerations because cooperating students in learning activities will have multiple benefits, namely increasing critical thinking and building harmony in cooperation. Such a process certainly requires support from all students as learning subjects and teaching staff, on the other hand, who play a direct role.

If it is referring to previous studies, collaborative writing research investigates concepts of writing (Storch, 2012), using a collaborative writing learning model to improve writing skills (Luna & Ortiz 2013, Khatib and Meihami 2015). Collaborative learning toward pairs, groups, peers (Storch & Aldosari 2013, Dobao 2014, Bhowmik, Hilman, et al. 2018) and small groups (Dobao and Blum 2013), combining groups, partners and work individually (Storch 2005, Dobao 2012). It is also how the interaction and impact of collaborative writing learning (McDonough 2004; McDonough & De Vleeschauwer 2019). Research on how students' and lecturer' perceptions of collaborative writing is not conducted widely. Therefore, this study explores more deeply the perceptions of students and lecturer towards collaborative writing models. The focus is on conceptual understanding of academic writing, cooperation, writing skills, and classroom atmosphere.

## *Literature Review*

### *Concept of Perception*

Perception is the way how learners describe themselves (Williams & Burden, 1999). In the concept of learning, perception is more understood as students' interpretation of a learning method or model. The method used to determine students' perceptions is the distribution of questionnaires and interviews. To date, there have been several studies that have focused on students' perceptions of collaborative writing models. For example, research conducted by Anggraini, Rozimela & Anwar (2020) describes how EFL students' perceptions of collaborative writing strategies. The findings of this study indicate that students have positive perceptions of several significant elements in collaborative writing strategies such as understanding topics, feedback, and simultaneously increasing vocabulary mastery. Previously, a study of students' perceptions of the effect of collaborative writing was also investigated by a language institution in Kashmar, Iran. However, this study is more specific on task achievement through collaborative writing (Khodabakhshzadeh & Samadi 2018). After implementing this model, students have a positive perception of collaborative writing because it increases their motivation, in addition to providing opportunities for the feedback process and increasing vocabulary mastery. Both studies indicate that students have positive perceptions of collaborative writing models.

Discussions, developing ideas, growing self-confidence are other parts of students' perceptions of collaborative writing, as stated by Shehadeh (2011) regarding the impact and perceptions of students on second language collaborative writing. Dobaoo (2013) also describes how students perceive collaborative writing. The conclusion of this study shows that writing in pairs and groups has a positive influence on the aspects of vocabulary and grammar. Of the 55 participants involved, only three participants believed that vocabulary mastery can be done through individual text writing, and only four students agree to individual learning models. Besides, all believed that collaborative writing allowed them to share ideas, knowledge, increase creativity, and be more accurate in using language.

Previous research also examined writing summaries in collaborative concepts (Ong, P. L., and Maarof, N. 2013). The data collected through surveys and interviews. The findings indicate that all students have a positive attitude towards collaborative writing which is considered to the capable of encouraging learning motivation, self-confidence, and grammar understanding. Chen & Yu's research (2019) also shows students' positive perceptions of a collaborative model in which the teacher is the center of learning. All participants believe that their text is of higher quality, they can negotiate ideas, have fun learning, have self-confidence, and have a social effect. Technically, collaborative writing improves vocabulary, grammar, and quality of writing articles with a strong idea cohesion. This study was designed to answer questions about how students' perceptions of the collaborative writing learning model of academic writing with four focus perceptions, namely conceptual understanding, cooperation, writing skills, and classroom atmosphere.

### *Collaborative Writing*

Collaborative writing is a learning model that promotes student collaboration in groups, pairs, or between peers. Students learn to write together from planning to final draft. In addition, they are also responsible for the text that has been written (Storch 2018). This model was developed from the socio-cultural concept of learning as a social process (Vygotsky 1978). The emphasis is on the interaction between students with high and low ability levels.

There have been many studies that focused on collaborative writing learning, but most of them only discuss how collaborative learning models are applied to improve students' writing skills. For example, a study conducted by Carvajal Medina, Flórez et al. (2014) who concluded that academic

writing requires peer and expert support to be able to help organize ideas, knit cohesion and coherence, and use good mechanics in writing. Another advantage in applying the collaboration model is producing high-quality documents from multiple perspectives, knowledge (Colen and Petelin 2004). Increased motivation to provide each other with the best information and input, co-authors become readers and provide feedback while the written document is still in the design stage.

