

## THE ANALYSIS OF STUDENTS RESPONSE TOWARDS COLLABORATIVE PAIR WORK IN WRITING NARRATIVE TEXT

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### ABSTRACT

This study was conducted to know the students' response toward collaborative writing in narrative text. The study participants were selected based on the teacher's recommendation from the computer networking class of the vocational school in Karawang's eleventh grade with six students were asked to fill the task writing narrative text, and fill the interviewees to share their opinion about writing English narrative text pair with friend. The data from observation and interviews. the result of this study is , students response to collaborative pair writing experience were mostly very positive and only 1 out of 6 said that would have preferred to write individually. The learners who wrote in pairs tended to prefer this condition, because it encourage more opportunities for active in the text . However, those who wrote with pairs felt that there were more ideas and knowledge to share, and therefore more possibilities for language development.

**Keywords:** *Collaborative Pair Work, Narrative Text, Students Response.*

### INTRODUCTION

In term of developing english writing students need to improve their vocabulary and grammar method so that learning objective can be achieved, there are so many ways for a teacher to be able to do the best thing that their students have which is given a student task or assignmnet while they are during in the learning process they are a various types of assignment that can be given by teacher to students such as working on questions and answer making some project presenting the material in front of the class and the most common is making a paper which is writing subject need it. Writing is considered to be one of the most important academic skills, especially in settings like schools and universities. Based on Harmer (2004) "Writing is often not time bound in the way conversation is. When writing, student frequently have more time to think then they do

in oral activities. They can go through what they know in their mind, and even consult dictionaries, grammar books or other reference material to help them". The developing idea and how write the different word is difficult. Ede and Lundsford (1990) Mirel and Spirka (2002) have shown that in a number of workplaces, writing is often completed in teams rather than individually.

Based on preliminary research with the teacher of vocational school in Karawang, the researcher found several problems in students' writing skill. The first problem is about the students feel so difficult in choosing a vocabulary and the second is not confident to present their project when work individually the third problem is lack of known vocabulary and teaching writing method there is collaborative method that can be used in the classroom. Collaborative writing an activity that can be simply defined as the involvement of two or more writers in the production of a single text (Storch, 2018). He adds that in collaborative writing students may work together include all stages of writing process, started from initial stage (brainstorming ideas), second stage (gathering and organizing information the ideas into an outline), third stage (drafting the writing), fourth stage (revising), and last stage (editing the writing into a good writing). This study aimed to find out learners' response toward collaborative writing in narrative text, in this case this research focused almost exclusively on narrative text . the collaborative used in this study is pair work method. According to Phipps,W (1999) "Working with a partner is much less intimidating than being singled out to answer in front of the class, and it brings a realistic element into the classroom by simulating the natural conversational setting".

Why using narrative text for this research because this genre of text is more easiest than other text and this text have been introduce from an early age , in this case the task that student must do is write the narrative text after they given a short explanation. Narrative text is a story which uses spoken or written language (Anderson & Anderson, 1997). According to Rebecca (2010) Narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors.

## **RESEARCH METHOD**

The qualitative technique was used in this study because the researcher thought it was the best way to uncover and focus on the phenomenon that pupils at vocational high schools find it challenging to practice writing in English. The researcher observed the

students' actions, expressions, behaviors, and statements in the classroom and collected the data through interviews and observation. Participant of this study is six students in eleventh grade of computer engineering from one of vocational high school in Karawang.

This study aims to ascertain how students feel about writing collaboratively to create a narrative text with pairing. broadly on the writing abilities of EFL students, both academically and psychologically. this study employs a case study approach. According to (Jhon W Creswell), case studies are popular among social scientists due to its psychology. And according to Creswell, a case study must be interpretative of the data. In this study, case study methodology was used since it would give the student experience and allow them to write a story in class while working collaboratively with a friend. Through participatory and adaptable research methods, qualitative studies analyze participant perspective. This study uses collaborative writing through the use of narrative text as a medium.

