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WRITING TOGETHER, LEARNING TOGETHER: BOOSTING STUDENT SKILLS THROUGH COLLABORATION

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Abstract: This study aims to enhance students' essay writing skills through the implementation of a qualitative learning model and to investigate their perceptions of the use of collaborative learning in the classroom. A total of 15 students participated in the study. The statistical test results indicated a significance value of $p < 0.01$, which is below the threshold of 0.05, demonstrating that the use of collaborative learning models in academic writing can significantly improve students' writing skills. Students' perceptions of collaborative writing were predominantly positive in terms of overall understanding, comprehension, knowledge exchange, and critical thinking. The mean scores for items 1, 2, 3, and 4 ranged from 3.13 to 3.33, suggesting that students largely perceived collaborative writing as having a positive impact on these aspects. Aspects related to participation, reflecting shared active contribution during collaborative writing activities (item 13) and problem solving by group members (item 3), were rated moderately at 3.13. This indicates that although students reported being engaged, some challenges may still have been encountered in achieving full participation throughout the process.
Keywords: *writing skills; collaborative writing; students' perception.*

INTRODUCTION

Writing is a skill that has its own level of difficulty. Students not only learn grammar and master vocabulary, but also need skills in organizing ideas, writing those ideas in outline form, and formulating them into academic writing. Learners of English as a second language have their own challenges. In another explanation, it is mentioned that writing is a problematic, process and the most challenging language skills because students try to translate words from the source language into the target language (Enesi & Trifoni, 2023; Habeb Al-Obaydi et al., 2025), teachers provide sufficient time to train students (de Abreu Malpique et al., 2023).

In another context, learning to write is stated that technical challenges such as limited vocabulary and lack of grammar skills, can hinder students' clarity in expressing complex ideas clearly in writing. Writing activity can be overwhelming, especially in a second language. English learners often find difficulties choosing the right words to express their thoughts. Moreover, there are many other aspects of writing to consider, such as proper citation format, text structure, and effective language use in different contexts. To make a coherent piece of writing, learners should pay attention to developing the main points or ideas from each paragraph and be able to connect each idea of the paragraph in a proper flow and clarity (Fitriati & Yonata, 2017).

Academic writing is one example. Conceptually, academic writing is typically used by academics, instructors, and researchers, requiring specific formatting, language features, and academic vocabulary (Aldabbus & Almansouri, 2022). This type of writing demands complex sentences where arguments and ideas should be logically presented and arranged coherently. In addition, languaging in academic writing must be presented clearly and precisely to ensure reader comprehension and avoid bias (Fadhel, 2019). Students face several difficulties in composing academic writing text. Previous

research has highlighted significant challenges in grammar and linguistics (Aldabbus, 2017).

Moreover, university students are obliged to submit their final thesis as a requirement for graduation. In completing their thesis, students must demonstrate strong academic writing skills, be able to engage with complex ideas in their research findings, and articulate these concepts clearly (Ismail, Anwar, Sailuddin, & Ismail, 2024). Therefore, academic writing skills are vital for ensuring the student's hard work is understood and appreciated.

In order to improve students' writing skills, some researchers have tried to integrate various skills focusing on grammar and vocabulary (Kitila et al., 2023). Also expanded study materials where studies on writing skills are not limited to students at one level but have expanded to include cross-level studies. The results indicate that there is a significant difference between students' academic writing skills across levels within a discipline, but, conversely, there is no significant difference between students' academic writing skills across departments (Jones-Mensah & Hilton, 2024).

