CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the theoretical and empirical literatures from the areas of define the key terms. The aim is to establish an analytical framework for this present study.

A. Collaborative in EFL context

The concept of collaborative learning (CL) is largely rooted in sociocultural theory (SCT) have contributed significantly to social constructivist epistemology and highlight how learning is mediated in accordance with the context and experience with peers.[8] Collaborative learning CL, in contrast, is related to social constructivist epistemology, with the goal of acculturating students into the immediate community of learning and the wider world of the target language and culture. Then, CL involves the "mutual engagement of participants in a coordinated effort to solve the problem together.[9]

Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their pears.[10] There is a sharing of authority and acceptance of responsibility among group. The need for think together and work together on critical issues has increased, causing to stress on from individual

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[8] Lev Vygotsky: *Mind in Society: Development of Higher Psychological Processes*, p. 86

[9] Springer-Verlag Berlin Heidelberg, "Investigating Chinese HE EFL Classrooms", 2015, p.18.

[10] Laal, M., & Ghodsi, S. M, "Benefits of collaborative learning" . Procedia - Social and Behavioral Sciences 31 , 2012, p. 487-488.

attempts to team work and from autonomy to community.[11] In other words, it can be said that collaborative work is not interpreted as work in general but there is the role of each member who binds in one desire to develop each other and achieve the same goals.

Collaboration has become a twenty-first-century trend. The need in society to think and work together on issues of critical concern has increased shifting the emphasis from individual efforts to group work, from independence to community.[12] Furthermore, CL is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. In a CL setting, the learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged.[13]

1. Collaborative learning as a learning technique

The concept of CL, the grouping and pairing of learners for the purpose of achieving a learning goal, has been widely researched and advocated. The term CL refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. Collaborative learning itself occur peer-to-peer or in larger groups. Peer learning or peer instruction is a type of collaborative learning that involves students working in pairs or small

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[11] Marjan Laal, et.al. "Benefits of collaborative learning" . Procedia - Social and Behavioral Sciences 31 , 2012, p. 487-488.

[12] Marjan Laal, et.al, "Collaborative learning: what is it?". Procedia - Social and Behavioral Sciences 31, 2012, p. 490.

[13]*Ibid* p. 491.

groups to discuss concepts, or find solutions to problems.[14] In collaborative classrooms, the teacher is not as the main roles nevertheless the students chance to create a clearly delineated product during participate in a process, and responding to each other's work while doing interaction to engage in analysis.

There are five elements that define cooperative learning.[15] The first and foremost element is positive interdependence. Students have the sense that they are in this together, feeling that each member's effort will not only help themselves but also for the whole group. The grade of each student is dependent upon effort of other group members. The next is individual and group accountability. Each student is accountable for their own contribution to the group. Clearly, described goals ensure that each student knows what she/he is responsible for and what the group is responsible for.

The third is face-to-face or primitive interaction. Students are promoting each other's learning through face-to-face activities where they discuss and explain assignment topics with each other. The next element is collaborative skills. Students learn not only the subject matter but also interpersonal skills and how to work in teams. Students are taught skills of communication, leadership, and conflict management during the early stages of cooperative learning. The fifth and last element is group processing. Students are given a means for analyzing their group for how well the group has learned and whether or not collaborative skills are being used.

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[14] Ritu Chandra. (2015). Collaborative Learning for Educational Achievement. *IOSR Journal of Research & Method in Education (IOSR-JRME) volume 5.*

[15] Johnson, D., and Johnson, R, "*Learning Together and Alone, Cooperative, Competitive, Individualistic Learning*". Needham Heights, MA: PrenticeHall, 1994, p. 25.

Referring to the types of collaborative writing, there are three types of collaborative tasks that should be included in group projects.[16] They are the types of collaborative writing task; (a) Higher Order Thinking where group members must define, discuss, and debate to solve complex problems; (b) Division of Labor is very large jobs that cannot be completed by an individual within a limited time frame must be divided; (c) Specialist or Expertise-Based Tasks Each collaborator has a different area of expertise to contribute.[17] Those division tasks are able to form a group unity that is mutually beneficial in the survival of the group itself.

