A Model of Collaborative Writing Technique to Enhance Students' Writing Fluency

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Abstract

The advantages of collaborative writing on students' writing correctness have received much attention from researchers, but the benefits of this method on students' writing fluency have not been shown. Not only that, but no research up until now has looked at how students might work together to write argumentative essays. This essay aims to address such knowledge gaps. A total of 62 college sophomores with an English major participated in the research. One area where the two groups were treated differently was during the writing phase. While the 25 students in the control group worked together on an outline and developed ideas for an essay, the thirty-five students in the experimental group wrote their papers as a group. The pre-tests, post-tests of both individually and jointly produced papers, and the semi-structured interviews administered to the students provided the data for this study. The research finds that students' writing fluency improved significantly in group and individual writing tasks after engaging in collaborative writing. In addition, the research developed a helpful framework for collaborative writing tasks that may be used in writing schools.

Keywords: collaborative writing, students, post-test, pre-test, language learning

1. Introduction

Students at the university level are often encouraged to engage in cooperative or collaborative learning activities. Teachers commonly employ pair-work or group work to help students practice the language together and learn the language from each other. This is especially common in the English language classroom, where the communicative language teaching approach was launched in the 1970s. Language learners benefited greatly from this shift from a teacher-centered to a student-centered approach. Young (2022) argued that learning a new language is an inherently communal endeavor. When it comes to learning a new language, students' Zones of Proximal Development are heavily influenced by their interactions with classmates and the classroom setting. Collaborative learning is emphasized by Tareva et al. (2022) as an essential strategy for enhancing language acquisition in the classroom. According to Al Hilali & McKinley (2021), teachers commonly use collaborative learning to assist students in doing projects together and sharing work. Everyone is responsible for their specific section to get the job done more quickly and efficiently.

In academic writing classes, teachers and researchers often use cooperative and collaborative learning activities to get students talking and planning together while they write. Some academic writing teachers take advantage of collaborative learning by having students write essays together in the hopes of producing higher-quality final drafts. To further aid students in learning from and teaching one another, we also made use of peer criticism on drafts of student writing to boost overall writing quality (McKinley & Rose, 2022; Mujtaba, et al. 2021;

Gilliland, 2022; Al-Jarf, 2022, Magulod, 2018, Arcinas et al, 2021, Nuncip et al, 2020, Veluri et al, 2022, De Souza et al, 2021). Scholars all across the globe agree that teaching writing via collaborative writing is an excellent idea for schools (Li & Zhang, 2021). The term "collaborative writing" refers to any written work created by two or more students working together toward a shared goal (Chen & Yu, 2019). The article described collaborative writing in the same way, explaining that it is when two or more authors work together on a single piece of writing. Group members work together toward a shared purpose, negotiate, communicate, and discuss while they write a single document (Larsen-Ledet & Korsgaard, 2019). Writing research (Chen & Lee, 2022) shows that students learn more and produce higher-quality works when they share ideas and feedback during group writing projects. The purpose of this study was to examine the process by which students collaborate on writing and the effect that doing so may have on their writing fluency.

2. Literature Reviews

Researchers from around the globe have been curious about the efficacy of collaborative writing, hoping to determine whether or not the final works are superior to those authored by individuals working alone. It has been shown by Pastushenkov et al. (2021) that pupils who write in groups are more likely to improve their vocabulary and grammar than their solitary counterparts. As expected, the post-test scores improved, proving that the students had learned from one other and improved their writing skills throughout the discussion session in which they wrote the essays. When Saeedakhtar et al. (2021) examined articles authored cooperatively and those written individually, they discovered no significant differences. Post-test scores improved, however, when students used a shared language when writing an essay. According to Li (2018), academic writing instructors would do well to create a classroom atmosphere centered on collaborative writing activities to help their students improve the quality of their academic writing.

Students' views on writing in pairs and small groups were investigated by Kitjaroonchai and Suppasetseree (2021), who did not favor using any particular group structure for their study. Researchers discovered that students who wrote their papers in pairs enjoyed doing so since it gave them more opportunities to contribute to the educational process. Participants who authored texts in teams reported developing more ideas and information to disseminate. Because of this, they were able to enhance their linguistic abilities. Most students also saw increases in the quality of their collaborative writing regarding grammar and vocabulary use.

