



DEVELOPING STUDENTS' WRITING SKILLS IN THE CLASSROOM THROUGH WRITING WORKSHOP

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Abstract: Implementing an appropriate learning model is needed to improve students' writing skills because writing may reflect the writer's knowledge and there are many other factors that determine the success of achieving good academic writing skills. The purpose of this study was to reveal the effectiveness of collaborative workshop learning model in order to foster students' ability to write academic papers. The type of this research is classroom action research. Participants in this study were 25 undergraduate students in Indonesian Language education program, Data were collected by observing student learning activities, while tests were conducted to measure students' ability in writing academic papers. Descriptive analysis was conducted to analyze student learning activities and the progress of their scientific paper writing skills. The result shows that the collaborative workshop learning models can improve students' ability to write academic papers. This learning model emphasizes independence in increasing individual abilities and collaboration in creating comfort in the learning process. It turns out to provide satisfying results by increasing student competence and their comfort in learning academic writing.

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INTRODUCTION

Learning academic paper writing skills on campus must be well-managed and encourage students to be independent in reasoning, able to see the relationship between concepts and material, able to communicate in writing, and have no difficulty when writing academic papers (Álvarez et al., 2015). Therefore, the lecturer must train students and not just teach about linguistic knowledge and its details because this is not enough to gain effective writing skills (Kellogg & Raulerson, 2007). Academic writing requires rhetorical skills, and textually realizing the relationship between readers and writers is also quite important in developing academic writing skills (Yea et al., 2020).

Writing a paper is not an easy process and it cannot be obtained naturally (Byard, 2013). Many students experienced problems in academic writing, especially to write academic papers. Based on the observations of papers written by students for two semesters, the problems for students in writing papers were:

1. Students wrote Inconsistency between the title of the paper and the content of the paper.
2. The formulation of problems and sub-problems was not correct.
3. The discussion of each sub-problem was less detailed.
4. There was a literature review that is less relevant to the problem and sub-problem.
5. The conclusion did not reflect the description of the problem discussion.
6. Students ignored the use of language rules.
7. The writing procedure did not follow scientific principles.

The lead researcher in this study (Musaljon) is a language educator. He has worked with various learning interaction approaches. He is keen on more point by pointing exploration to practice a study that will systematically identify how the workshop learning model can improve students' writing skills. Researchers understand that students can have varied reactions to different approaches. The motivation from this study is to foster students academic writing skills, and also as a deep approach in understanding efficacy of a collaborative workshop learning so we can teach more professional and more confidence with the result (Swee-Choo et al., 2012) and want a research methodology that will allow them to make changes during the



semester and after completing implementation to address student concerns when applying this learning model.

Action research was chosen as the approach to this research as a result of its capacity to give a voice to understudies in the classroom using workshop learning to improve the writing competence. The focus is on working with students to improve their competence for scientific writing by applying and modifying the workshop learning elements rather than studying the impact of workshop learning on their motivation. All authors reviewed each cycle of inquiry's results and reflected the information obtained from students to determine the best way to approach and made changes to learning at the end of implementation to improve student competence. Sometimes, the instructors held meetings during the actual implementation to discuss the students' problems and immediately made changes to the learning response to these problems.

Previous workshop learning had often been applied in undergraduate classes. A recent systematic literature review by Oermann (2015) found that there were 80 different publications on improving writing skills in undergraduate classes from 2003-2014. One of those has been conducted by Troxler (2011) which aimed to identify specific approaches used to foster students' writing skills. Two types of writing programs were used writing activities integrated throughout the curriculum and stand-alone programs. Stand-alone programs, such as online writing tutorials, workshops, and intensive courses, provide a one-time focused opportunity for students to learn about good writing practice but do not allow for ongoing experiences to improve the actual writing process. Furthermore, the other program involves the integration of the entire curriculum from several writing activities to foster students' writing skills.

Using workshops as a learning model has been described by Seventeen articles that can help undergraduate students to develop their writing skills. This group incorporated a precourse workshop for college understudies (Bailey et al., 2007) and writing workshops for undergraduate students (Chandler et al., 2005; Dewar, 2012; Heinrich et al., 2004) Workshops are frequently used to advance writing for professional publications.. Five different articles in the current review shared professional writing tips or tools to improve their writing skills.

For example, Clay (2003) offered practical tips for students in collecting literature, editing their work ,developing an essay, and creating a reference list. Some studies explored whether a writing workshop improved publication rates. Across these studies, enhancements were noted in manuscript production and publication rates from pre- to post-workshop participation (Rickard et al., 2009; Shatzer et al., 2010; Stone et al., 2010). Understudies likewise detailed that working with faculty offered the most supportive help in writing for scientific publication (Dowling et al., 2013).