2. Collaborative learning technique

There are several types of collaborative learning method that applied in learning process. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities.[18] The approach is closely related to cooperative learning. However, many psychologists have defined cooperative learning and collaborative learning similarly. Both are group learning mechanisms for learners to obtain a set of skills or knowledge. Notwithstanding, collaborative learning is similar to, yet distinct from, cooperative learning. While both models use a division of labor, collaborative learning requires the mutual engagement of all participants and a coordinated effort to solve the problem whereas cooperative learning requires

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[16] Lunsford, A, "Collaboration, Control, and the Idea of a Writing Center". The Writing Center Journal 12, no.1, 1991, p. 6.

[17] *Ibid*, p.6.

[18] James. E Schul. "Revisiting an Old Friend; the Practice and Promise of Cooperative Learning for the Twenty First Century." The Social Studies, 2011, p. 89.

individuals to take responsibility for a specific section and then coordinate their respective parts together[19].

As regard with fact that collaborative learning models can be similar with cooperative one. Among the easy learning technique to implement structures in classroom are think-pair-share, variations of Round Robin (similar with jigsaw), and the reciprocal teaching technique (for instance Student Team Achievement Division). First, think-pair-share is one of the most common types of collaborating learning. It is a low-effort, low-stakes strategy for abbreviated collaboration and active learning. In this learning method, learners are required to work independently, share their ideas with others, consider peer responses, and ultimately engage in discussions in a manner that starts to synthesize an exchange. The above requires that learners act rather than listening passively, and this explains why teachers would often call an individual at random to share their ideas.[20]

Second, jigsaw collaborative learning strategies where break down learning problem into small parts to be handled by several groups within a given learning environment. Each group is expected to report back besides contributing ideas in a bid to finding solutions to the problem at hand. The learning type is suitable when dealing with a large project.[21]

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[19] Pierre Dillenbourg., et.all. "The evolution of research on Collaborative Learning", Learning in Humans and Machine: Towards an interdisciplinary learning science, 1995, p. 190.
[20] James. E Schul. "Revisiting an Old Friend; the Practice and Promise of Cooperative Learning for the Twenty First Century." The Social Studies, 2011, p. 89.
[21] Lunsford, A, "Collaboration, Control, and the Idea of a Writing Center". The Writing Center Journal 12, no.1, 1991, p. 8.

Third, Student teams-achievement divisions (STAD) is a Cooperative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. This cooperative learning techniques in which students work in groups of four or five. The different academic levels mean that there must be students with high, average, and low ability in a group. They are responsible for discussing and working in group before answering quiz individually. STAD is a cooperative learning method for mixed-ability groupings involving team recognition and group responsibility for individual learning.[22]

3. Collaboration learning process and its advantages

As early as the 1980s, the structural approach to studying CL is largely based on creation, analysis, and systematic application of structures. CL structures, as the name suggests, refer to the content-free ways of organizing social interaction in the classroom.[23] The process of writing collaboratively: "Although there has been some confusion in the use of 'collaboration' to refer both to collaborative writing and collaborative learning about writing, collaborative writing is now identified as writing involving two or more writers working together to produce a joint product".[24]

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[22]Micheal M van Wyk. "The Effects of the STAD-Cooperative Learning Method on Student Achievement, Attitude and Motivation in Economics Education". Journal Social and Science, 33(2), 2012, p. 262.

[23] Spencer Kagan, "Cooperative Learning Resources for Teachers". San Juan Capistrano, CA: Resources for Teachers, 1989, p. 4.

[24] Lorena Diaz. V, "The Effects of Collaborative vs. Individual Work on EFL Written Texts: Aspects of Quality and Engagement" (Universidad Autonoma De Madrid, 2015), p.9.

Such collaboration implies that the production of a text does not belong to a single learner but to all members in a pair or group, something which "may promote a sense of co-ownership and hence encourage students to contribute to the decision making on all aspects of writing: content, structure, and language".[25] In this way, collaborative work is beneficial for students since they may feel more engaged and may pay more attention and effort to the written task if they work in pairs or groups than if they work individually, an engagement which may result in the production a more elaborate and accurate text.