In a 92 Iranian college students survey, Moonma and Kaweera (2021) found some interesting results. Thirty-two students made up the control group and wrote essays alone, whereas sixty students made up the experimental group and wrote essays together. Their 45-minute narrative essay was around 250 words long. The findings showed that although the papers produced as a group were more accurate, their writing flow was not as excellent as the ones prepared by individuals. Le (2022) looked at how group writing affected individual writers' speed. Ninety students from an Iranian institution took part in the research. Thirty participants in the control group completed the essays on their own. In the experimental group, 60 students wrote essays in teams. Findings from the research indicated that jointly authored articles were not substantially better in language proficiency than those written independently.

To investigate how students' collaboration on an argumentative essay differs while using Wiki vs. in-person meetings, Khodabandeh and Hemmati (2022) performed a case study. Thirty-two college students made up a whole class that took part in the research. While the other worked on argumentative essays in class, one group used the wiki to collaborate online. The research results showed that students' participation in collaborative writing helped them form social connections that encouraged them to work together and learn from one another. Also, the writing and reviewing phases benefited more through Wiki, whereas the planning phases benefited more from face-to-face contact.

Eight students from a medium-sized East Coast institution were surveyed by Zhang & Zou (2021) to assess their individual and group writing skills. Each student wrote an individual argumentative essay as well as a group piece. Findings from this study indicated that students' writing fluency did not change whether they completed tasks alone or in small groups. Overall, the quality of the articles produced in groups was higher than that of the individual pieces. While there was no discernible difference between drafts 1 and 2 of collectively authored papers, students who wrote essays alone showed considerable improvement in writing quality between drafts 1 and 2. In this research, students worked on a collaborative writing assignment in pairs, and the quality of their work was evaluated based on the number of mistakes made by each writer.

The impact of group writing on individual output was studied by Wang (2022). Fifty-two second-language (L2) authors from an American institution participated in the research. Both the control and experimental groups showed significant gains in writing quality after engaging in either solitary or group writing activities. In particular, compared to students in the control group, individuals in the experimental group showed considerable improvement in their individual written output. The impact of group writing on individual writers' ability to flow freely while composing was not explored here. Based on their analysis of 68 papers published in 15 SSCI publications on collaborative writing between 2006 and 2016, Ghufron and Ermawati (2018) conclude that such activities have increased students' interest in learning and improved their writing skills over the previous decade. Moreover, students wrote shorter paragraphs when they worked in groups, but their grammatical correctness and vocabulary growth were enhanced. Collaborative learning activities encouraging peer feedback promoted student participation and negotiation throughout the writing process.

Yesuf & Anshu (2022) recently researched whether students might improve their argumentative essay writing via group work. This research backs up previous studies indicating that jointly generated papers had fewer typos and more sophisticated word choice and grammar than those prepared alone. The quality, structure, and organization of the written papers produced via collaboration also much improved. As students worked on writing projects, they could bounce ideas off one another and get constructive criticism, both of which are essential to

becoming strong writers.

Table 1. Comparison of the Students' Writing Fluency in the Pre-test

Variable	M	SD	t	df	p
Writing fluency of the pre-tests					
Control Group	370.79	125.78			
Experimental group	358.70	73.50	−1.14a	37.45a	.24

Note. Independent samples t-test.

Adjustments were made to the t and df because of unequal variances.

Although prior research has shown that students' writing quality may be enhanced by collaborative writing (Rahimi & Fathi, 2021; Zhai, 2021; Sever & Aykol, 2022, Magulod et al, 2020), the question of whether or not students can also increase their writing fluency in this context remains open. Several studies found no improvement in students' writing fluency whether they wrote essays together or separately, so it's unclear whether or not this is really the case. In addition, there is a substantial gap in the research on collaborative writing since no studies have investigated the effective framework when students performed writing jointly and how they can manage the writing obligations for each member of the group to achieve. Therefore, the goals of this study are to provide answers to the two questions below.

Research Question 1 (RQ1): Does Participating in Group Writing Exercises Affect Students' Individual Writing Fluency?

Research Question 2 (RQ2): How well do students design a process for working together on writing, and how do they understand the value of group work?