This study uses observation and interviews to gather data. In order to understand their responses and opinions on collaborative writing, we need clear data from their responses. The interview process will be conducted in Bahasa to make it easier for both the researcher and the participant. The participant was only recruited one day prior to the interview. The writer also asked the teacher for recommendations of students who were capable of responding; nevertheless, most students were reluctant to participate. And for the observation researcher observe how the teacher doing process of narrative text , the teacher give the learner some text narrative and then they are must read the text properly after that in the end they have to making some original narrative text using their own language and they try to make original story of narrative text , the learner making pair to write the text together.

In this study use a simple instrument for interview is list of question and the second section this study use observation technique, so the instrumentation for this section is list of question and observation checklist. For the observation sheet this research adopt from Komar Soekendra (2020). According to Komar Soekendra (2020) in student activity there is five indicators need to observe: visual activity, oral activity, listening activity, writing activity, mentally activity. The observation in the class should effectic and profesional so the record tool has in the observation instrument.

## RESULT AND DISCUSSION

Based on the results of observation and interviews, it was found that students response of collaborative pairs to do Narrative Writing course is positive and active . This part was divided into two points, which were process of the students' in collaborative learning, students' opinion about advantages and disadvantages of collaborative pair.

In the beginning of this section, the researcher observe how the teacher apply the collaborative pair , started from explanation about narrative text in the class and also observe how the student response during classroom . this process involved three different parts, the first part is students were asked about narrative subject by the teacher and students also should review the material shortly during class, in this case the teacher make an outline about narrative text shortly,

The majority of students spent up to an hour a day on classroom writing, according to the researcher, who questioned participants how frequently they spent their time on learning processes, particularly writing subjects. After that, the teacher instructed the class to write a text narrative in pairs, with the students free to select their partners. The second portion involves students trying to talk to their classmates while writing a text, and the teacher looks around the classroom to assess students' work. The final step in this procedure is providing the learner with feedback by the teacher. Based on preliminary research As expressed by an English Teacher of Eleven Grade stated

*“As has been implemented, the implementation of narrative text learning using conventional method like individual work has results that are still felt to be lacking. The next strategy to build the ambience class more alive not monotonly ,students' writing skills in narrative texts can be by changing the medium or the method. Since this narrative text is more in the form of story text, the use of collaborative learning pair work is my main choice in the narrative text learning process at the next meeting.”*

*“During classroom section, as a teacher should checking the student work and what they working, because if I didn't check or looking around in the class, the student usually make a noisy and sometime doing conversation out of context.”*

First, students did writing narrative activities. According to the teacher instruction during the class writing Narrative with pairs , students would be given one hour to finish their task. Based on the data results of the interviews, it was found that the teacher gave students assignment in the Narrative Writing course.

The students asked the teacher about where the text is write , in the book or a sheet of paper .Then, the teacher answered should make the text in the sheet of paper,

because the result of the will be take by the researcher for the data observation. And then the student start to write a text by use of pairing. Base on the observation from the researcher, the students seemed happy in writing and more lively. Because there is conversation between them and every word they said is add a vocabulary to make this text done Below are the reaction from Participant 1 and Participant 2 in pairing;

Student 1 : *“Mr. this method Very simple and interesting. Because it's like working together , right? and the partner is free whatever we want .and the story we choose is depend with our mood like if today we want tell about love we can choose fairy tale or something like that”*

student 1 : *“This text is very simple but need a lot of vocabulary and you have to understand the generic structure of the text”*

student 2 : *“ok , we can finish this text if we work together add the vocabulary each other and then we choose the part that you want to write. After that we share our opinion for what have we done”*

Student 1 : *“Maybe we can write a story of snow white because its nostalgic and not to be long text, ok, I will write in orientation and you handle the complication and resolution”*

Student 2 : *“The complication is to much , how about divide a half with you and I go to resolution?”*

Student 1 : *“Sure , let’s get started”*

It can be seen from the first student pairs that writing a narrative text with a friend caught their attention and increased their excitement for the writing subject. The pair work approach to teaching and learning narrative texts went smoothly and in an organized manner. Because they didn't protest and instantly wrote the paper, the student who was enthusiastic about this strategy displayed a very observable character. The researcher could also notice the pupils' enthusiasm for crafting the narrative text. The point that student look attracting or more lively by what they said *if we work together add the vocabulary each other* this line is describe how they are understand that the pair work need working together and awareness.