In relevant study the CL involved process stage, product and students' reflections on collaborative writing since, before her study, the great majority of studies that had been carried out on collaborative working in the L2 classroom had examined "learners' attitudes to group/pair work in general, rather than to the activity of collaborative writing" . The study found that "pairs produced shorter but better texts in terms of task fulfillment, grammatical accuracy, and complexity". She also asserts that, according to what different studies have demonstrated, collaborative writing not only fosters reflection, but also makes students pay attention to grammatical aspects, accuracy and discourse.[26]

Additionally, other late study listed numerous benefits that summarizes them into four major categories of; social, psychological, academic and assessment, as in following: through social benefits; CL helps to develop a social

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[25]Hadisesh Yadollahi, et.al. "The Effects Of Different Task Types On Learners' Performance In Collaborative Virtual Learning Environment". Procedia - Social and Behavioral Sciences 192, 2015, p. 528.

[26] Halina Chodkiewicz, et.al. Working with Text and Around Text in Foreign Language Environments (Switzerlland: Spinger, 2016),p. 161.

support system for learners; leads to build diversity understanding among students and staff; establishes a positive atmosphere for modeling and practicing cooperation; and develops learning communities. Then psychologically CL able to; increases students' self esteem as impact of student-centered instruction; cooperation reduces anxiety; and develops positive attitudes towards teachers. Academic benefits; CL Promotes critical thinking skills; involves students actively in the learning process; classroom results are improved; models appropriate student problem solving techniques; large lectures can be personalized; and CL is especially helpful in motivating students in specific curriculum.[27]

Another important benefit of collaborative writing pointed out has to do with investing part of the large time required from the teacher by writing activities in fostering students' sense of responsibility and letting them adopt the role of the teacher.[28] Since writing activities are these types of activities that require more time from the teachers (they have to prepare the activities, give feedback to students, correct and evaluate the texts produced by students, etc.). In this way, by making students work in pairs or groups, the responsibility of editing the text and providing feedback can be placed on the students themselves. Then, the collaborative application are able to; promotes critical thinking skills; involves students actively in the learning process; classroom results are improved; models appropriate student problem solving techniques; large lectures can be

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[27] Marjan Laal, et.all. "21st century learning; learning in collaboration". Procedia - Social and Behavioral Sciences 47, 2012, p. 1697-1698.

personalized; CL is especially helpful in motivating students in specific curriculum.[29]

Furthermore, CL suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions. From those definitions, conclude that collaborative learning is learning methods that provide opportunities for students to learn with their thoughts as a result of negotiations with their peers even in groups they are.

However, in order to make the most of collaborative working, the teacher has the responsibility of trying to establish balanced pairs or groups, that is, making students with a lower level of English and weaker writing skills work together with those students with a higher level and stronger writing skills. In others way "although weaker students, in terms of English level and writing skills, may take a more passive role in the process of constructing an academic paragraph response they are, nonetheless, taking part in writing a higher fluency text than had they worked individually".[30]

Indeed, all the benefits of the collaborative method must be implemented properly to achieve the planned results. In order that, to achieve this requires cooperation from all parties involved both who practice; in this case the students and from the teacher who manage.

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[29] *Ibid*, p. 1697.
[30] *Op.Cit.* p.10.

B. Individual in EFL Context and Its Benefits

Learning act is doing influence by individual background rather knowledge, character, and environment. That appearance creates difference learning style which is directly proportional to every individual itself. There is a social person that suit with collaborative learning and also individual one with their individual learning style. Then, independent study is a process, a method and a philosophy of education in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation.[31]

Besides, the other defined the individual learning as independent learning as the ability to fuse information processed and information processing without teacher intervention as setting the independent apart from the dependent learner.[32] The dynamic of the continuum of this model of study is a shift in responsibility between learner and teacher, so that by degrees the learner assumes greater responsibility for directing his or her own learning and negotiating strategies and processes with the teacher.[33]