3. Method

Participants

One university's department of linguistics played host to this investigation. There were 62 participants from each of the two classes of second-year English majors. There were 35 pupils assigned to the experimental group, whereas 25 were assigned to the control group. The youngest was 19, and the oldest was 21. It was to learn to write an argumentative essay that these pupils signed up for Writing-3. Before participating in this research, students in both groups had taken Writing-1 and Writing-2 as required parts of the curriculum, where they learned how to write academic paragraphs and essays. Students in this course were instructed using the third edition of "Academic Writing Skills— Student's Book," written by Wale and Bogale (2021). One professor on faculty with prior expertise in writing for academic audiences consented to participate in the research. After teaching college-level composition for almost a decade, she was an expert in the field. She will train students in both classes. The trainer and researcher spoke beforehand about the study's goals and how they would approach the training for the two groups. Both students worked in smaller study groups of three or four throughout the semester. The instructor was cautioned to treat both groups with the same degree of respect. Only at the essay-writing stage did the two groups vary significantly; the control group produced essays alone, while the experimental group created essays collectively.

Procedures

There was a second meeting between the researcher and the lecturer a week before the start of the semester to confirm and discuss most of the training activities that will be used in the two courses. The researcher gave both groups pre-training writing assessments to ensure no substantial differences in their writing abilities (see Table 1). Pre and post-test writing prompts were thus examined and modified to ensure parity in terms of difficulty and suitability for students' respective skill levels. Each writing session was scheduled for 120 minutes. In addition, the researcher and the speaker regularly met in the university cafeteria during breaks to discuss any problems and other important matters to address to ensure the training sessions ran well. In other words, the goal of the gatherings was to guarantee that the training could be executed without any unforeseen surprises.

Each group's students were also briefed about the study's goals so that they would clearly understand what was expected of them throughout their respective academic writing courses. Students wrote four essays during the course: one for each of the two tests given at the beginning and end of the program and one for the two writing projects given as part of the regular curriculum. In this research, the experimental group, as opposed to the control group, was given additional writing assignments that required group work: a pre-and post-test collaborative writing essay. One hundred twenty minutes were allotted for each writing assignment. Students were not instructed to write such a lengthy essay, but since it was an argumentative piece, they did. The pre-and post-tests covered the following material: Do you think students should take a year off after finishing high school before enrolling in college? (This is a pre-test question.) Support your argument in an essay by providing examples, details, or anecdotes from your own experience. You should include rebuttals and opposing arguments in your essay.

This is a practice exam for a group essay on which you will be graded later. There's no need for them to have to attend extra classes during the summer. Compose an essay in which you defend your position using reasoning, examples, and anecdotes from your own experience. You should also provide a rebuttal or counterargument. Take this post-quiz and let us know whether you agree or disagree with the need for admission exams for higher education. You must provide a rebuttal and counterargument. Create a piece of writing expressing your viewpoint while providing evidence to support your claims. Some individuals think that all students should have access to a four-year college or university, and this is a topic for discussion in the following post-test (group writing) prompt. Some think that only the most talented pupils should be admitted to universities. I'm interested in hearing your thoughts. To support your claim, please provide supporting evidence through reasons and examples. Remember to include a rebuttal and counterargument.

Figure 1. Research design

Instruction

The teachers in both courses based their lessons on the writing process to guide their instruction. Writing and teaching were quite similar up to the composition phases. The first step was a collaborative subject choice between the instructor and the class. The students in both courses then collaborated to generate topic suggestions and draft an outline for their essays. Both students and instructors gave input on the outlines at this point. Second, students wrote their persuasive essays in class using the outlines as a guide. Each group had been assigned distinct writing tasks. Students in the control group were assigned to write their essays alone, while those in the experimental group were invited to collaborate in small groups of three or four to produce argumentative essays. Finally, after the essays were completed, the students worked together to provide constructive feedback. Students in the control group handed papers around separately, whereas those in the experimental group collaborated to finish the task. After getting feedback from classmates or small groups, students rewrote their papers and sent them in for marking. All the writing for the papers was done by hand in class. The purpose of this was to ensure that pupils were under the watchful eye of the instructor throughout any writing assignments. The layout of the research is shown in Figure 1.