The largest gap identified in the review of the 80 papers identified in the systematic literature review was the absence of research on the writing program and strategy. To evaluate their effectiveness and identify which one is the most effective approach to fostering students' writing skills, research on writing workshops generally uses survey instruments or case studies. The structure of this paper is based on an action research approach. The objective of this study was to examine the writing using a collaborative workshop learning model by investigating the research question 'how the effectiveness of classroom learning workshops toward academic writing?'

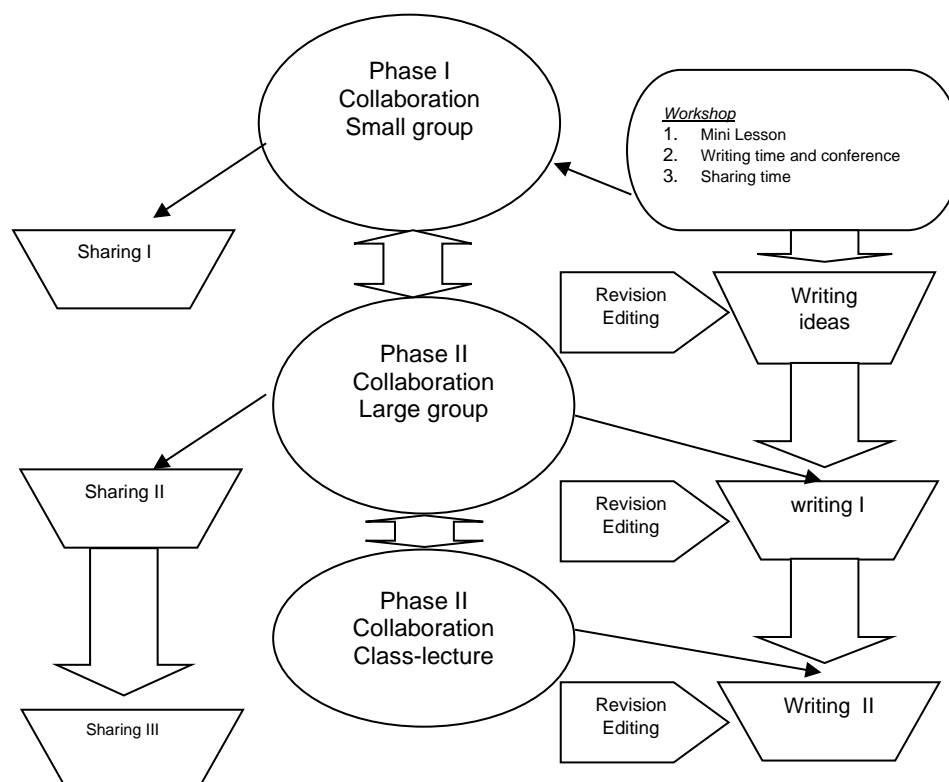
METHODS

Research Design

This study used an action research design to solve the problem of writing paper skills. Action research is used to improve and increase abilities in various education matters, such as learning, and an improvement in teaching and learning activities can be realized. It is even prevalent in various countries by educational policymakers, especially in improving learning outcomes (Hairon, 2017). The research was conducted in two cycles, and each cycle was carried

out in four meetings involving planning, implementing the action, observing, and reflecting. The action research design used in this study was the Kemmis and McTaggart model. This action research model consists of 3 stages, namely, 1) planning, 2) implementing the action and observing 3) reflecting. The integration of the acting and observing stages is because the two stages' implementation cannot be separated. In other words, both are done at one time. When the action is carried out, the observation is carried out. If we look closely, the model proposed by Kemmis and McTaggart is essentially in the form of sets or strands with one set consisting of 4 components, namely, 1) planning, 2) action, 3) observation, 4) reflection. The four components are seen as one cycle. Therefore, the definition of "cycle" on this occasion is a cycle of activities consisting of planning, acting, observing, and reflecting.

Figure 1. Steps for a Collaborative Workshop Learning model



Procedures

As shown in Figure 1, the model for a collaborative workshop has the following steps :

Learning Steps

- (1) In The first stage, the lecturer gave apperception
- (2) The second stage, presentation of the material (mini-lesson):
- (3) Students were introduced to workshop and collaboration learning models and what they should do while participating in writing scientific papers. The lecturer conveyed the learning objectives and motivated students' curiosity about the material to be studied, and then the lecturer presented learning material to write scientific papers with a workshop and collaboration model.
- (4) The third stage, group activities:

Collaboration phase I: small groups (permanent group)