According to experience learning theory (ELT) delineate learning as a process; ELT conceives of learning as a four-stage cycle including concrete experience ('feeling'), reflective observation ('watching'), abstract conceptualization ('thinking'), and active experimentation ('doing'). All four stages should be activated in every optimal learning process, the individual learner

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[31] Anon., Independent Learning (Ukraina: The Higher Education, 2014), p. 3.
[32] W R Meyer, "Independent Learning: A Literature Review And A New Project". (Paper presented at the British Educational Research Association Annual Conference, University of Warwick, 2010), p.11.
[33] *Ibid*, p.12.

alternates between a concrete experience, reflective observation, then thinking and analyzing, and finally the testing activity.[34]

Farther, there are number of skills that students needed to acquire in order to engage successfully in independent learning: as cognitive skills, metacognitive skill, and affective skill.[35] Cognitive skills such as being able to construct informal rules for solving problems; classify objects according to given criteria; form hypotheses; and reason logically. Next, metacognitive skills: the review found evidence how they learn, and to identify key activities essential for learning such as listening, remembering, applying previously learnt knowledge and using formal strategies. Other studies highlighted the importance of students being able to reflect on what they had done, monitor their progress and use self-assessment in order to take responsibility for their own learning. Then, affective skills are related to managing feelings. Studies in the review identified motivation as the most important affective attribute in relation to independent learning. One study suggested that another important affective skill, which is related to motivation, is 'delay of gratification'. This refers to the ability to wait for achievement outcomes.

Within the literature claims have been made for wide-reaching benefits of independent learning, that it including improved academic performance; increased motivation and confidence. Then, it could be stimulation of lifelong learning and allowing pupils to become more aware of and better able to manage

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[34] Bo Heffler, "Individual Learning Style and the Learning Style Inventory", Educational Studies, Vol. 27, No. 3. 2001, p.307.

[35] Bill Meyer, et.al, "What is independent learning and what are the benefits for students?", London: Department for Children, Schools and Families Research Report 051. 2008, p. 3.

their limitations. Others, it is also enabling teachers to provide differentiated tasks for pupils and promoting social inclusion by countering alienation.[36]

The literature indicates that the use of independent learning may have a specific impact on particular pupil groups. Meyer argued on his paper that boys seem to be more inclined towards performance goals and superficial or surface learning strategies (such as rote learning) than girls; and gifted pupils seem to be more likely than other pupils to use self regulatory learning strategies.[37] Despite, this study will only see the impact in general in student learning activities without discussing profoundly the genre.

In addition, some evidence of the benefits of independent learning, including; improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; enabling teachers to provide differentiated tasks for students; and fostering social inclusion by countering alienation.[38]

C. Writing Activity

The existence English as one of international language in the world, pen eyes to people in everywhere to partaken in this global era. Bias to education field, students also are equipped with English language skill are speaking, listening, reading and writing.

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[36] Op.Cit. p.305.

[37] W R Meyer, Independent Learning: A Literature Review And A New Project". (Paper presented at the British Educational Research Association Annual Conference, University of Warwick, 2010), p. 22.

[38] Bill Meyer, et.al, "What is independent learning and what are the benefits for students?", London: Department for Children, Schools and Families Research Report 051. 2008, p.2-3.

Be in accordance with research focus on title above that is students writing skill. Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language.[39] At least, being good writer for students in order to accomplish their educational requirements. Whereas, writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Strong writing skills may enhance students' chances for success. Writing is an essential factor of language. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. Process approach stresses writing activities which move learners from the generation of ideas and the collection of data through to the publication of a finished text. It is an integral part of the language skills and put in the final stage of language learning. This means that it is the culmination of language learning. This can also be an indicator whether students have mastered all four skills or not as they should be able to listen, speak, and read before they are able to write.[40]

Likewise, writing is a lot like swimming.[41] When people want to be able to swim, they must have an instructor to show them basic ways or tricks to swim, even though the instructor is not a professional one and is only one of their parents or friends. After they learn the basic ways to swim, they will develop their own style along the way as long as they never stop practicing. Every people has

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[39] Ms. V Satya Sri Durga, et.al, "Developing Students' Writing Skills in English - A Process Approach". *Journal for Research Scholars and Professionals of English Language Teaching, Issue 6, Vol.2.* 2018, p. 2.

