

## EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF COLLABORATIVE WRITING IN TEACHING WRITING HORTATORY EXPOSITION TEXT FOR ELEVENTH GRADERS

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### Abstrak

Penelitian ini dilakukan untuk mengeksplorasi implementasi menulis kolaboratif dalam pengajaran menulis teks hortatory exposition, persepsi guru tentang menulis kolaboratif dan tantangan yang mereka alami selama penerapan menulis kolaboratif. Studi ini perlu dilakukan karena ada beberapa masalah yang ditemukan dalam pengajaran menulis khususnya di kelas bahasa asing. Oleh karena itu, penting untuk memahami implementasi menulis kolaboratif mengingat bermanfaat bagi siswa dan guru untuk mengatasi masalah selama proses belajar mengajar. Kemudian persepsi guru juga penting untuk digali karena dapat mengungkap strategi guru dalam mengelola kondisi kelas. Selain itu, tantangan dalam penerapan menulis kolaboratif juga perlu dieksplorasi karena dapat mencerahkan pembaca dan membantu mereka untuk menghindari masalah yang sama selama pelaksanaan menulis kolaboratif. Untuk menentukan tujuan penelitian, peneliti melakukan observasi menggunakan observasi lapangan dan wawancara semi terstruktur dengan dua guru bahasa Inggris di salah satu sekolah di Sidoarjo. Penelitian ini menggunakan pendekatan kualitatif untuk menggambarkan tujuan penelitian. Berdasarkan hasil penelitian, ditemukan bahwa guru bahasa Inggris di sekolah tertentu telah berhasil menerapkan penulisan kolaboratif. Kemudian, ditemukan bahwa kedua guru mengakui bahwa menulis kolaboratif dapat membawa efek menguntungkan terhadap proses penulisan dan karya akhir siswa. Namun, ada juga beberapa kendala yang dihadapi guru dalam melaksanakan pembelajaran menulis kolaboratif, antara lain keterbatasan waktu mengajar, permasalahan partisipasi siswa yang tidak adil dan penilaian untuk setiap siswa. Oleh karena itu, mereka membutuhkan waktu tambahan untuk membiarkan siswa berbagi ide, dan pelatihan mengajar untuk memaksimalkan keterampilan mengajar mereka menggunakan strategi menulis kolaboratif.

**Kata Kunci:** Menulis, Menulis Kolaboratif, Persepsi, Persepsi Guru, Teks *Hortatory Exposition*.

### Abstract

This study was conducted to explore the implementation, the teachers' perceptions, and the challenges they experienced during the implementation of collaborative writing. The present study is necessary to be conducted since several problems were found in teaching writing, especially in foreign language classrooms. Thus, it is crucial to understand the implementation of collaborative writing. It is beneficial for both students and teachers to overcome the problems during the teaching-learning process. Then, the teachers' perceptions are also important to be explored because they can reveal the teachers' strategies to manage the classroom conditions. Also, the challenges in implementing collaborative writing need to be explored since it can enlighten the readers and help them avoid the same problems during the implementation of collaborative writing. In order to establish the purpose of the study, the researcher conducted an observation using observation field notes and a semi-structured interview with two English teachers in one of the schools in Sidoarjo. The present study used a qualitative approach to describe the research objective. Based on the result of the study, it was found that the English teachers in a particular school implemented collaborative writing successfully. Then, it was found that both teachers acknowledged that collaborative writing could benefit the writing process and the students' final works. However, teachers also faced several issues during implementing collaborative writing, for instance, the limited time for teaching, the unfair issue of students' participation, and the assessment for each student. Therefore, they need additional time to let the students share ideas and teaching training to maximize their teaching skills using a collaborative writing strategy.

**Keywords:** Writing, Collaborative Writing, Perception, Teachers' Perception, Hortatory Exposition Text

## INTRODUCTION

As one of the productive skills, writing is considered as the most challenging skill for foreign language learners since it requires some aspects that might cause problems, particularly in learning English. Writing is a productive way to express thought and share ideas or information with the readers (Nelfita, 2013; Setyawan, 2016). However, it is important to know that writing is about the products and the process of developing the ideas into a well-written text (Vicko Kurniawan, 2014).