Some points in collaborative writing are discussing ideas, knowledge, viewpoints, and perspectives. Then, as a more efficient way of learning how to write scientific articles. Furthermore, solving problems during the learning process, distribution of work and responsibilities, easy to write, forming networks, interactions, and friendships. It increases critical thinking and develops students' academic writing skills (Luna and Ortiz 2013) and has a positive influence on writing skills (Khatib and Meihami 2015).

Collaborative writing through pairs, groups, and peers improves students' writing skills (Storch and Aldosari 2013, Dobao 2014, Bhowmik, Hilman, et al. 2018), and small groups (Dobao and Blum 2013), combining groups, partners and work individually (Storch 2005, Dobao 2012). Zhang (2018) explained how the role of first language and second language in collaborative interaction influenced students' academic writing. A study involving 70 participants found that collaboration in a first language context (L1) showed syntactic complexity but no difference in the accuracy and quality of the text. The study then concluded that collaborative writing through interaction with the first language (L1) increased students' ability to produce more complex text, using various linguistic features to process information in clauses without affecting the quality of the text from writing collectively in collaborative assignments.

This conclusion is in line with the argument about learning that promotes the participatory interaction of learners, both in pairs and between small groups, which have a good impact on the achievement of learning targets (McDonough 2004), including in writing planning (McDonough and De Vleeschauwer 2019). The study reinforced the concept of collaborative learning, which means collaboration, especially with peers. Students work together in small groups or in pairs to achieve learning objectives as in the three concepts of collaborative learning.

First, the learning model designed is on purpose, such as group formation. Second, the learning design benefits students in learning to write. It means that all academic writing assignments are completed together with an equal role for each group member. Third, meaningful learning. Collaboration is applied to uphold the value of the collaborative learning process. It is necessary because cooperating students in learning activities will have multiple benefits, such as increasing cognitive power and building harmonious cooperation. This process certainly requires the support of all students as learning subjects and teaching staff, on the other hand, who have a direct role. This role is in the form of providing input or correcting student writing directly to have the power of ideas and logical order.

The results of the study also explain that in learning to write, lecturer and students need to improve their collaboration, especially when students complete writing assignments. They provide critical advice in the planning phase, while the writing individual writing process. Lecturer and peers then correct the written work to produce quality text. Another advantage of applying a collaborative model in the writing process is producing high-quality documents from various perspectives, knowledge, and skills (Colen and Petelin 2004). It increased motivation while co-writers become readers to provide feedback while written documents are still in the design stage.

This model provides opportunities for less experienced writers to improve their skills and acculturate norms, values, and standards to be more experienced. However, the disadvantage lies in the complex coordination rather than writing individually. It also requires time, communication style, and

openness minded to accept peer ideas. Besides, the revision editing process is a little complicated because there is more than one same document, and different participants will have different writing styles.

Collaborative writing enriches the writer's knowledge of quality ideas (Sveum 2013). But Sveum has a slightly different concept about the nature of collaborative writing, namely the process of writing a complete text by various authors. His research is entitled "Collaborative writing at Bobcatsss. Two heads are better than one? emphasized that 55% (17) of the total respondents stated that writing in a collaborative model made it easier for them to study the LIS (library and information science) subject. One participant emphasized that the collaborative writer can defend his arguments, explain them, and discuss the ideas with colleagues.

Several important points need attention when writing collaboratively such as discussing ideas, knowledge, points of view, and perspectives. Then, as a more efficient way of learning how to write scientific articles. Furthermore, solving problems during the learning process to write, distribution of work and responsibilities, writing becomes easier and finished as soon as possible, and building networks and friendships. It is also said that the collaborative writing learning model improves critical thinking and improves academic writing skills (Luna and Ortiz 2013), which has a positive effect on writing skills (Khatib and Meihami 2015).