[40] *Ibid,* p. 2.

[41] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, Inc, 2001), p. 334.

disparity knowledge and intelligence level. To being awesome or marvelous to able write well needed long time learning process.

Then, comprehensive list on effective teaching characteristics that includes giving clear and focused instruction, monitoring students' progress, using class time properly, having positive interpersonal skills with students, using rewards to encourage students, and so on.[42]

1. Process of writing

Final product is important but it should not be the only thing students need to focus on especially in writing. If students want to produce a good writing, they must pay attention to the process of writing. The process itself is divided into several stages.

However, many experts propose different stages of writing. The process approach in writing involves eight stages; brainstorming; planning/structuring; mind mapping; writing the first draft; peer feedback; editing; final draft; and evaluation and teachers' feedback. Then, to got better achievement students definitely go through all these stages while doing their best.[43] Others, study divided it has four stages. Those are planning, drafting, editing, and final draft. These steps of writing are more often being used in the classroom because of the simplicity.[44]

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[42] Richards, J. C., and Renandya, A, Willy, "Methodology in Language Teaching: An Anthology of Current Practice." Cambridge: CUP, 2002, p.21.

[43]Ms. V Satya Sri Durga, et.al, "Developing Students' Writing Skills in English - A Process Approach". *Journal for Research Scholars and Professionals of English Language Teaching, Issue 6, Vol.2.* 2018, p. 4.

[44] Umi Farida,Thesis: "Improving The Eighth Grade Students' Writing Skill Through A Writing Process Method At Smp N 15 Yogyakarta" (Yogyakarta, 2014), p.25.

The first stage which Harmer puts forward is planning. There are three things that have to be considered in this stage. The first one is writing purpose. It is worth of consideration as the purpose of writing will surely affect other features such as text type and content of the text. Next, one also needs to consider the referred readers. This aspect will have great impact on language choice. One should choose whether they want to use formal or informal language. Other than writing purpose and referred readers, one has to consider the content structure as well which is about sequence of the text. To learn more on how to sequence ideas, arguments, and facts in the best way possible, one could read it all in Harmer's book.

The second is drafting. Students begin to write their ideas of certain topics they have selected beforehand. In this stage, students usually make outline. They will write the outline of the content before they start to compose a full writing form. After drafting, students can move on to the next stage which is editing. In editing, they need to check and edit the drafts they have already written. Having done all the checking and editing, students then can start to put together the better and more developed form of writing. There are two things worth remembering if anyone wants to get the best final product of writing. First, attention to details is really needed in editing stage. Second, there is no such thing as one time editing. A good writing product has to at least go through two to three times editing before it becomes a final product.

The last stage of writing process is composing the final draft which then becomes the final or finished product of writing. After getting passed all the

checking and editing, the final draft will be considered the best writing. In this last stage, the writing is allowed to be published to the readers.

Another expert who has different theory on the subject is Ken Hyland. The stages of writing process that he offers are not much different than of Harmer's although Hyland's are a lot more complex, detailed, and consisted of more than four stages.

The very first stage is topic selection. Both students and teacher can partake in this stage. Students by themselves or with the help from their teacher can immediately pick out their own topic or it can go the other way around where instead of the students, it is the teacher who will decide the topic for them to write. The second stage according to Hyland is prewriting. It is when students do many activities such as brainstorming, collecting data, note-taking, and also outlining. Next is composing or also known as drafting by several people. In this stage, students will start to write down their ideas on a piece of paper.

The fourth stage is responding to revisions. It is conducted by teacher or peers. At the end of this stage, students have had to be sure about their ideas, text organization, and text style. Having done the fourth stage, students then can move on to the next stage which is proofreading and editing. They will do a lot of checking and correcting in this stage. Things that are commonly checked and corrected such as evidence, form, layout, and so forth.