In order to generate a well-written text, the writers should understand the stages of writing. Some studies break the writing process into four steps: planning, drafting, revising/editing, and proofreading (Harmer, 2004; Hesse, 2016). In the first stage of writing, the writers should decide the type of text, language choice, the organization of the text, and the information they include in the text. After making a good plan for the text, the writers should put their ideas into a draft in sentences and paragraphs. It can help the writers to develop the text based on its purpose. After making a draft, writers should read the draft whether the information is clear or confusing, checking the grammatical structures, word choices, punctuation, and even the word transitions in each paragraph (Harmer, 2004). Furthermore, the writers should read the final text carefully while correcting minor punctuation, misspelling, or grammar errors.

In foreign language classrooms, writing is not only about putting several words to deliver the ideas, but it needs more profound knowledge to create an understandable and meaningful text. Since writing is an expressive way to share ideas with the readers, the writers should develop and deliver their thoughts using appropriate words and suitable arrangements to understand the written texts (Setyawan, 2016). Thus, the writers should understand the writing components to make a well-written text. According to Heaton (1990), there are five writing components: grammar, organization, vocabulary, mechanics, and fluency. Therefore, as English learners, writers should be aware of those essential writing components and practice more to have a good ability in writing.

However, based on Fareed et al. (2016) study, the main problems in learners' writing were caused by inappropriate syntax and grammar. They found out that learners were mainly confused with oral and informal expressions. Another study also revealed that most foreign learners thought grammatical structures, spelling, and punctuation were too complex for them to make a written text (Al Mubarak, 2017; Bani Younes & Salamh Albalawi, 2015; Karimian Shirejini & Derakhshan, 2020).

In line with the statement above, some experts have found several strategies to solve these problems. One of the popular strategies is engaging the learners in small groups or pairs to write together, which can be called collaborative writing (Chen & Hapgood, 2019). Collaborative writing (CW) is an activity that involves two or more writers generating a single text during the writing process (Storch, 2019). According to Swain (2001), collaborative writing means the students have to work together to generate a well-written text. Moreover, Hunzer (2012) stated that collaborative writing is about a community of students who work together to produce a single text. This strategy provides the students to interact with one another to discuss the learning materials. From the definitions above, collaborative writing is an activity that encourages students to be more reflective since they are required to work together as a group to produce a well-written text.

According to Lingard (2021), collaborative writing involves seven main writing activities: brainstorming, conceptualizing, outlining, drafting, reviewing, revising, and editing. The writing group communicates about the topic and lists their ideas in the brainstorming. Furthermore, the group discusses and selects the best idea for a specific topic in conceptualizing. Afterward, the group discussion in the previous process needs to be delivered in sentences, paragraphs, and arguments. After drafting, the group needs to review the result of their work by providing feedback to improve the final text. While reviewing, the group also revised their works. After discussing and finding out the mistakes in the text, the groups need to reflect on the comments of each group member. At the end of the process, the group members need to edit the final text to create a better text so that it does not seem like the text written by several writers.

Previous studies were successfully implemented collaborative writing in the teaching writing classroom. For example, Lin & Maarof (2013) investigated ESL students' perceptions and problems using collaborative writing in writing summaries. The study revealed that most students perceive collaborative writing positively and stated that it helps enhance their writing skills. Moreover, Sajedi (2014) researched the effectiveness of collaborative writing on university students and stated that the student's writing ability improved significantly in many aspects of writing. Furthermore, previous studies related to collaborative writing mostly revealed that collaborative writing could help the participants better write descriptive text (Harlena et al., 2019; Irwandi, 2015; Sidabalok & Ginting, 2012; Sipayung, 2016; Supiani, 2015).

In correlation with the previous studies, collaborative writing can be used for any English text, especially hortatory exposition text. Based on the Indonesian K-13

(2013 Curriculum), hortatory exposition text is one of the texts taught for eleventh-grade students of senior high school. Hortatory exposition text is a text which persuades the readers about how something should be done (Khairat Risman, 2014). By writing hortatory exposition text, students should provide some facts, shreds of evidence, and data statistics to support their text ideas (Wahyuni, 2017). Thus, students have to give their arguments and share their thoughts with reliable sources about the topic. However, hortatory exposition text might be difficult for students to learn. For instance, the students might lose interest in the learning activity since they lack knowledge, do not understand the issue, and do not know how to find the statistical data, evidence, facts to support their arguments.

