



STUDENTS' ATTITUDES AND BEHAVIORS IN COLLABORATIVE WRITING: A CASE IN AN INDONESIAN SECONDARY SCHOOL

Enur Nuraeni Rimayah

nuraenirimayah@gmail.com

Program Studi Pendidikan Bahasa Indonesia, Pascasarjana Universitas Swadaya Gunung Jati Cirebon, Indonesia

Abdul Rozak

abdurrozak58@gmail.com

Program Studi Pendidikan Bahasa Indonesia Pascasarjana, Universitas Swadaya Gunung Jati Cirebon, Indonesia

Dede Endang Mascita

dedenmas68@gmail.com

Program Studi Pendidikan Bahasa Indonesia Pascasarjana, Universitas Swadaya Gunung Jati Cirebon, Indonesia

Abstract

This study is aimed at describing secondary school students' attitudes and behaviors in collaboratively writing short story. Collaborative writing is used to identify indicators of collaborative activities. Designing a case study, one class of private secondary school that joined writing class participated in this study. Classroom observation and interview were employed to gather the data. The findings suggest that collaborative writing is conducted in five ways: active participation, productive collaboration, flexible and compromised works, good writing management, and respectful works. This research has implication in classroom writing to be promoted in the secondary school in Indonesia.

Keywords: *attitude, behaviors, case study, collaborative writing, short story*

Sari

Penelitian ini bertujuan untuk menjelaskan sikap dan perilaku siswa SMA dalam proses menulis teks cerita pendek secara berkolaborasi. Pola kolaborasi merupakan cara kerja yang terdiri atas unsur-unsur terhadap suatu perilaku dan dapat dipakai untuk menggambarkan atau mendeskripsikan gejala perilaku kolaborasi itu sendiri. Penelitian ini menggunakan metode studi kasus yang memusatkan diri secara intensif pada satu objek tertentu yang dijadikan sebagai suatu kasus dengan melibatkan siswa satu kelas di SMA Swasta di sebuah kota di Jawa Barat, Indonesia. Semua data didapatkan dari hasil observasi dan wawancara. Hasil penelitian menunjukkan pola kolaborasi saat proses menulis teks cerita pendek siswa SMA secara umum menunjukkan 5 pola yaitu

berkontribusi secara aktif, bekerja secara produktif, fleksibilitas dan kompromi, mengelola tulisan dengan baik dan menunjukkan sikap respek kepada teman. Keterampilan kolaborasi dapat digunakan sebagai alternatif menulis teks cerita pendek pada abad ke-21 untuk menumbuhkan kerjasama dan berhubungan satu dengan yang lain dengan saling membantu dan memiliki rasa tanggung jawab dalam menyelesaikan tulisan.

Kata kunci: *menulis, perilaku, pola kolaborasi, sikap, studi kasus, teks cerpen*

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This study

Collaboration means collegial activities to reach the targeted objectives either in face-to-face or remote work ways. This also applies in writing class in secondary school—senior high school. In the collaboration, members read and write together based on each member role decided earlier. Previous studies have shown how collaborative writing were conducted in the context of language instruction deals with challenge due motivation and engagement, e.g. in Indonesian contexts (Mauludin, (2020). However, collaborative writing as an instruction strategy is still less reported in the context of secondary school.

This research was situated in a private senior high school in West Java, Indonesia. During the instruction, students were recruited and grouped into two: first group with 3 students and second group with five students. First of all, students are informed the writing project scope and objective. Short story was chosen as the targeted and type of the writing genre. Before getting started, students listened and learned to write through the following short story writing task “*Surat untuk Menteri dan Mimpi Pengarang Tua*” which was distributed a week before. The students, in collaborative ways within their own group, read and summarized the characters and values of the story. Adapted from the given story, the students were guided to write their free version of their story collaboratively. Each member made contribution for ideas and arguments. After the framework of the story built, member discussed it. Comments and critiques often appeared. Finally, each member had to report their story to the class and commented. At the end of the program, interview was conducted.

Findings

The interview found that character buildings of the students arose. The students' positive attitude, e.g. willingly to discuss, and good behaviors, e.g. willingly to work together, become the main viewpoints of the findings. In other word, collaborative writing instruction is successful in promoting positive and good behaviors of the students. This is important as characters such as collaborative networking initiation can be started from the classroom. Such this ability plays crucial roles in today 21st century skills and competence. Language teachers are forced to provide their students chances for practicing their collaborative and critical thinking through short story collaborative writing instruction. (Chen & Yu, 2019; Mortensen, 2019).

Discussion and conclusion

Overall, collaborative writing promotes positive writing attitudes and behaviors. This positive advancement contributes for the 21st century capacity (Chen & Yu, 2019; Mortensen, 2019). During short story writing, students works collaboratively and show active participation, productive contribution in writing, flexible and compromised argumentation, good writing management, and respectful behaviors. This concludes collaborative writing instruction reveals and optimizes the students' potentials to promote the 21st century creative and character skills.

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Conflict of Interest

No potential conflict of interest was reported.

About author

Enur Nuraeni Rimayah is a fresh graduate of Program Pascasarjana majoring in Bahasa Indonesia, Universitas Swadaya Gunung Jati. She teaches Bahasa Indonesia at a private senior high school in West Java. She is interested in writing short stories. She is available at nuraenirimayah@gmail.com.

Abdul Rozak is a professor in applied linguistics at department of Bahasa Indonesia, Universitas Swadaya Gunung Jati Cirebon, focusing on Bahasa Indonesia. His research interests includes language instructin and assessment. He can be contacted at abdurrozak58@gmail.com

Dede Endang Mascita earned his doctorate from Universitas Pendidikan Indonesia at Bandung- Indonesia. He is now a faculty member of Universitas Swadaya Gunung Jati Cirebon. His research focuses at language instruction and Indonesian letters. He is available at dedenmas68@gmail.com