Although the writing can be classified as a finished product after going through proofreading and editing, Hyland believes that it has not reached its top quality before it goes through several more stages. The next one is evaluation. In

this stage, teacher will assess students' overall progress being achieved within the process. After evaluating it, teacher will give students permission to publish and showcase their writings through things like presentations, notice boards, online media, etc. By putting them out there, it means students are allowing other people to read their writings as finished products and let those people absorbing the information they want to convey.

The last stage according to Hyland is having follow-up tasks. The purpose of having any follow-up activities at all is to help identifying and then concluding students' writing weaknesses. By completing this stage, students are expected to be able to produce better writing in the future.[45]

2. EFL writing activities

EFL teachers can make use of different tasks as teaching different materials in their classrooms. Using tasks would be beneficial in teaching and assessing writing performance, too. Creating a new and different situation for language learners, communicative tasks will help them use their abilities to solve language problems in doing tasks; hence language learning experience would be easier and more interesting.[46] Such a communication in a second or foreign language is a highly complex but fascinating activity.

Tasks are, therefore, fundamental in learning to write and represent a central aspect of the teacher's planning and delivery of a writing course. The tasks

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[45] Ms. V Satya Sri Durga, et.al, "Developing Students' Writing Skills in English - A Process Approach". *Journal for Research Scholars and Professionals of English Language Teaching, Issue 6, Vol.2*. 2018, p. 6.

[46] Natasha Pourdana, "Task Types in EFL Context: Accuracy, Fluency, and Complexity in Assessing Writing Performance", ResearchGate, 2013, p.1.

teachers assign will help students to learn from their experience, to develop an understanding of the text and to control their writing skill.[47]

Writing needs practicing and internalizing a set of structures that can promote a balanced development of learners' fluency, accuracy, and complexity in the target language. The more the task is planned, the less computational work needs to be done during the task performance. Things being equal, the result is more, when attention is given as a general tool to achieve a variety of goals such as greater fluency, accuracy, and complexity. [48] It also distinguishes three aspects of linguistic performance: (a) Fluency, which is concerned with the learners' capacity to produce language in real time without any pauses or hesitations. Fluency is measured in different ways, such as speech rate, length of the run, pause length, false starts repetitions, and reformulating; (b) Accuracy, which is the extent to which the language produced conforms to the target language norms.

With gradual acceptance of errors as productive and developmental rather than substandard and deviant, grammatical accuracy became secondary to communication. English L2 composition text books reflected the theoretical shift by focusing on the teaching of organization patterns common in English academic prose, topic, thesis sentences, paragraphs, and essay modes with their focus primarily on product.[49] This current traditional approach is still widely used in many writing classes.

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[47] *Ibid*, p.2.
[48] P. Skehan*, A Cognitive Approach to Language Learning,* (Oxford: Oxford University Press, 1998), p.73.
[49] *Ibid*, p.1.

Based on a widely accepted categorization, writing tasks in second/foreign language classes are either real-world tasks, which are directly based on the learners' communicative goals, or pedagogic tasks which are designed to develop students' genre knowledge and composing skills.

Second language writers have to challenge higher-level skills of planning and organizing, as well as lower level skills of spelling, punctuation, and word choice. One of the challenges in working on second language acquisition is to address the concurrent need for maintaining complexity, fluency, and accuracy in EFL learners' language.[50] The desire to investigate motors of change contributes to the challenge. The researchers usually measure complexity by relating how much subordination is used simple statistical counting based participants' writing document.

Moreover, in this paper the writing task related to two different subject matters. The first writing task deal with short paragraph recount writing under cause and effect as the main subject content. The participants commanded to write their personal experience recount as simple as possibly since the learning time allocation was relative short. In both task, the research exclusively elaborated the imitative writing for EFL students. As regard that students are at a basic level where they just need to master the mechanics of writing to be able to produce any written language. The fundamental skills that is required such as writing words,

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[50] *Ibid*, p.2.

punctuation, very brief sentences, and spelling. In this stage, form is primary if not the only focus. Meanwhile, meaning and context are simply secondary.[51]

3. Types of Collaborative Writing Strategy

A number of teachers have implemented collaborative writing in their writing class. In implementing this strategy, they tend to use a number of types of collaborative writing strategies. There are five types of collaborative writing strategies.[52] First, group single-author writing; it is a kind of writings conducted by one individual that involves planning, drafting, and reviewing. It is still a kind of collaborative writing even it is conducted by one individual because it involves a team that works toward coordinated consensus that is reflected in a document that is written by one of the team members. It occurs when one of team member writes as a representative for the entire team. This kind of writing can be implemented if the writing task is simple.