Although collaborative writing has been popular among researchers, several teachers in foreign classrooms rarely use this strategy for teaching writing. They perceive that writing must be written by one person. Mostly, EFL teachers believe this perception because it is easier for them to give the score based on the components of writing for each student's work. Robbins & Judge (2013) stated that perception is the process of humans organizing and implying their impressions to provide meaning to the environment. In line with the statement above, Ahen (2009) agreed that perception results from how a human views a particular thing or object, which affects their beliefs. Based on the explanations above, it can be concluded that perception is how someone perceives or accepts the information as an impression that might affect their beliefs of a particular thing.

On the other hand, there was limited research exploring teachers' perceptions of the implementation of collaborative writing. However, Coffin (2020) examined the students' and teachers' perceptions of the implementation of collaborative writing. The study revealed that both the students and teachers perceived that collaborative writing was beneficial for their teaching writing activity. Furthermore, Rosales et al. (2020) show that the teachers pointed out several reasons to prove that collaborative writing is practical and advantageous to be implemented in EFL classrooms. Another study from Zheng et al. (2021) also explored the teachers' perception of the implementation of collaborative writing. Based on the study, the teachers asserted that collaborative writing was valuable and feasible to be implemented in the EFL classroom. Although the participant stated that collaborative writing could bring some potential to the students during teaching writing activities, they could not get around the challenges during the implementation of collaborative writing. Moreover, the researcher suggested that this strategy should be more implemented in the EFL

classroom and shed light on the teachers to help them overcome several problems during the writing process.

In line with the statement above, thus, this study explored the EFL teachers' perceptions on the implementation of collaborative writing, particularly for teaching hortatory exposition text for eleventh graders. Therefore, the research objectives are formulated as follows:

1. To describe the EFL teachers' implementation of collaborative writing in teaching writing hortatory exposition text for eleventh graders
2. To explore the EFL teachers' perceptions on the implementation of collaborative writing in teaching writing hortatory exposition text for eleventh graders
3. To explore the EFL teachers' perceptions related to the challenges of the implementation of collaborative writing in teaching writing hortatory exposition text for eleventh graders

## **METHODS**

The present study used descriptive qualitative research as the research design since the researchers need to elaborate on the result of this study in the form of a description. This study involved two English teachers and eleventh-grade students in SMAN 2 Sidoarjo. The researcher chose this school because the researcher found several problems in writing hortatory exposition text. For instance, the students mostly find it hard to provide credible and valuable information on a particular topic. In this case, the students lose interest in learning writing. Some students also find out that they are not confident in generating an English text. Moreover, the teachers also feel challenged to solve these problems. Thus, the researcher chose two participants to acquire various perceptions to gain the validity of the data.

In line with the study's first objective, the researcher observed the whole learning activity, including teachers' and students' verbal and non-verbal communication, during the implementation of collaborative writing through observation notes and a checklist. Furthermore, based on the second and third research objectives, the researcher conducted an interview to collect the participants' perceptions since it can provide deeper insight or unexpected events. The researcher took important notes and recorded the participants' answers using a mobile phone to help the researcher analyze the data. The data was transcribed into written documents. After all the data have been collected, the researcher needs to become familiar with the data by rereading the notes or transcripts, reviewing the video recording, and repeatedly listening to the audio recording. Afterward, the researcher grouped similar information into several categories reduced unnecessary information from the raw data, and

put some labels on the data. Then, the researcher interpreted and represented the final data in the form of descriptions (O'Connor & Gibson (2003), Ary et al., 2010).

## FINDINGS AND DISCUSSION

### Teachers' Implementation of the Collaborative Writing in Teaching Writing Hortatory Exposition Text

The first objective of the study is to describe the teachers' implementation of collaborative writing in teaching writing hortatory exposition text to eleventh graders. Thus, the researcher observed the whole writing process and took several important notes, including the teachers' and students' verbal and non-verbal communication.