Data Collection and Analysis

The two groups' pre-and post-tests and the pre-test and post-tests written in groups by the experimental group were gathered for statistical analysis. Previous studies evaluated writing fluency by word count or text length, defining it as the total number of words or sentences finished within a particular time. For this research, we looked at how much time students spent writing argumentative essays (in terms of word count). The word counts of all the students' papers were added together to provide an answer to the primary research topic. For the second study's question, ten students were interviewed semi-structured, one from each of the four sub-groups that made up the experimental group.

Table 2. Analyzing the Difference in Control Group Students' Pre-Test and Post-Test Scores on a Measure of Writing Fluency

Variable	M	SD	Correlation	Mean difference	t	df	p
Writing fluency of the control group							
Pre-test	370.79	125.78	0.70	–26.37	-1.25	26	.22
Post-test	411.20	138.49					

Note—Paired-samples *t*-test.

In this research, we gathered 100 argumentative essays from the control and experimental groups. Comparatively, the experimental group turned in 35 papers total (10 each for the pre-and post-tests) and 20 collaborative authored articles (10 each for the pre-and post-tests).

4. Results

Pre-Intervention Student Writing Fluency

This research aimed to determine whether students' word counts in their argumentative essays increased after participating in collaborative writing activities. During the pre-test, students were divided into two groups and given 120 minutes to write an argumentative essay on a specific subject. The independent samples t-test in SPSS was used to compare the number of words on 25 articles from the control group and 35 papers from the experimental group before and after the intervention. Pre-test scores for both groups are shown in Table 1 below, demonstrating how well pupils were able to write.

Table 1 displays the students' word count fluency in their pre-tests between the two groups. In the pre-tests, the argumentative essays written by the control group's 25 students averaged 360 words (M = 370.79; SD = 125.78) every essay, whereas those written by the experimental group's 35 students averaged 345 words (M = 358.70; SD = 73.50). Students in the control group seemed to have written more lengthy

essays than those in the experimental group (360 vs. 345). The results of an independent samples t-test showed no statistically significant difference in writing skill between the two groups (t(37.4) = 1.14, p(.24) >.05). This indicates that students had similar word count-based writing fluency prior to the implementation of collaborative writing activities in the classroom. In other words, the lack of evidence for rejecting the null hypothesis.

Research Question 1: Does Participating in Group Writing Exercises Affect Students' Individual Writing Fluency?

This study aims to examine how group writing exercises affect students' ability to quickly and effectively compose argumentative essays. First, we compared the mean word counts of the 35 pre-test papers and the 35 post-test papers produced in 120 minutes to get an answer to this question. Second, correlation and multiple regression analyses evaluated the impact on students' writing fluency. We first compared the number of words in the argumentative essays the students in the control group wrote on the pre-test and post-test to see if they had improved their writing fluency after the treatment using the process approach, which was the same as that of the experimental group except for the final stage of composition. Table 2 shows that students' word counts for their argumentative essays did not change much due to the writing process. The control group's 25 argumentative essays had a pre-test mean score of 360 words (M = 370.79; SD = 125.78) and a post-test mean score of 411 words (M = 411.20; SD = 138.49) for comparison. The post-test seemed to have more words since there was a mean difference of 26 between the word counts between the two tests. The paired-samples t-test (t (26) = 1.25, p =.22, p >.05) did not, however, reveal a statistically significant difference between the pre- and post-tests. The null hypothesis was thus accepted since there was no evidence to support it. When compared to before the intervention, the students' word count did not significantly increase as a result of the process method intervention employed to educate the control group how to write argumentative essays.

Table 3. Comparison of the Individual Writing Fluency in the Pre-test Versus Post-test of the Experimental Group

Variable	M	SD	Correlation	Mean difference	t	df	p
Writing fluency of the experimental group							
Pre-test	358.70	73.50	0.49	−58.34	−4.39	33	.00
Post-test	411.10	78.36					

Note—Paired-samples *t*-test.

Table 4. Collaborative writing proficiency is compared between the pre-test and post-tests

Variable	M	SD	Correlation	Mean difference	t	df	p
Collaborative writing fluency							
Pre-test Collaborative Writing	359.35	55.62	0.42	−64.70	−5.21	33	.00
Post-test Collaborative Writing	425.10	75.30					

Note—Paired-samples t-test.