Data gathered through observation revealed that pairing up to improve writing ability had some benefits. As follows: First, during the teaching and learning process, the kids were well-managed, correctly guided, and had fun. The explanation of this strategy is receiving a lot of attention from the students. They developed a good writing

relationship with their friend so they could swap ideas. Second, the teaching and learning process was engaging and non-linear, with each student contributing their perspective and opinion to the learning. Third, students who are writing narrative texts tend to like doing it with a companion since it makes them feel less anxious about making mistakes and less lonely. Fourth, engaging in pair work can be an option for the teacher

Student 1: *“The advantages of writing narrative with friend in my opinion. We can write the text very clear and not afraid being getting wrong because there is a partner who guide us Then if there is an error or miss the partner can check our sheet , which helps us understand better”*

Student 2 said: *“It is just makes me more confident, then, I can copy what my friend doing in the text to learn little bit by words”*

Student 3: *“I have also use this methode before but in other discussion project , using pair work in studying makes happy and enjoy. We understand can finish what we started together . Little by little. Slow but sure. But, sometimes there are vocabularies which me and my friend don't know its Indonesian language.and we have to ask to teacher for helping us ”*

Student 4 said: *“maybe with friend we can express any idea we want and also we more honest to write the text , if we work alone sometimes the idea not deliver as well and then the pair work can be assessment it self to us because after the text done , my friend usually crosscheck the paper , so there is no missing word.”*

The conclusion is, collaborative learning could give positive feelings to the students. Students felt happy because they could exchange ideas. Also, they enjoyed doing online collaborative learning since they could provide feedback to each other. In line with This was also in the same result with the statements from Ana Fernandez D (2014) stated students' The reaction of all participant is very positif and only 4 out 55 said they would have preferred to write individually. The learners who wrote in pairs tended to prefer this condition, because it offered more opportunities for active participation.

The students' motivation has been built little by little. It can be proven from their opinion in interview and and observation. The students delivered their expression during writing by using pairing ,It seems like they can control feel anxiety and nervous . (Lailatul Husna, 2015) stated the same thing like by doing pair work in essay writing each partner can share ideas, comment on their partner's idea, reduce anxiety / nervousness, increase confidence, and increase motivation in writing essay.

Based on the observation and interview ,using pair work can be the refreshing method for the students in teaching and learning process . The statement was also strengthened from previous research (Dodi Mulyadi, 2014) argue that in fact, most students have difficulties when the teacher asked them to write a text.

## **CONCLUSION**

According from the data and the findings this chapter presents the conclusions and recommendation for the students, English teachers, and the other researcher. Base on observation, interview, which it conducts at eleven graders of vocational school in Karawang by the title, “Analysis Student Response Towards Collaborative Pair Work in Writing Narrative Text” can be concluded that pair work was proven as one of the alternative method for students to practice their writing since students have a positive response of collaborative pair.

The process of implementing pair work in the class is Management class, teacher make an outline narrative text and also giving the student instruction for assignment, write narrative text and student should be pairing, it can be seemed that the student follow the instruction very well and excited during writing text by pairing during the class, teacher start to monitoring student and checking the work progress. the last process is giving feedback for the student .

Next, the results showed that students had positive feelings toward online collaborative learning pair . because they could exchange ideas with their friends and 5 for 6 student agree with that , also felt comfortable doing online collaborative learning since they could give feedback to others.but there is negative feel for this method , one student fell not happy if use this pair repeatly, because this student introvert and rather work alone than pair with friend.

This study had limitation in the data obtained process, the researcher don't have much time for gathering the data, so the process is to short and doing with rush, also the documentation video is to short and missing a few part. However, these were not effective in collecting the data since the researchers could not get further detailed information. Therefore, future researchers are suggested to take the data properly and prepared the time as much as you have.

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