The researcher observed two classes in SMAN 2 Sidoarjo. Both of the observation classes consist of 35 students. Since the observation was conducted synchronously in the classrooms, thus, the teachers gave the learning materials and instructions simultaneously. The researcher separated the observation into three meetings for seven activities of collaborative writing:

**Table 1. Collaborative Writing Activities**

| Teachers' Activities  | Students' Activities   |
|---|--|
| <b>Brainstorming</b>  |  |
| The teacher gave some examples of hortatory exposition texts and asked the students to observe it | The students previewed the texts to comprehend the hortatory exposition text   |
| <b>Conceptualizing</b>  |  |
| The teacher asked the groups to create a hortatory exposition text                                | The group of students discussed and make a list of the ideas used for the text |
| <b>Outlining</b>  |  |
| The teacher asked the students to choose one topic and create an outline                          | The students decided to choose one topic and create an outline of the text     |
| <b>Drafting</b>   |  |
| The teacher asked the students to develop their draft   | The group of students discussed and develop the outline into a draft           |
| <b>Reviewing</b>  |  |
| The teacher asked the students to review their draft to avoid errors in                           | The group of students reviewed the drafts                                      |

|  |  |
|--|--|
| content, grammatical, punctuations, etc.   |  |
| <b>Revising</b>  |  |
| The teacher asked the students to revise based on their review                           | The students considered each member's opinion and comment to improve their text                                  |
| <b>Editing</b>   |  |
| The teacher asked the students to recheck their text before submitting it to the teacher | The students read and edited the final text thoroughly to avoid minor errors before submitting it to the teacher |

### Brainstorming

At the beginning of the class, the teachers started the meeting, greeted the students, and checked their attendance. After that, the teacher showed the learning materials through a PowerPoint presentation. The learning materials consisted of the social function, generic structure, and hortatory exposition text's language features.

In this stage, the researcher found some differences between the first and the second classroom during the pre-writing activities. In the first classroom (Social 2), the students seemed unmotivated to listen to the teachers' explanations. In contrast, in the second classroom (Social 3), the students paid attention to the teachers' explanations. Moreover, they asked some questions related to the learning materials.

*"Miss, can I ask a question?"*

*"Yes, go ahead, Bima."*

*"Based on the explanation, so, what is the differences between hortatory exposition and analytical exposition text?"*

*"That's a good question, Bima. So, analytical and hortatory exposition is similar. They both explain a particular issue with some facts, pieces of evidence,*

*or even data. However, in hortatory exposition text, the writer should give their arguments and recommendations regarding the topic. The recommendation is related to what should be done or not be done for the readers. That's why the generic structure of hortatory exposition there is a recommendation."*

*"Alright, thank you, miss."*

*"You're welcome."*

Furthermore, the teachers also asked the students to observe the texts. During this stage, several students asked the students about the examples of hortatory exposition

text. This process helped the students understand hortatory exposition text and involved them in a discussion session before assigning them into several groups.

*"Miss, I want to ask something."*

*"Yes, sure."*

*"Can you give me other examples of words for recommendation, Miss?"*

*"That's great. You can open your book on page 171. Many phrases and words can be used for your recommendation."*

*"Okay, Miss. Thank you."*

### Conceptualizing

After giving the learning materials, the teachers assigned the students into several groups, which consisted of four or five people. In this stage, the students were asked to discuss and create a list of ideas used for the text. Thus, they have to deliver their ideas with their groups. The researcher took some points related to the group discussion in both classrooms in this part.

*"Sir, can we use 'kelangkaan minyak goreng' for our topic?"*

*"Yes, sure. As long as you can give your credible opinions and recommendation."*

*"Alright, sir. Thank you."*

*"Miss, we can't think of any interesting topic. Do you have any suggestions?"*

*"There are many issues around us. You may write about Covid cases or vaccination, money investment, or World War 3? There are many issues around us. You can find it on the internet."*

### Outlining

In the next meeting or while writing, the teachers asked the students to create an outline of the texts based on group discussion results in the previous meeting. The outline consists of the facts, evidence, and data to support their arguments. In this stage, the students started to discuss their text. The researcher found out that the group of students create several interesting topics.