To support students' mastery of writing, teachers need to focus on offering approaches to teaching writing that can provide students with practical instructions, guides, and feedback on their writing. Various activities must be offered to the class to motivate them to write. Writing, broadly generalized as a solitary activity by a single writer, has received growing interest in many studies that looked into the fascinating benefits of writing when done collaboratively. Collaborative writing means producing text by two or more writers together. Collaborative writing is distinguished from cooperative writing. Collaborative learning in pairs or group work has become common and widely used in language teaching in many classroom contexts. Group work's benefits have undoubtedly led to a more efficient learning outcome. In writing collaboratively, all group members are involved in all stages of writing (Storch, 2013), whereas in cooperative writing, each member might be assigned different tasks for completing a text. Collaborative learning activities in writing are specifically designed to support students in performing better in writing tasks while talking and producing interactive engagement. This process requires students to work in teams, brainstorm ideas, make drafts and outlines, exchange information, and provide feedback to each other.

It is also explained that collaborative writing encourages students to work together in finding ideas and writing together. The process of student learning autonomy is created by giving and receiving feedback to improve writing performance (Liou & Chiang, 2023). Besides that, collaborative writing performs better than individual writing, and that collaborative writing activities significantly affect the quality of students' writing(Pham, 2023). This enables students to overcome anxiety related to asking for and receiving the desired type of feedback (Mahapatra, 2024).

Collaborative writing learning through task design fosters positive emotions in students and their perseverance in learning to write. It is very effective for multi-draft task design learning and online collaborative tasks. It provides students with opportunities to support each other (Liou & Chiang, 2023), and produce the better text(Mozaffari, 2023). During the learning phase, students are often asked to collaborate on topics, create outlines, organize ideas, and provide peer evaluations to improve the quality of their writing, (Pham, 2023), collaborate with experienced writers, allowing them to benefit from their knowledge and expertise (Butarbutar, 2024). Some suggest that collaborative writing learning process was carried out through brainstorming, outlining, drafting, reviewing, editing and revision (Svenlin & Sørhaug, 2023).

Collaborative learning is not limited to face-to-face learning. The process has involved applications like ChatGPT, Wordtune, Google Docs, and online learning, and has had a positive impact. As explained, studies on the use of ChatGPT, Wordtune have a positive impact on students in terms of how they seek feedback, how they interact with feedback, and how they make improvements in their academic writing (Al Mahmud, 2023; Polakova & Ivenz, 2024), However, ChatGPT significantly decreased students' ideal L2 writing ability (Shi et al., 2025).

Collaborative writing has also reached the International Collaborative Writing Groups (Huijser et al., 2024) The result of the study about the effects of incorporating metacognitive strategies instruction into collaborative writing on writing complexity, accuracy, and fluency indicated that metacognitive instruction and collaborative writing exerted a positive influence on writing accuracy, but not on fluency and complexity (Teng & Huang, 2023). Meanwhile, online collaborative writing instruction improves the second language (L2) writing performance of students learning English as a foreign language (EFL). Online collaborative writing is also said to

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enhance student quality (Li, 2023).

The benefits of collaborative learning using AI are also explained as tools mediate the multiple stages of the writing process and provide scaffolding for the students to generate ideas, enrich their vocabulary knowledge, and enhance the accuracy of their text. The findings also indicate that while the students acknowledge the potential benefits of using AI writing tools, they also express uncertainty regarding the long-term impact of AI writing tool usage on the development of their independent writing skills (Alghasab, 2025).

Although AI has been used as a tool in collaborative learning, in essence collaborative learning is intended to enhance the students' writing fluency in terms of the number of words in both collaboratively written papers and individually written papers (Isensee & Töpper, 2025; Pham, 2021), encourages students to build meaningful discussions about language, offering opportunities for engaging language development in low-input contexts, where contact with the target language outside of school is limited (García-del-Real et al., 2025). Collaborative group work (CGW) is very useful with meaningless challenges. Students build teamwork, including in online learning (McKay & Sridharan, 2024).

The study described that teachers believe collaborative writing to be a multifaceted approach that potentially supports young learners as EFL users in general and writers specifically (Ruth, 2024). It is also has positive impact of synchronous collaborative writing included in using Google Docs on the development of individual student writing performance, particularly in three measurements such as Content, Language Use, and Organization. However, collaborative writing only had a positive impact on some measurements in certain writing genres but did not show significant differences in the same measurements in different writing tasks. Collaborative writing in their language classes, as collaborative writing appears to have a significant impact on the writing performance of EFL students (Alwahoub et al., 2022).