The results of a study from Khatib & Meihami (2015) also confirm that collaborative writing improves writing skills. The study, which involved 35 students at the low-intermediate level aged 15-18 years, used two key questions, namely which part of collaborative writing can improve students' writing skills and how it affects abilities in aspects of content, organization, grammar, vocabulary. said, and mechanics. The findings of the study indicate that the writing ability of the treated students has increased significantly. Before treatment, the total score of the students was 57.13 and after the treatment, it increased to 68.26, compared to the control class which only got a score of 56.66 and after the learning process only reached 60.53. Other statistical data about the effectiveness of collaborative learning is also stated by Strang (2015) that collaborative learning increases understanding of learning material. However, learning is recommended to use the project team model, small groups, peer reviews, debate teams, and discussions.

Collaborative writing can also be used in writing summaries (Sajedi 2014). This study examines the effectiveness of collaborative summary writing (CSW) on second language development (L2). A total of 86 whole class third semester students studying at Urmia University of Medical Science were involved. There are two experimental groups and one control group. They complete the summary writing task separately. The study was conducted for 16 weeks and involved a pre-test and post-test. Writing quality is determined by a holistic assessment procedure covering content, organization, grammar, vocabulary, and mechanics. Results from the study showed that collaborative summarizing experiences had a significant overall effect on all second language development and that those working in pairs benefited the most. Their abilities have significantly improved in terms of content, organization, and vocabulary, while for grammar or mechanics there are no significant improvements.

Talib & Cheung (2017) found that collaborative writing motivates students to develop writing skills at both high and low levels. Those who studied at the same time had a broader immersion effect. The use of technology helps facilitate the completion of learning tasks.

## Methodology

This study applied qualitative methods. The data were collected through questionnaire to find in-depth information about students' and lecture's perceptions of collaborative writing models.

*Research Context and Participants*

This research was conducted for seven weeks at a university in eastern Indonesia from January-March 2019. The number of participants was 31 students who took academic writing courses. Besides, an English lecturer is also involved as a participant. Before conducting the research, students have been given information about the concept of collaborative writing learning models including learning stages. The learning stages consist of orientation, material delivery, group formation, assignments, and collaborative writing processes as well as evaluation and reflection.

After obtaining this information, it is continued with the learning process. The focus is on argumentative text with paragraph development material. They learn about the paragraph structure of the academic text and how to develop it. Topic, support, and concluding sentences are components of learning. The learning stages as mentioned above are carried out as follows.

| | | |
|---|---|---|
| **Orientation** | : | **Delivery of material begins with reviewing the material that has been studied, discussing learning objectives.** |
| **Delivery of material** | : | Delivery of learning materials and discussions. |
| **Group formation and shared perception** | : | The lecturer divides students into some groups by considering heterogeneity aspects. Students and lecturer equalize their perceptions about collaborative writing models. |
| **Assignments and collaborative writing** | : | Pre-task: students do brainstorming and discuss topics of the article. During task: students are trained to develop paragraphs collaboratively. This stage encourages joint corrections between students. Post-task: at this stage, students will align the results of their group work into a final draft. |
| **Reporting and reflection** | : | Students report their writing results and reflect on all writing learning processes. |

*Data Collection and Analysis*

The data were collected through questionnaire after all the learning process have been completed. The questionnaire consists of 19 statements. Besides filling the questionnaire, students also asked to provide written notes on the questionnaire about their perceptions of the collaborative writing model. This is done to gain an understanding of student perceptions outside of the statements in the questionnaire. The questionnaire data were then analyzed statistically to find the mean value, while the student notes were analyzed descriptively. The score of 5 for strongly agree (5), 4 for agree, 3 for doubt, 2 for disagree, and 1 for strongly disagree. Meanwhile, the written data that had been collected were analyzed descriptively. There are four focus perceptions in this study, namely perceptions of understanding concepts, forms of cooperation, writing skills, and classroom atmosphere. Students report their writing results and reflect on all writing learning processes.

## *Results*

### *Perceptions of Concept Understanding*

This part discusses the understanding of writing concept. The statements from the questionnaire are related to how the collaborative writing model improves their knowledge of writing concepts, including academic writing, writing stages, skills, and critical thinking.