*"Is it okay if we search it on the internet?"*

*"Yes, of course. As long as you don't open anything besides finding news for your topic."*

*"Alright, sir. Thank you."*

*"Miss, we want to create a text-based on the Tang Mo Nida's death case. What do you think?"*

*"I think that's okay. You can relate your arguments on how to be selective when we make friends or relationships, maybe? Then you can also put your recommendation there."*

*"Oh, I see, Miss. Thank you so much, Miss."*

### Drafting

Furthermore, the teachers asked the group of students to develop their ideas into a complete text. In this process, there were any differences between Teacher 1 & Teacher 2. Teacher 1 mostly checked each group's progress, while Teacher 2 only asked a few groups. However, the researcher observed students' interaction and behavior in their group. Both classrooms showed interest and interacted with their groups in the discussion session. They shared their ideas and even chose the tasks' completion for each member. The researcher took some points during this session.

*"So, what topic will you choose for your group text?"*

*"We will choose Russia and Ukraine issue, ma'am."*

*"Oh well, great. What will you guys explain in your text?"*

*"We will explain the impact of the issue, ma'am. We will also write about the suggestions for the readers to avoid the issues happening again. For example, the readers should love and spread the peace around them."*

*"Wow, that's great. Okay, go ahead."*

*"So, how about your group? What topic do you choose for your text?"*

*"We will choose what we should do in this pandemic."*

*"For example?"*

*"So we will write about the importance of washing hands, using mask and vaccine. And then we will write about our suggestions to the readers on what to do in this pandemic era."*

### Reviewing, Revising, and Editing

In the last meeting or post-writing, the teachers asked the students to review their tasks to avoid errors in content, grammatical and punctuations. In this stage, the students discussed and commented on their drafts. Along with this stage, the students also consider their members' opinions to improve their text. Then in the last stage, the students reread their text and revised their drafts into a final text. In these last stages, the researcher found some differences among the students in both classrooms. Although the teacher asked the groups to recheck their text before submitting it, only a number of the groups discussed and

revised their text carefully. The rest of the groups only checked their content by scanning their complete text without revising the final text.

In addition, the researcher used a study from Harmer (2004), which stated several important roles of the teachers in teaching writing. There are five crucial tasks for the teachers to assist the students in writing for instance, demonstrating how to create a good text and break the text structure before writing, motivating the students by giving suggestions, and stimulating their ideas. Moreover, supporting the students by assisting them in overcoming difficulties, responding to their work, and evaluating their work. Based on the observation conducted in three meetings, both teachers did not respond or comment on the students' works. They only asked the students to create the text without giving some reactions to the students' works. As a result, there were still errors in the final text of the students since the teachers did not check the whole groups of students. Thus, only a few groups of students revised their works before submitting them to the teachers.

From the result of the observation, it can be concluded that the whole third meeting of collaborative writing ran successfully. Although the whole stages of collaborative writing were implemented completely, both teachers missed one of the critical roles of the teachers in teaching writing. According to Harmer (2004), teachers need to understand their roles in teaching writing. Both teachers did not give their reactions and suggestions towards the students' work. As a result, there were minor mistakes in the students' work, although both teachers did the other roles competently.

### **Teachers' Perception toward the Implementation of Collaborative Writing in Teaching Writing Hortatory Exposition Text**

In order to gain the teachers' perception, the researcher conducted a semi-structured interview and asked several questions related to the teachers' perception of the implementation of collaborative writing in teaching writing hortatory exposition text.

At the beginning of the session, both teachers stated that they mainly teach writing in any text individually. They rarely asked the students to create one written text in a group. At first, both teachers agreed that there were no significant differences between individual writing and collaborative writing, except for the writing stages. Both teachers assumed that this collaboration could not be separated into one writing stage since collaborative writing requires each group member's engagement, interaction, and participation. Hence, during the implementation of collaborative writing, the teachers use a scientific approach to assist them in conducting the stages effectively. Based on the finding, the researcher found that

both teachers mostly gave the students several examples of hortatory exposition text to stimulate their ideas about the text. As Teacher 2 stated,

*It is best to use a scientific approach to apply collaborative writing for teaching this text (hortatory exposition) since it can stimulate the students' understanding of the topic. (T2)*

He also believed that students would be more encouraged during the learning process.

In the pre-writing stages of collaborative writing, both teachers mentioned that each group member communicated their thoughts and ideas for their task. The students who barely talked during the lesson also participated in the task completion. As Teacher 1 stated,

*When I assigned them into groups, the classroom became busier and louder. All the students talked to their groups. (T1)*

In addition, Teacher 2 also mentioned the same experience

*During this stage students became more talkative. Even for the silent one. But I think it is interesting since I barely know my students that they like to discuss. (T2)*

The researcher noted that the students' participation during these stages was impressive. Some students gave interesting topics, and one of them noted them on a piece of paper, then they decided what they should include in their tasks.