Research on collaborative learning was also conducted using the feedback writing model. This process explains the research on the power of collaborative peer feedback in groups shows that working together helps foster collegiality, trust, and collective learning. Furthermore, it is explained that collaborative peer feedback is a way to improve academic writing skills, build self-esteem, and foster confidence (Cahusac de Caux & Pretorius, 2024). The biggest advantage of collaborative writing learning is that students can produce texts that are grammatically and lexically more accurate (Burchart & Haake, 2023). A review of research on the impact of online collaborative writing indicates that it serves as a valuable tool in English as a Foreign Language (EFL) writing classes. Therefore, it is recommended that learners engage in collaboration as a means of exploring new dimensions of collaborative learning and facilitating the formation of new knowledge (Al-Yafaei & Mudhsh, 2023).

The learning process involves students of different abilities working together in small groups to achieve a shared academic objective. This description highlights certain groups' diverse composition while emphasizing collective action and success (Brown, 2008). The collaborative writing process aims to make students not just work together on joint projects but, more importantly, to allow them to engage in intellectual negotiation and collec-tive decision-making. Collaborative writing assists students in enhancing their ability to negotiate with group members and promote mutual respect and tolerance towards fellow group members, all of which have a related effect (Hanjani & Li, 2014). Collaboration in writing is essential throughout all stages, including brainstorming, composing, and revising, rather than just focusing on one stage of the writing process. Weissberg (2006) suggested that involving students in discussions about their writing provides them more chances to explain, elaborate, and support their ideas. The collaborative process also strengthens their sense of possession over the produced texts. Therefore, the establishment of collective accountability and mutual reliance among the group members motivates them to participate proactively in decision-making regarding all elements of writing, including content, organization, and language (Jacobs, 2004; Storch, 2005).

In this context, collaborative writing allows students to explore ideas, discuss language choices and accuracy, cooperate, and maximize their learning capabilities (Larsen-Ledet & Korsgaard, 2019), the students participated from brainstorming ideas, gathering and organizing ideas, to drafting the text, then revising and editing it into a publishable piece (Anggraini et al., 2020).

Collaborative writing was also found to be an effective process to improve students' fluency in writing, both when done collaboratively and individually (Lopres et al., 2023; Pham, 2021). Fluency in writing was found to improve in word

count due to students' effort in writing collaboratively. Positive attitudes toward collaborative writing activity were identified when students reported increased motivation and interest in learning (Pham, 2021). Furthermore, the collaborative writing process fosters communication and active interaction among group members, improving speaking and confidence (Shehadeh, 2011). Several studies highlighted the benefits of collaborative writing in the process of scaffolding ideas and language-related content through peer inputs and dynamic patterns of interaction among group members (Bikowski & Vithanage, 2016; Li & Kim, 2016; Li & Zhu, 2013). It is important to note that stages of collaborative writing are not linear at all.

A study by Kimmerle, Moskaliuk, Brendle, and Cress (2017) discovered that activities in collaborative writing might change over time, mainly when students produce longer text. The early stage was identified to consume quite a long duration, during which students mostly worked on brainstorming and exchanging information. Students then moved to the restructuring stage and revised the text to be more coherent and clear for the reader. Finally, the co-writing process is significantly dominated by the shared opinion stage, identified through reintroducing opinions, elaborating arguments, and negotiating meanings.

Khatib and Meihami (2015) conducted a pre-experimental experiment comparing two groups of students in a writing test. They reported significant results in improving writing components by the experimental group. Every aspect of writing, including vocabulary, grammar, content, organization, and mechanics, improved in the post-test. According to Kuiken and Vedder (2002), collaborative writing activities enable learners with their peers in the group to construct meaning in their writing through a negotiation process. Through interaction and discussion, learners create meaningful communication that involves learners in a cognitive process. This process allows the exchange of knowledge and information to produce a piece of writing jointly based on mutual goals. Furthermore, learners correct each other in grammar and diction to perfect their writing. Throughout this process, every learner's needs are fulfilled, and the cognitive process happens toward the newly obtained knowledge, which makes learning L2 happen (Storch, 2005; Storch & Wigglesworth, 2007).