*Table 1 Perceptions of Academic Writing Concept*

| No | Statements | Students' score | Category | Lecturer' score | Category |
|----|-----------|------|----------|------|----------|
| 1 | The collaborative writing learning model directs students to understand the concept of academic writing. | 4.3 | Agree | 4.0 | Agree |
| 2 | The collaborative writing learning model directs students to understand the stages in academic writing. | 4.3 | Agree | 4.0 | Agree |
| 3 | The collaborative writing learning model emphasizes the balance of understanding concept of writing and writing skills. | 4.2 | Agree | 4.0 | Agree |
| 4 | Collaborative writing learning model directs students to construct their understanding of the material being studied. | 4.3 | Agree | 5.0 | Strongly Agree |
| 5 | Activating students' critical thinking in understanding material through learning experiences. | 4.4 | Agree | 4.0 | Agree |

The data in table 1 shows students and lecturer agree that collaborative writing improves their understanding of the concept of academic writing. Besides, they also agreed about the role of this learning model in directing students to know the stages of academic writing. Students have a positive perception that collaborative writing emphasized a balance between comprehending concepts and writing skills, including improving students' reasoning to construct their knowledge about the material. Collaborative writing is also considered capable of activating critical thinking and learning experiences. Interestingly, in statement 4, the lecturer chose the category of strongly agree that collaborative writing led students to construct their comprehension of learning material. The data in Table 1 also illustrates that collaborative writing learning activates students' cognitive abilities in writing academic text.

### *Perceptions of Cooperation*

Collaboration is an important part of collaborative writing learning. Students are taught to share their knowledge and work together to correct each other's articles.

*Table 2 Perceptions of Cooperation*

| No | Statements | Students' score | Category | Lecturer' score | Category |
|---|---|---|---|---|---|
| 1 | The collaborative writing learning model encourages cooperation between students and between students and lecturers. | 4.5 | Strongly Agree | 5.0 | Strongly Agree |
| 2 | Provide opportunities for students to share knowledge and learn about academic writing skills collaboratively. | 4.6 | Strongly Agree | 5.0 | Strongly Agree |
| 3 | The collaborative writing learning model prioritizes group collaboration in the learning process. | 4.8 | Strongly Agree | 5.0 | Strongly Agree |
| 4 | The division of group learning tasks prioritizes the balance of roles between students. | 4.1 | Agree | 4.0 | |
| 5 | The learning model of collaborative writing puts forward article corrections jointly between students. | 4.4 | Agree | 5.0 | Strongly Agree |

The data in Table 2 shows that students and lecturer strongly agree that the collaborative writing model enables them to build more active collaboration with each other. They also perceive that this model provides an opportunity to share knowledge and skills in academic writing collaboratively. It means, through this model, they help together to improve their writing skills. One of the times when cooperation is formed is when working on writing assignments and making corrections together. Even though in the statement of point 4, they only agree that collaborative writing prioritizes the balance of roles between students while at point 5, students also agree that collaborative writing promotes mutual correction. The important point from this data is that cooperation is the basic concept of the collaborative learning model. Perceptions of Writing Skills.

The aspect of writing skills questions students and lecturer's perceptions of their learning experiences through collaborative writing models. The focus is on two points, namely how to practice writing and experiences in learning to write.

*Table 3 Perceptions of Writing Skills*

| No | Statements | Students' score | Category | Lecturer' score | Category |
|---|---|---|---|---|---|
| 1 | The collaborative writing learning model prioritizes efficient writing practice. | 4.5 | Strongly Agree | 4.0 | Agree |
| 2 | The collaborative writing learning model provides students with direct experience of academic writing skills. | 4.3 | Agree | 4.0 | Agree |

Data Table 3 in statement number 1 shows that students strongly agree with the efficiency of writing practice through collaborative writing learning. Meanwhile, in the next statement, both lecturer and students agree that the collaborative writing learning model provides a direct experience of learning academic writing.

*Perceptions of Classroom Atmosphere*

The atmosphere in the collaborative writing class is related to how the class is dynamic when the learning process takes place. In this section, students and lecturer are asked for their perceptions about the role of collaborative writing learning in creating an atmosphere in the classroom, forms of discussion, relationships between students in learning, and whether the learning process is centered on students. How do students perceive the attitude of giving each other input or criticism when learning takes place. Furthermore, does the collaborative writing learning model present a pleasant classroom atmosphere so that each student dares to express his / her perception?