Abahussain (2020) study stated that students improved their self-confidence to write an English text when working as a collaborative group. Sukirman (2016) and Latifah & Ulfa (2020) also believed that collaborative writing offers a genuine learning community where students practice developing their writing ability and stimulating their critical thinking and decision-making skills since they need to share their knowledge and giving reflections one another. By this chance, the students will be involved in the whole writing activity and allow the students to comprehend the written texts.

In the while writing stages, the teachers gave the researcher contrary answers. For example, Teacher 1 stated that almost all the groups in her classroom did the writing stages correctly. They created an outline and then developed it into a draft. Additionally, she is not only focused on their writing process and the final tasks but also on their behavior during these stages.

Based on the observation, the researcher found out that Teacher 1 always asked the students to create the text step by step. She even checked each group to make sure they wrote the text accurately. The researcher also found out that students mainly discussed with their friends but sometimes asked Teacher 1 for her help.

In contrast, Teacher 2 stated that most of the groups in his classroom were not outlining their texts. Only a few groups created an outline before they made their drafts. However, the researcher noted that Teacher 2 also rarely remind the students to write in the correct sequence. Hence, most of the groups in his classroom only write their drafts without creating the outline before. Despite the contrary implementation, both teachers mentioned that they were satisfied with their students' tasks in terms of grammar, organization, and word choices that the students chose for their text. Related to this statement, previous studies by Khodabakhshzadeh & Samadi; Mozaffari (2017) indicates that students mostly like to work together to generate a written text with better quality than the individual writing, in terms of the content and language items, like the organization, grammatical, or vocabularies used in the texts.

Moreover, both teachers mentioned that the students seem lost interest in making a text in individual writing. The students mostly said that it is challenging to develop their ideas. However, in collaborative writing, almost all the students interacted with their groups. Each group member shared the ideas together, discussed and developed their best ideas then wrote them into the final text. Hence, they were satisfied with their students' enthusiasm during the implementation of collaborative writing.

In the post-writing stages, the teachers asked the group of students to recheck their final text before the submission. The teachers also reminded the groups to revise their final text errors. Both teachers gave the same perceptions related to the students' behavior in this stage. These were their statements,

*In the last meeting, I asked the students to check and revise their final text before submitting it to me. But I think they mostly didn't check their text, scanning it, and only revised the mistype, not the entire content. (T1)*

*During the last stages, I acknowledged that I barely checked their progress. But I think they knew that it is important to recheck their tasks submitting them to me. (T2)*

Additionally, the researcher noted that these statements were related to the observation. During these last stages, Teacher 1 went around the groups and asked them to recheck and revise their final text. However, she didn't give any reactions or comments towards their texts. In contrast, Teacher 2 only reminded the whole class to check the final drafts before the submission. Hence, both teachers acknowledged that there were still any errors in the students' work since they didn't give clear instructions to the groups.

### **Teachers' Perception toward the Challenges in the Implementation of Collaborative Writing in Teaching Writing Hortatory Exposition Text**

During the implementation of collaborative writing in teaching writing, there are several challenges that teachers need to face. This study reveals that limited time, the fairness of participation, and assessment for each student are the problems that obstruct teachers from efficiently implementing collaborative writing. Based on these challenges, the researcher found that the main challenge that teachers need to deal with during the implementation of collaborative writing is lack of time.

*We had implemented collaborative writing well, but I think if it is possible to extend our time to explain the materials, asking the students to create the text, and evaluate their text directly, it would be better than what we had yesterday. (T1)*

*It was a great experience to implement collaborative writing in my classroom, but I think this strategy needs additional time since we have to make sure all the stages ran well. (T2)*

Based on the statements above, the limited time for teaching is challenging in implementing collaborative writing. This statement correlated with the study conducted by Nasser & Alawaji (2020), which stated that despite the positive results, collaborative writing needs more time to be applied because students need to have more time to share their ideas through interaction with their groups and generate a well-structured written text. Thus, the previous study required more time and source for collecting the data to be observed more comprehensively. Moreover, a study conducted by Shehadeh (2011) also asserted that there was only a slight difference in his findings since it is hard to adjust the limited time with collaborative writing conditions. Therefore, it is acknowledged that although collaborative writing results positively, however, teachers need to organize the time to maximize the writing process during the stages of collaborative writing.