In second language writing, teaching and learning strategies are vital in supporting students' learning. Students have different preferences, personalities, and styles of learning. Some are visual learners, while others are audio learners. Extroverted students might enjoy certain types of classroom activities, while introverted ones might choose to participate in different kinds of activities. These differences in their learning styles can influence their attitudes toward a specific writing method (Storch, 2013). Therefore, perception is important to understand students' beliefs, expectations, and opinions of writing pedagogy. By understanding students' perceptions, teachers can design more effective and engaging approaches to teaching writing.

Research on perception in writing learning has been conducted by previous researcher(Byl & Topping, 2023). Wood (2015) defined perception as an active process of establishing meaning through organizing and interpreting surrounding activities, phenomena, and situations (people, objects, events). Perception is an essential aspect of the learning process, acquired by each individual through the sense of learning organization, evaluated, and interpreted to gain meaning. Perception can be influenced by internal and external factors such as attitudes, personality, feelings, values and interests, motivation, background knowledge, family background, and unfamiliar items (Toha in Nursafitri, 2021). Positive perception as gained when a person evaluates a particular phenomenon from a positive perspective. It is caused by the subject's satisfaction with a situation. At the same time, negative perception is an unfavorable opinion of particular events that may be caused by individual dissatisfaction and lack of personal information and experience with the objects. Consequently, both positive and negative opinions may impact one's behaviour, attitude, and action. In a classroom setting, Shidu (2003) explained students' perception as a point of view toward the learning process. Their perception of teachers' knowledge and teaching abilities is influenced by the fact that they have similar and familiar experiences being taught under evaluation and that their minds remember memories and reactions, thus being able to respond to current phenomena.

Therefore, this research aims to measure to what extent collaborative writing can improve students' writing quality. Furthermore, this research will explore students' perceptions about the importance of collaborative activity in the writing classroom.

METHOD

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The study aimed to improve students' writing skills using a collaborative learning model, employing a pre-experimental design. Before students took the essay writing course, they were given a pretest to determine their initial skills. This pretest was also necessary to classify the writing skills of the students participating in the study. After all learning processes were implemented, they were given a posttest to compare the results before and after the collaborative learning model was implemented. Students were also given a questionnaire about their perceptions of collaborative writing learning. The goal was to determine their perceptions of the collaborative learning model's application in writing learning.

Participants were 15 students enrolled in the English Education Study Program, Faculty of Teachers Training and Education, Khairun University, in their second year. This small number of participants was due to the fact that not all students participated in all stages of the study, from pretest, treatment to posttest. Therefore, only those who participated in all stages of the study, 15 out of a total of 45 students were included.

A pre-test was done to measure students' initial scores on individual writing. At the end of the treatment, participants were once again asked to compose another individual essay writing. Both writings were compared to see if any improvement happened due to collaborative writing implementation. Treatments were done in six meetings, during which participants practiced composing a piece of writing in a group setting using collaborative technique steps. Participants were assigned into four groups of four students to go through the process of collaborative activity, including idea generation, drafting, revising, editing, finalizing, and teachers' feedback. In each session, students were asked to discuss a topic with their group members. Throughout this process, students discussed the topic with their members, providing each other with input and suggestions on grammatical matters, vocabulary and dictions, punctuation rules, and ideas exploration. Teachers would walk around the class to observe students' activity while providing inputs where necessary. Students will then reread their writing and finalize their draft. The writing results were then submitted for teachers to check, and feedback would be given at the next meeting.

After the completion of the collaborative writing assignment during 6 weeks of treatments, students completed a survey to view their perception of collaborative writing activity.