Second, sequential single writing; in sequential single-author writing, one group member writes at a time. Each group member is assigned a portion of the document, writes his or her portion and then passes the document onto the next group member. For more detailed information of sequential single writing form, see the following figure.

Third, parallel writing; it occurs when a group divides the assignment or document into separate parts and all members work on their assigned part at the

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[51] H. Douglas Brown, 'Language Assessment: Principles and Classroom Practices'. White Plains, NY: Pearson Education, 2004, p.220.
[52] Paul Benjamin Lowry, et.al, "Building a Taxonomy and Nomenclature of Collaborative Writing to Improve Interdisciplinary Research and Practice". Journal of Business Communication 41, 2004, p. 74-81.

same time. There are two types of parallel writing: horizontal division parallel writing can be implemented if group members divide the task into sections, each member being responsible for the development of his or her assigned section; and stratified division parallel writing is implemented if group members divide responsibility of the creation of the product by assigning different members with different roles. Some examples of roles that a member could be assigned are: author, editor, facilitator, or team leader.

Fourth, reactive writing; it occurs when team members collaborate synchronously to develop their product. Team members react to and adjust each other's contributions as they are made. Finally, mixed mode; it deals with the combination of two or more of the collaborative writing strategies described previously.

One of the most important things that should be done by teachers before choosing one of the collaborative writing strategies stated previously is considering the advantages and disadvantages of each strategy. In order to help teachers consider them, the writer presents the following table which discusses the advantages as well as disadvantages of collaborative writing strategies.[53]

D. Student's Perception

In common terminology, perception is defined as the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or

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[53] *Ibid*, p. 81.

notice things quickly." There are many definitions and theories of perception.

Most define perception as the process of recognizing (being aware of), organizing

(gathering and storing), and interpreting (binding to knowledge) sensory

information. Whereas, Michaels defining perception (ecologically) as "the

detection of information".[54] Likewise, perception is also the organization,

identification, and interpretation of sensory information in order to represent and

understand the presented information, or the environment.[55] Students' perception

expected in this research is the thoughts and opinions of students regarding the

application of two models of learning activities.

1. Factor affected students' perception through learning

A similar distinction underlines theoretical analyses of both students'

beliefs about knowledge and conceptions of learning. Presage factors include not

only the aforementioned students characteristics concerning beliefs about

knowledge and conceptions of learning, but also the learning context, involving

teacher and school attributes.[56] Process factors include students' perceptions of a

given learning situation and the specific learning strategies that they consequently

adopt for that learning task.

Furthermore, it called functional factors and structural factors as

explained; functional factors that come from need, period experience ago and

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[54] Michaels, C, "Information, perception, and action: What should ecological psychologists learn". Ecological Psychology, 2000, p.244.

[55] Anon, *Cross-Cultural Design: 8th International Conference*, (Canada: Springer, 2016), p.194.

[56] Hadi Suprapto Arifin, et.al "Factor Analysis That Effect University Student Perception in Untirta about Existence of Region Regulation in Serang City", Jurnal Penelitian Komunikasi dan Opini Publik Vol. 21 No.1, Juli 2017, p. 91.

other things included in personal factors. Perception no determined by the type or form of stimuli but the characteristics of people who are respond to the stimuli; structural factors are derived from the nature of physical stimuli and nerve effects caused by the nervous system individual. In addition those factors, the way individuals see the world is originated from the group and its membership in the society. That is, there are environmental influences on ways individuals see the world which can be said as social pressures.[57] These both factors give crucial influencing in an individual perception making.

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[57] Ibid, p. 91.