*Table 4 Persepsi tentang Suasana Kelas*

| No | Pernyataan | Students' score | Category | Lecturer' score | Category |
|----|------------|-----------------|----------|-----------------|----------|
| 1 | The collaborative writing learning model encourages students to interact with lecturer through discussion and question and answer. | 4.5 | Strongly Agree | 5.0 | Strongly Agree |
| 2 | Collaborative writing learning model directs students to actively discuss learning material. | 4.6 | Strongly Agree | 5.0 | Strongly Agree |
| 3 | The collaborative writing learning model creates a positive dependency among students. | 4.0 | Agree | 4.0 | Agree |
| 4 | The collaborative writing learning model optimizes the student-centered learning process. | 4.2 | Agree | 5.0 | Strongly Agree |
| 5 | The collaborative writing learning model prioritizes an interactive classroom atmosphere characterized by a group learning system, and provides mutual input / criticism to each student. | 4.7 | Strongly Agree | 5.0 | Strongly Agree |
| 6 | The collaborative writing learning model can build students' attitudes to dare to express their opinions in the learning process. | 4.5 | Strongly Agree | 4.0 | Agree |
| 7 | The collaborative writing learning model creates a dynamic learning atmosphere and an enjoyable learning experience. | 4.2 | Agree | 4.0 | Agree |

Students and lecturer assume that the collaborative writing model encourages them to actively develop their interactive attitudes through discussion and question and answer. They strongly agree that this model opens the opportunity to create an active atmosphere in group discussions. The existence of positive dependence between students is the spirit of this model. Students and lecturer also have the perception that collaborative writing optimizes the student-centered learning process and prioritizes an interactive classroom atmosphere that is characterized by a group learning system and provides mutual input/criticism of each student. They are educated to dare to express their opinions about learning experiences through a dynamic and fun process.

Besides close statements, other data are students' notes about their perceptions of the collaborative writing learning model. However, only 4 four students provided notes about their

perceptions from a total of three 31 students. The first student's notes show that collaborative writing provides a good learning experience where fellow group members to share knowledge and provide criticism of written work. Although, not all students involved in collaborative writing are capable in writing.

> *Collaborative or group learning models are very good because, in groups, students can provide criticism, suggestions, and input. And, on the other hand, students can also receive input, criticism, and suggestions. In addition, students are also trained to be more active in discussions. Writing in groups is very fun, but there are things that must be considered together even though in group writing, students share input and actively discuss. But not all students involved can write well individually (P-1).*

On the second note, students emphasize that they respect and care for each other when learning to write with a collaborative model. It is part of the learning process that provides an opportunity to create positive interdependence between one student and another.

> *This learning model creates a sense of care between students in the learning process. Students respect each other's opinions (P-2).*

According to students (P-3), the collaborative writing learning model is very effective when applied in learning writing. However, some students were less active than other participants. Therefore, it is expected to activate all students as learning subjects.

> *The collaborative learning model is indeed effective to be applied in the learning process. However, this model must be reviewed properly in its application so that all students play an active role in the learning process. So that not only some of them are active in the learning process (P-3).*

According to the fourth student's perspective, students who take part in learning with this collaborative writing model have the ability and courage to express their opinions openly. Because previously, some of them were unable to speak in front of their classmates.

> *Regardless of the above statement, the benefits of studying in groups or collaboratively. Each subject in each group is required to have a role or be active. Now, there are several types of students (students) when asking questions, there are feelings of doubt, insecurity, and even fear. However, they can or are not ashamed to ask questions or express opinions or statements for their group friends. The point is that by learning like this, gradually, the passive student will be active. He can learn to speak from his friends first, after that, there is a possibility that he will dare to talk to the lecturer (P-4).*

### *Discussion*

As explained, measuring perceptions is one way to find out how students perceive them in giving assessments or explaining themselves (Williams & Burden, 1999). This research is intended to find out how students and lecturer perceive the collaborative writing learning model.

The findings of data show that students and lecturer have positive perceptions of the collaborative writing learning model. This model improves their understanding of the learning material concept. It is in line with the results of a study conducted by Anggraini, Rozimela & Anwar (2020) about EFL students'

perceptions of collaborative writing strategies. Although there is a slight difference in focus, in principle, it has the same substance. The findings of this previous research have more to do with understanding the concept of writing and technical matters in writing, such as topics, feedback, and vocabulary. There is an increase in the absorption of learning material, especially in the learning process with project models, small groups, with colleagues, or discussion and debate (Strang 2015).