The instruments used in this study were student test sheets and a questionnaire. The written test was used to determine students' writing skills, while the questionnaire was utilized to determine students' perceptions of writing learning activities through a collaborative model. The survey questionnaire was adopted from Brown (2008) and presented in a 4-point Likert Scale ranging from Strongly Agree to Strongly Disagree. The questionnaire consisted of 20 items which were grouped into four categories of collaborative writing aspects; academic benefits, social benefits, generic skills/lifelong skills, and negative aspects.

Essay writing data were analyzed using an assessment rubric, then the results were calculated employed t-test. This study applied SPP application to determine whether the t-value was higher than the t-table. Meanwhile, the questionnaire results were measured using a scale to know students' perceptions of learning to write essays through collaborative model.

RESULTS AND DISCUSSION

Research results

Tabel 1. *Pre-test and post-test writing score*

No.	Pre-Test Score	Post-Test Score
1	57	81
2	81	83
3	78	86
4	81	88
5	75	86
6	58	85
7	79	83
8	51	83
9	86	88
10	76	84
11	62	88
12	74	93
13	76	91
14	61	88
15	71	89

The pretest and posttest data were subsequently subjected to a normality test to determine whether the data were normally distributed. The results of the normality test are presented in the table below:

Table 2. *Tests of normality*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.209	15	.075	.915	15	.162
Postest	.152	15	.200*	.962	15	.721

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The output above shows that the pretest sig value = 0.162 > 0.05 and the posttest sig value = 0.721 > 0.05. Based on these data, both data are declared normally distributed.

Table 3. *Paired t-test results*

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	71.07	15	10.552	2.725
	Postest	86.40	15	3.312	.855

In the output above, the average pretest score = 71.07 and the average posttest score = 86.40. Because the average posttest score > pretest, descriptively there is a difference in the average learning outcomes of the pretest and posttest.

Table 4. *Paired samples test*

Paired Samples Test

		Paired Differences					t	df	Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Pretest - Postest	-15.333	10.140	2.618	-20.948	-9.718	-5.857	14	<,001	<,001

From the output above, the sig value < 0.01 means < 0.05, meaning that the use of collaborative learning model in academic writing can improve students' writing skills

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Table 5. *Students' perception of collaborative writing activity*

	Questionnaire Items	N	Minimum	Maximum	Mean	Std. Deviation
1.	Collaborative writing helped understanding/comprehension	15	1,00	4,00	3,2000	1,014
2.	Collaborative writing fostered exchange of knowledge, information and experiences	15	1,00	4,00	3,3333	0,899
3.	Collaborative writing made problem-solving easier	15	1,00	4,00	3,1333	1,125
4.	Collaborative writing activity stimulated critical thinking	15	1,00	4,00	3,2000	0,941
5.	Collaborative writing activity creates more relaxed atmosphere	15	1,00	4,00	2,8667	1,060
6.	Students received useful/helpful feedback	15	1,00	4,00	3,1333	1,060
7.	Collaborative writing activity allows students to obtain new insights	15	1,00	4,00	3,0667	1,099
8.	Collaborative writing make students focused on collective efforts rather than individual effort	15	1,00	4,00	2,6667	0,899
9.	Collaborative writing activity creates responsibility for individual and the group	15	2,00	4,00	3,2667	0,798
10.	Collaborative writing enabled learners to help weaker students in the group	15	1,00	4,00	3,4667	0,915

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11. Collaborative learning enhanced communication skills	15	2,00	4,00	3,2667	0,883
12. Collaborative writing activity improved students' performance	15	2,00	4,00	3,1333	0,833
13. Learners actively participated in the teaching/learning process during collaborative writing activity	15	1,00	4,00	3,1333	0,990
14. Collaborative writing activity is fun	15	2,00	4,00	3,2667	0,703
15. Students make new friends during collaborative learning activity	15	2,00	4,00	3,3333	0,723
16. Collaborative writing activity fostered team spirit	15	2,00	4,00	3,3333	0,723
17. Students waste time explaining things to other member of the group	15	1,00	4,00	2,6000	1,242
18. It is difficult getting members to participate in collaborative writing tasks actively	15	1,00	4,00	2,6000	0,985
19. Lecturers/teachers should encourage more group works	15	2,00	4,00	3,2000	0,774
20. Group size should consists maximum of four students	15	1,00	4,00	3,4667	0,990