After teaching students how to write argumentative essays using a process approach and collaborative writing exercises, the results of this experiment are presented in the following section. Thirty-five students in the experimental group wrote thirty-five argumentative essays in the pre-and post-test portions of the academic writing process. Furthermore, they wrote ten essays together for the pretest and ten for the posttest. In Table 3, you'll see a comparison of students' writing fluency on the pretest and the posttest.

Table 3 displays students' gains in writing fluency from the pretest to the posttest while writing essays independently. In the experimental group's pre-test, students wrote an average of 345 words over 35 separate pieces of paper (M = 358.70; SD = 73.50); in the subsequent post-test, that amount significantly rose. Students wrote post-test argumentative essays with an average word count of 411 words (M = 411.10; SD = 78.36) to back up their claims. A difference of 58 points was found between the two examinations on average. A statistically significant difference was found between the pre-and post-test scores on the paired-samples t-test, with t (33) = 4.39, p =.000 (p >.01), indicating that students' writing fluency had improved. Statistical evidence indicated that H0 should not be assumed to be true. This result shows that, on average, students created more words in the posttest than in the pretest. That is to say, when the process method was coupled with collaborative writing activities, the students' work became more fluid. The experimental groups' joint articles are compared in Table 4.

Table 4 compares the pre-and post-test word counts for the argumentative essays written by the students in a group. We compared the number of words written collectively in the pre-and post-tests. The average length of the pretest group writing assignment was 360 words (M = 359.35; SD = 55.62). Amazingly, the experimental group's post-test collaborative writing on argumentative essays boosted the average word count to 425 words (M = 425.10; SD = 75.30). There was an average of 65 words across the two exams. It seemed that the cooperatively produced papers had a more significant standard deviation than the individually prepared ones (65 vs. 58). It's safe to say that the total amount of words produced as a group much exceeded that of individual writers. According to the results of a paired-samples t-test, the number of words written collectively on the posttest was significantly larger than on the pretest (t (33) = 5.21, p =.00; p .01). Students' writing fluency improved significantly in both group and individual assignments after participating in collaborative writing exercises.

The following part will exhibit the correlation between factors to examine the predictor variables corresponding to the students' word count while writing. The correlations between the factors shown in Table 5 may be utilized to anticipate the variables that are associated with increasing students' writing fluency. This study looked to examine whether there was any relationship between these variables, which included posttests of individually authored papers, pretests of individually written papers, and posttests of collaboratively created papers. According to Table 5, there is a strong relationship between the posttest's individual word count and the other three variables. This included the number of words written alone on the pretest and the pretest and posttest scores on the collaborative writing papers. This suggests that

students who scored well on both the pre-and post-tests of their collaborative writing improved their writing abilities to the same degree at the end of the writing process. After that, I would look at how these factors could influence students' post-writing paper fluency assessments. The results of the variables' regression to the final tests on the writing assignments are shown in Table 6. This table used the posttest scores on individual writing assignments as the dependent variable and the other factors as the independent ones.

Table 5. The Intercorrelation of 4 Variables

Variables	M	SD	Pre-test of individual writing	Pre-test of collaborative writing	Post-test of collaborative writing
Post-test of individual writing (predictorvariable)	411.06	80.42	.486**	.340**	.407**
1 Pre-test of individual writing	358.71	73.48		.353**	.084
2 Pre-test of collaborative writing	360.37	58.58			.423**
3 Post-test of collaborative writing	425.11	75.27			

*$p < .05$. **$p < .01$.

Table 6. The post-test of individual writing (n = 35) using multiple regression analysis of independent variables

Variable	b	SEB	b
Pre-test of individual writing	.487	.427	.45**
Pre-test of collaborative writing	.043	.230	.032
Post-test of collaborative writing	.380	.168	.36*
Constant	65.02	88.75	

Note. R^2 = .372; F (3, 28) = 6.09, p < .01; SEB = standard error for the unstandardized beta.

*p < .05. **p < .01.