Besides the limited time to apply, the other challenges in implementing collaborative writing are the fairness of participation and assessment for each student. As Teacher 2 stated,

*Well, as I said before, I was unsure of implementing this strategy at first. Because I don't understand how to give the score for each student, and I think it is based on how frequently the student participates in the group work. (T2)*

He stated that it is difficult to analyze each student's behavior during the writing process since there would be one who did not participate in the group work. He also

stated that this issue would raise the unfairness in giving the score to the students.

Additionally, Mozaffari (2017) assumed that the factor of unfair assessment and unequal contribution to the group might rise from the prior experiences of the group members. For instance, pairing students who had relations or pre-existing friendships may influence the interaction in the group. However, it does not guarantee that the discussion will run well since it would distract them from the group task. As Teacher 1 stated,

*The problem is when we put the students who had a good relation in one group, they mostly interact more actively than the group which consists of the students who do not have a good intention. (T1)*

She also mentioned that the students' interaction sometimes might distract their minds from their main task. As the students wait to do their part of the task, mostly, they like to talk about an unrelated topic. This situation can disturb other groups and reduce the effectiveness of collaborative writing. Hence, the classroom condition became noisy and uncontrollable.

In line with the statement above, a study conducted by Coffin (2020) asserted that the issue of fairness in participation correlated with the teachers' competence in their roles in teaching and classroom management. Zheng et al. (2021) also found the same problems in their studies. Based on the findings, the teachers could not analyze how collaborative writing could improve the students' writing ability. They also suggested that teachers should train to foster the ability to manage the classroom through collaborative writing experience. Moreover, Dobao (2014) also suggested that to foster the effectiveness of collaborative writing, teachers need to understand their students and classroom condition. As Teacher 2 stated,

*In my opinion, we can overcome this problem by how well the teachers understand their students' behavior. If we know our students well and it is proven through observation, thus we can give them scores fairly.*

He added that there would be the passive students and the active one who leads the groups in a group. With this chance, the teachers can easily give them scores without fairness issues.

Thus, based on the finding of the studies, both teachers agreed that collaborative writing can bring several advantages in teaching writing especially hortatory exposition text. Although there were any differences in the teachers' and students' activities due to insufficient time, however the stages of collaborative writing ran successfully.

## CONCLUSION

The present study described the EFL teachers' implementation and their perception of collaborative writing in teaching writing hortatory exposition text. The researcher believed that collaborative writing is one of the strategies that could overcome several problems in teaching writing, especially in the foreign language classroom. However, the researcher found out that it was necessary to know the teachers' implementation of collaborative writing before observing the data way deeper. Furthermore, finding the teachers' perception is also necessary since the perception interprets how teachers manage their classrooms. Lastly, the researcher also revealed the challenges of collaborative writing in teaching writing to shed light on the readers and make them avoid the same challenges in implementing collaborative writing.

Firstly, regarding the teachers' implementation of collaborative writing, it could be concluded that collaborative writing ran successfully and resulted positively. However, both teachers missed their roles which gave the reaction and suggestions towards the students' work. Thus, there were still minor errors in their final text. Nevertheless, both teachers implemented collaborative writing for teaching writing hortatory exposition text in EFL classrooms successfully.

Furthermore, it was found that both teachers acknowledged that collaborative writing could solve the common problems in teaching writing, especially in foreign language classrooms. At first, the teachers had different opinions on interpreting collaborative writing in teaching writing. Nonetheless, both teachers agreed that collaborative writing could be beneficial to be implemented in foreign language classrooms since it brings positive results to the students' work.

Lastly, considering the challenges in implementing collaborative writing in teaching hortatory exposition text, both teachers mentioned that insufficient time for teaching was the main problem of this strategy. Moreover, the fairness of participation and assessment also became the concern of both teachers during the implementation of collaborative writing. Nevertheless, both teachers have their solutions to overcome these issues. In the last words, they also mentioned that they needed several teaching pieces of training using this strategy to foster their teaching skills later on.



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