Students' perception of collaborative writing was mostly positive with regards to the overall understanding, comprehension, knowledge exchange, and critical thinking. The means for items 1, 2, 3 and 4 ranged from 3.13 to 3.33 suggesting that students to a large extent found that collaborative writing had a positive impact on these aspects. Aspects related to participation reflecting shared active contribution during collaborative writing activity (item 13) and problem solving by group members (item 3) were moderately rated at 3.13. This indicates that although students reported that they were engaged, there may have been a few difficulties in achieving their engagement in the process.

Several items related to social aspects of collaborative learning, such as creating a relaxed atmosphere (item 5), fostering team spirit (item 16), and making new friends (item 15), showed relatively positive ratings with means between 3.27 and 3.47. These results explain that participants felt some positive social benefits among team members from collaborative writing. Feedback (item 6) and responsibility (item 9) aspects were also viewed positively, with means above 3.13, suggesting that participants found collaborative writing activities useful for receiving feedback and developing individual and group responsibility.

Item 10 received the highest mean of 3.47, indicating strong agreement among participants that collaborative writing fostered peer support. It is evident that for particularly weaker students in the group, they were helped and facilitated to learn from the other stronger members of the group though collaborative activity. This suggests that collaborative writing was perceived as a valuable tool for assisting those who may need additional assistance.

The findings of this study provide compelling evidence supporting the positive effects of collaborative writing activities on English Education students' writing skills and their perceptions of the process. This section offers a critical analysis of the results, discussing both the effectiveness of collaborative writing in improving students' writing skills and the insights gained from students' perceptions.

The comparison between pre-test and post-test results clearly indicates that collaborative writing led to significant improvements in the students' writingskills

This data is inline with the argument that collaborative writing performs better than individual writing, and that collaborative writing activities significantly affect the quality of students' writing(Pham, 2023), then collaborative writing to be a multifaceted approach that potentially supports young learners as EFL users in general and writers specifically (Ruth, 2024). It is also related to the study that collaborative learning is intended to enhance the students' writing fluency in terms of the number of words in both collaboratively written papers and individually written papers (Isensee & Töpper, 2025; Pham, 2021), encourages students to build meaningful discussions about language, offering opportunities for engaging language development in low-input contexts, where contact with the target language

outside of school is limited (García-del-Real et al., 2025). Collaborative group work (CGW) is very useful with meaningless challenges. Students build teamwork, including in online learning (McKay & Sridharan, 2024). The results also indicated that there is a significant difference between students' academic writing skills across levels within a discipline, but, conversely, there is no significant difference between students' academic writing skills across departments (Jones-Mensah & Hilton, 2024). These results align with previous studies highlighting the effectiveness of collaborative writing in promoting writing fluency and quality (Dobao, 2012; Pham, 2021).

Some aspects of improvement were seen in the quality of students' writing including the depth and relevance of the writing content. During the pre-test, students' writing showed limited range of ideas, often lacking elaboration or clear argumentation. While post-test results revealed an improvement in terms of writing complexity and content's coherence. The results indicate that collaborative writing activity can encourage students to build upon each other's ideas through brainstorming, discussing, and revising together. These collaboration lead to a more nuanced ideas as proposed by Yong (2006) that this method allows co-construction of knowledge and languaging.