Multiple regression was used to identify the factors that most influenced an uptick in post-test word counts for particular writing assignments. Table 6 shows that there was a significant relationship between students' pre-and post-test scores on measures of their collaborative writing abilities and their post-test scores on measures of their writing fluency (F (3, 28) = 6.09, p .01). Based on the data reported in Table 6, it seems that the two most influential factors in students' gains in writing fluency were the pre-test variables of solo writing and the post-test variables of collaborative writing tasks. The adjusted R^2 of.311 shows that these factors accounted for 31% of students' writing fluency growth.

When compared to earlier research, the results of this study were novel. According to this result, students' word counts did not rise due to engaging in collaborative writing. On the other hand, individual writing promoted pupils' originality and fluency development in that area. Anshu & Yesuf (2022) also claimed that although articles prepared in groups were more precise and gained better grammatical structures, they included fewer words overall. It was also discovered that word for word, collectively authored papers was less natural than solo ones. Simonova (2021) also argued that group efforts resulted in more cohesive texts and higher quality output than solo efforts. This study's results altered how teachers saw collaborative writing activities in the classroom and added to the body of knowledge in the field of research. Writing fluency was shown to be significantly improved by students' participation in collaborative writing activities.

Research Question 2: How well do students design a process for working together on writing, and how do they understand the value of group work?

The second study question was addressed by analyzing the interview data to determine how well the students could self-manage and plan for collaborative writing. The qualitative data was also assessed to discover the pros and cons of students' perspectives on collaborative writing activities. There were pros and cons of including collaborative writing exercises in writing classes. Problems in communication were inevitable. Structure for group writing projects. Ten subgroups, one from each of the 10 in the experimental class, were chosen randomly to participate in the semi-structured interviews. Four of the respondents said their groups collaborated on the selection of subjects, the creation of essay outlines, and the reaching of a consensus amongst themselves. Students in every small group "distributed sections (paragraphs) of an argumentative essay to each group member to write based on the specified plan." Then they took their paragraphs and pieced them together to make an essay. Afterward, students go through the essays as a group and provide suggestions for improvement.

The other six interviewees echoed this, saying that at the outset, every individual was responsible for a different section of the essay based on their expertise in that area. When everyone had finished their sections, the group member merged them into one extended essay. This means everyone made matching contributions to the final goods. The assignment of each paragraph to a different member of the group to write based on their strengths may be interpreted as assigning responsibility for that paragraph's main point to whoever in the group came up with the most compelling idea during the brainstorming session used to create the essay's outline. In contrast, after everyone had finished their sections, they merged all the paragraphs into one and discussed how to make the writing flow better and whether or not the concepts were cohesive. It demonstrated how well and equitably the students in the experimental group distributed their workload. Thus, there was enough cooperation among the group members to produce a high-quality article. Results from this study seemed to run counter to those from another research. According to Pham's (2021) findings, students did not distribute tasks fairly in their research. The collaboration diagram is shown

in Figure 2.

The reactions of the students to the group writing projects. Nine out of ten students agreed that they would instead work on a writing project in a group rather than alone. "Working together, we could produce a paper that was better than anything we could have done on our own." During the creative process, the band members encouraged one another. If "I [a group member] had no notion of writing," other members made further suggestions to help the writer get started. Collaboration among group members was evident, as seen by an increase in the quality of the final articles produced due to group efforts to address and resolve writing challenges. They agreed with this conclusion, saying that group writing projects were the ones that their students enjoyed the best. Jiang and Eslami (2021) proposed that for students to enhance their writing ability, they need to learn to encourage one another, seek information, exchange data and work together to achieve the shared objective. However, this data contradicts itself by showing that students did not interact well on writing assignments and often argued with one another.
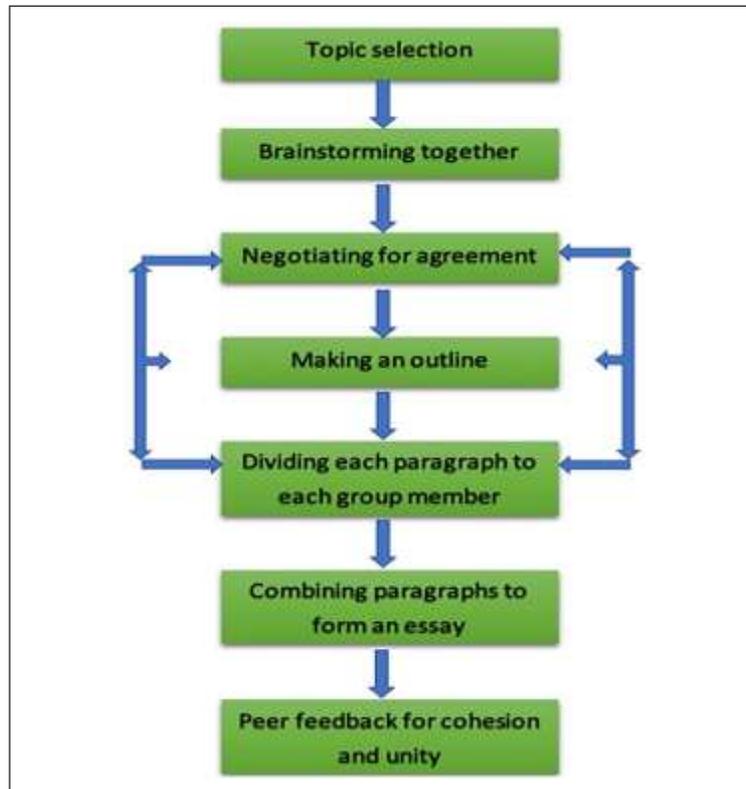