Besides, they also have the perception that the collaborative writing model creates a balance between understanding concepts and writing skills (Sveum 2012), constructs an understanding of material and activates critical thinking and learning experiences in line with the study of Luna & Ortiz (2013). This study provides students with arguments discussing ideas, knowledge, points of view, and perspectives when writing collaboratively. Students can solve their problems with various approaches. It is specifically explained that collaborative writing improves critical thinking skills as revealed in the findings of this study by having a positive influence on writing skills (Khatib & Meihami 2015).

Meanwhile, the form of collaboration through collaborative writing indicates that students and lecturer have positive perceptions (Storch & Aldosari 2013, Dobao 2014, Bhowmik, Hilman et al. 2018). Encouraging them to share knowledge and skills about academic writing collaboratively and to help each other improve their writing skills is also related to previous studies. As emphasized by Storch (2018) that collaborative writing requires cooperation in writing one text. Although not specifically explained, the results of this study are also in line with the findings of Carvajal Medina, Florez et al (2014), that writing requires peer and expert support. So that the writing produced is of high quality (Colen & Petelin 2004).

Several previous studies that focused on collaborative learning also gave positive perceptions for students. For example, what has been done by Storch (2005) and Dobao (2012) by combining collaborative writing in groups, pairs and with peers or individually. This is as evidence that this collaborative writing learning model has shown significant results in improving students' writing abilities and skills. There is even research that only looks at how L1 is used in collaborative writing (Zhang 2018).

Regarding the research findings, the collaborative writing model is very efficient in learning and provides direct learning experiences when collaborative writing is in line with the study of Khodabakhshzadeh & Samadi (2018). Even though this study looks more at how the achievement of student assignments in collaborative writing, students have a positive perception of collaborative writing patterns. One factor that encourages students to write collaboratively is increasing writing motivation (Talib & Cheung 2017) and enriching vocabulary mastery. It is also supported by Shehadeh (2011) about the impact and perceptions of students on collaborative writing in a second language. As well as a study from Dobao (2013) confirmed how positive students' perceptions of collaborative writing were in terms of sharing ideas, knowledge, increasing creativity, and use of language.

Research findings on classroom atmosphere show that they strongly agree that collaborative writing models encourage them to actively develop interactive attitudes through discussion and question and answer as part of the learning process (Vygotsky 1978). Students and lecturer give a good perception by stating that collaborative writing creates an active atmosphere in group discussions (Storch 2018), participatory interactive (McDonough 2004), including when planning collaborative writing (McDonough and De Vleeschauwer 2019).

Students have a positive dependence among them because, in the learning process, they always prioritize cooperation (Sajedi 2014), optimize the student-centered learning process, provide mutual input/criticism and dare to express opinions about the learning experience. It shows that students and lecturer have a good perception of the relationship between collaborative writing and increased learning motivation and self-confidence (Ong, P. L., & Maarof, N. 2013). It is also in line with Chen & Yu (2019) that the collaborative model positions the teacher as the center of learning. All participants believe that

the texts produced have higher quality. They can negotiate ideas, have fun learning, create self-confidence, and have a social effect.

Meanwhile, student record data indicate that the collaborative writing model is a tool to encourage mutual acceptance of criticism, suggestions, and input in the concept of writing in groups with a pleasant atmosphere (Storch 2018). Although one of the toughest challenges is that not all students involved can write with both individually, but the care between students overcomes the problem (Chen & Yu 2019). It is effective applied in the learning process where all students play an active role in the learning process (Talib & Cheung 2017), as well as an attitude of courage to express opinions (Dobao 2013).

## *Conclusion*

Students and lecturer have positive perceptions of collaborative learning models in the aspects of understanding concepts, forms of cooperation, writing skills, and a pleasant learning classroom atmosphere. One of the most dominant aspects of students' perceptions about collaborative writing is cooperation development between them in the learning process (Storch 2018), which can improve writing abilities and skills (Zhang 2018). Besides, the collaborative writing learning model is also considered capable of facilitating them in formulating ideas and composing them in writing (Luna & Ortiz 2013). This ability further enables students to write academic writings.

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