This improvement can be attributed to several aspects of the collaborative writing process. Peer interaction, feedback exchange, and the collective decision-making process helped students refine their writing by identifying errors, expanding their vocabulary range, and enhancing coherence and cohesion. Throughout the process, students were able to exchange ideas and correct grammatical and lexical mistakes. This collaborative work eventually contributed to a better individual performance and better group results. This aligns with the findings of Chao & Lo (2011), Storch (2005) and Storch & Wigglesworth (2007), who emphasized the cognitive benefits of collaborative writing in second language acquisition.

Collaborative writing was also found to be an effective process to improve students' fluency in writing, both when done collaboratively and individually (Lopres et al., 2023; Pham, 2021). Fluency in writing was found to improve in word count due to students' effort in writing collaboratively. Positive attitudes toward collaborative writing activity were identified when students reported increased motivation and interest in learning (Pham, 2021).

The analysis of the student survey results allows us to understand how students see the process of collaborative writing and its advantages. The general impression was positive as the majority of the students supported the opinion that collaborative writing enhanced their learning, comprehension, analysis, and sharing of information. These results support Storch's (2017) view that co-authoring enhances the metacognitive process and critical thinking involved in writing. The students provided an average mean of 3.2 for critical thinking stimulated by the activity, 3.33 for knowledge exchange, and 3.2 for the ability of the activity to enhance their understanding and comprehension of topics.

Moreover, students also demonstrated a sense of increased responsibility both individually and within the group (M = 3.27). This result explains the effectiveness of collaborative writing in fostering the sense of responsibility among group members on the learning process. These results are in line with the work of Jacobs (2004), who pointed out that collaborative writing strengthens students' collective responsibility and promotes a shared sense of achievement.

In terms of social and emotional benefits, students expressed a positive perception of the collaborative process, noting that it contributed to a relaxed atmosphere (M = 2.87), fostered team spirit (M = 3.33), and helped them make new friends (M = 3.33). This data highlights the social element of collaborative writing. In collaborative writing, students are not only engaged in academic tasks but rather putting effort in building interpersonal relationships for the success of the whole group. This aspects were also mentioned in Hanjani and Li's (2014) that collaborative writing can enhance students' mutual respect and tolerance, creating a positive learning environment.

Nevertheless, a couple of weaknesses were seen from the survey results. In general, the outcome of the study was positive. A few students reported on difficulties in getting active engagement in the collaborative writing process, which was rated with moderate means; "it is hard to get members to contribute in collaborative writing tasks" (M = 2.6) and "students spend time explaining things to the other members of the group" (M = 2.6). It can be inferred that not all members of the group were active all through the process of doing and completing the assignments, or perhaps, some of the students may have felt some level of frustration especially when there was need to spend more time in clarifying the issues. This issue is similar to what Kimmerle et. al (2017) found that the stages of collaborative writing may be characterized by

certain inefficiency, in terms of the time spent on group discussions and clarifications needed.

These challenges can be evaluated and fixed through providing clear guidance and instructions from instructors and also creating a more structured roles within the

group to ensure that all members participate actively and contribute meaningfully to the process of writing. Future research might explore how different group dynamics and strategies (e.g., assigning specific roles within the group) can improve overall participation and efficiency in collaborative writing activities.

CONCLUSION

The results of this research highlight some important findings which can be evaluated when incorporating collaborative writing activities in language learning classrooms, especially for second language learners who often face challenges in expressing complex ideas while writing. Collaborative writing helps students improve writing fluency and quality. This method also facilitate students to think critically, work collaboratively, and enhances interaction among peers. All these aspects contribute to a holistic learning atmosphere and help students improve the quality of their writing. Language teachers and instructors should consider integrating collaborative writing into their teaching practices. This practice can contribute to active participation in classroom, meaningful input, and valuable revision among peers.

Additionally, by understanding students' perceptions about writing class using collaborative activity, it is expected that teachers can design more effective and engaging writing activities. Teachers can leverage this positive attitude by creating an environment where collaboration is seen as an activity to improve writing rather than treating it as a task. While challenges related to participation and time management were identified, the overall findings suggest that collaborative writing is an effective pedagogical strategy for improving writing quality in second language learners.

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