Figure 2. A structure for collaborative writing

Among the ten interviewees, ten agreed that the collaboratively written goods were superior to the individually written ones because "collaboratively written papers acquired varied ideas, and the concepts were more fascinating." The group's written output might be better when members decided to work together, and "the collaboratively produced papers were considerably better than the individually authored papers because four brains are better than one head." Other results support this conclusion. Additionally, eight out of ten respondents stated that "the sentence patterns and grammatical structures were significantly better" and "the vocabulary usages in the written papers were varied and better," which benefits collaborative writing activities. In addition, by working together on a piece of writing, group members may experience cooperation and strengthen their bonds. Consistent with this finding, it was discovered that the quality of their grammar and vocabulary suffered significantly when they worked together on a piece of writing.

All ten respondents (or 100%) agreed that "collaborative writing was more favorable than solo writing since many individuals worked more successfully than one," referring to the benefits of receiving and implementing input from peers. Betterness was required. Each group member took on the task of writing a portion, while the other three members checked it for errors. Students said they could fix straightforward writing mistakes on their own. These included things like sentence structure and syntax. However, not all content or concept organization errors have been caught by the system and may be fixed without assistance from the group. Ten out of ten respondents agreed that students had difficulty identifying errors in their writing, but that group members were able to do so: "I felt hard to spot my flaws, but my buddies could do it." This outcome was consistent with the findings of a prior research by Usaha (2020), which found that although students could independently fix small typos, they need peer input to comprehend and correct more sophisticated problems in their content, concept development, and writing structure. Additionally, it said that the feedback received from their group members throughout the collaborative writing process improved their writing and topic area knowledge.

5. Discussion

Collaboration in writing is an effective way for students of varying abilities to acquire knowledge from one another about topics such as idea development, sentence construction, and word usage (Radovi et al., 2022, Magulod, 2019). Most respondents (8/10) also stated that the collaborative writing exercises and peer criticism allowed them to "learn many diverse writing styles, word usages, and sentence structures from their group members." This outcome was constant across studies: when students collaborated on writing, everyone benefited from the rich exchange of ideas, styles, vocabularies, and sentence structures. In addition, the study discovered that students learned a great deal from one another through collaborative writing discussions and brainstorming sessions. The survey findings also showed that students learned much from one another as a consequence of collaborative writing activities since it allowed them to teach and learn from one another's expertise and experiences.

Interestingly, eight of ten interviewers said that students were encouraged to learn via collaborative writing activities, saying, "the writing classroom was more stimulating, the writing activities were livelier." It was no longer tight or dull. Because most writing classes are boring and students aren't motivated to study (Teng et al. 2022) compared to other English skills, this may seem like a pipe dream for many writing teachers. In a similar vein, it discovered that group writing projects had the potential to liven up writing classrooms. Students reported feeling encouraged throughout group writing tasks. The article also said that having students work together on a writing project may significantly reduce the time spent on it. Collaborative writing led to a stronger final product, and students enjoyed the experience.

These are some challenges the students encountered when writing in groups. While the students benefited from their time working together on writing projects, certain drawbacks were unavoidable. When asked about their experiences with collaborative writing exercises in the writing classroom, all ten interviewees (10/10) agreed that "though they were pleased with the collaborative writing activities employed, they sometimes had to dispute and explain to each other to come to a consensus; and sometimes it was not easy to gain this consensus." Group members "had to conduct voting for majority agreement" or "asked the lecturer for a solution" when they were unable to decide on their own because "their thoughts were contradictory."

Regarding these concerns, it discovered similar challenges as certain group members seemed to over- whelm other members while working in a group to write writing. Additionally, it discovered that when students engaged in collaborative writing, they often ran into issues with disagreement among group members. According to one respondent (1/10), "when conducting independent writing, I could write anything I wanted," but this was not the case while working together. There was apprehension that students wouldn't know how to work together effectively unless the instructor modeled it for them beforehand. In this regard, Payant & Maatouk (2022) proposed that, while writing in a group, everyone should make an effort to come up with ideas and utilize their skills in negotiation and communication to persuade everyone to agree on everything.

Additionally, nine out of ten participants indicated that, while engaging in collaborative writing, members of the group debated vigorously for each "full stop," "comma" to reach a consensus. To get the appropriate answers, students sometimes had to go to the lecturer, the dictionary, or the grammar book when they thought their classmates were wrong. According to the research, students' differing perspectives on some subjects in collaborative writing are common and cannot be avoided. This result appeared to show that implementing collaborative writing in the writing classroom was highly effective, even if students had to demonstrate the saying "a picture is worth a thousand words" to convince their group members. The kids gained the confidence that comes from accomplishing challenging goals and the insight into how to become better self-directed learners from their peers. Students benefited from collaborative writing exercises because they were prompted to work together towards a common objective, negotiate for shared meaning, and support one another. It confirmed that disagreements arose in the course of group projects. In light of this, the lecturer must pay close attention to each group throughout the discussion and attempt to give suitable ways to harmonize every individual's thoughts inside the group.

As eight interviewers out of ten said, "the strain of the debate to safeguard one's notion produced noise, and it's hard to concentrate." Eight out of ten participants said that "they occasionally struggled to comprehend the content/ideas and sentence patterns that their colleagues utilized, which led to disagreeing in the comments due to misunderstanding" during collaborative writing exercises. The students' focus seems to be directed on this area of difficulty. But in the opinion of the teachers, this was a significant problem since it helped to further the classroom's shift toward a more student-centered model. Students are more likely to remember information if they know how they learned it.

6. Conclusion

The study's research questions were whether or if students' involvement in collaborative writing affected their writing fluency and how they created a useful framework for collaborative writing. Students were expected to write enough to convince their audience in the 120 minutes allocated, even though they were not advised to produce extensive compositions. Researchers found that students' word counts for both group and individual writing improved due to collaborative efforts. According to prior studies, group-authored articles are more accurate and use better wording than those written by individuals, although they are less fluent. This article's results contradict prior findings. Villarreal and Gil-Sarratea (2020) verified that, in many settings, students now write in groups rather than individually. S Students responded to RQ2 on the practical framework for collaborative writing by stating that they brainstormed together after getting the topic for writing, created an essay outline collectively, and bargained for agreement among the group members. Afterward, they broke the essay into paragraphs (subsections) and assigned each group member a specific paragraph to write based on their abilities (who came up with the key concept). After everyone had completed their sections, they got together to piece the essay together. The group read the essay aloud before turning it in to the professor to provide suggestions on how to make it more cohesive and cohesive with the speaker's thoughts (see Figure 1).

This discovery was heralded as a breakthrough since it filled a literature gap. It provided a framework for teachers of writing to use collaborative writing in the classroom.

In summary, the students had good views on collaborative writing since they benefitted from such exercises. As a result of working together, the essay benefited from more insightful ideas, and both writers benefited from exposure to new perspectives and approaches. Collaborative writing has the potential to increase engagement in the writing classroom. Most writing instructors would welcome these outcomes since they represent beneficial benefits that their students would get from their instruction. An effective classroom strategy has widespread support from students. This increases students' likelihood of actively participating in the learning process and helps teachers achieve the best possible outcomes.

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