The researcher divided four students, a combined cross-section assessed based on ability, gender, and taste. This was the first step to collaborative writing so that each group must consist of students who could really work together, were open to each other, and respected the opinions of fellow members. Each group was endeavored to have the ability to speak the language evenly or not too far away. This means that there should not be a group where members were only occupied by upper (clever) group students or vice versa. Indeed, this was not an easy thing to do because each individual had a different character, and there was a sense of incompatibility with someone so that if the teacher determined it himself, and certainly not a few students submit suggestions to move to the group they liked. For this reason, the author determined the five students who were considered to be outstanding in the class as the group leader. Students worked together in small groups at this stage, or this was where students started collaborating with their friends in groups for selecting and discussing titles, doing the writing, then discussing and revising various aspects. Lecturers distributed Student Worksheets to students as material to be worked on. Student worksheets consisted of three titles. One of the titles that the group was interested in was selected and worked on individually collaboratively through the following activities:

Writing time and conference

Before writing, the group should select and determine the title itself concerning the student worksheet. At this stage, students collaborated to build a foundation for the title chosen based on knowledge, ideas, not yet supported by representative reference sources so that they had reliable argumentative value in determining the chosen theme then proceed at the stage of exploring and developing ideas / Writing ideas that emphasize the components of writing, namely: the content of the writing, the organization of the writing, the use of language, vocabulary and mechanics even though it is still in draft form, after collaborating with the group to write a rough draft, together with the group collaborating through discussion, asking and answering questions, arguing with each other, contributing ideas/ideas to improve by revising the rough draft of the various revising components. Based on the revision results, students work together in groups to make improvements in editing their writing.

Sharing time:Group Activity

a) Collaboration stage II: Large group collaboration

At this stage, the small groups collaborated with other groups. Thus, the collaboration at this stage, the groups united in large groups and shared problems that could not be solved in collaborative activities among small groups that were their original group / permanent "small group" group. This activity allowed students to have different interactions and experiences in reading, correcting, correcting, and perfecting their writing.

(b) Collaboration stage III: Class collaboration

The collaboration was carried out to develop material ideas/ideas and entered the stage of how the writing should be developed through various discussions and other group input. The collaboration developed at this stage was class collaboration, which aimed to get a broader response by involving the entire group in developing and finalizing the writing that became draft III.

(c) Collaboration stage IV: Collaboration with lecturers

At this stage, the writing of draft III, which had been corrected and improved in class collaboration, was collaborated again by involving the lecturer directly in improving draft III writing. In this case, the lecturer must have the ability and experience in writing scientific papers well because it will greatly determine students' quality of writing. Collaboration allows groups to improve or refine their writing to become the final writing as finished writing.

Data Collection

This study collected two types of data, namely qualitative data and quantitative data. Qualitative data were obtained through interview sheets, questionnaires, and observation sheets, while quantitative data were obtained from paper writing tests. This study's sources of data are learning events to write student papers. Researchers are key instruments in research, starting from the planning, implementation, observation, and reflection stages. The type of instrument in this study is an instrument to measure the learning process and outcomes. Instruments that measure the process are in the form of observation guidelines, interview guides, and questionnaires, while the instruments that measure the product or results are the paper writing test.

Participant

Participants in this study were 25 undergraduate students majoring in Indonesian Language education who were at third-semester of the 2018-2019 academic year with two observer team.

Data Analysis

The steps for processing and analyzing data in this research were as follows:

1) Describing the implementation of the action

This step seeks to describe the implementation of the writing learning action using the workshop model, in detail from the beginning to the end of the learning process (before the evaluation).

2) Collecting data

This step was taken to collect several data, both the results of process observations and the results of evaluating the action of learning to write with a collaborative workshops.

3) Analyzing and describing the results of the evaluation of the action.

This step was filled with correcting, analyzing, scoring, assessing, and describing the results of the student writing examination.

4) Describing the analysis of the results of observation and evaluation of actions

This step seeks to describe the results of the analysis of the learning process to write with a collaborative workshop model, which is obtained from the results of observation and evaluation.

5) Calculating individual development scores

After assessing the essay, the next step was to calculate and determine the score for individual development. Individual development scores were obtained by comparing the essay scores obtained by the students with the baseline scores.

6) Calculating group scores

After calculating the score for individual development, the next step was to calculate the group score to reward. The group score was obtained by adding the total score for the individual development of all group members divided by the number of group members. In other words, the group score was the average number scores for all group members.

7) Reflecting on the implementation of the action

The next step was to reflect on the implementation of the action, whose activity was an evaluation effort carried out in collaboration between collaborators and researchers. Reflection was carried out after the implementation of the observation result and the description of the

results after the implementation of the action. The results of reflection are a reference for researchers to improve their actions or plan the next cycle.

8) Making the decision

The final step in analyzing this data was to decide whether the research needs to be continued to the next cycle or not. This decision was made based on the results of the reflection above.

FINDINGS AND DISCUSSION

Findings

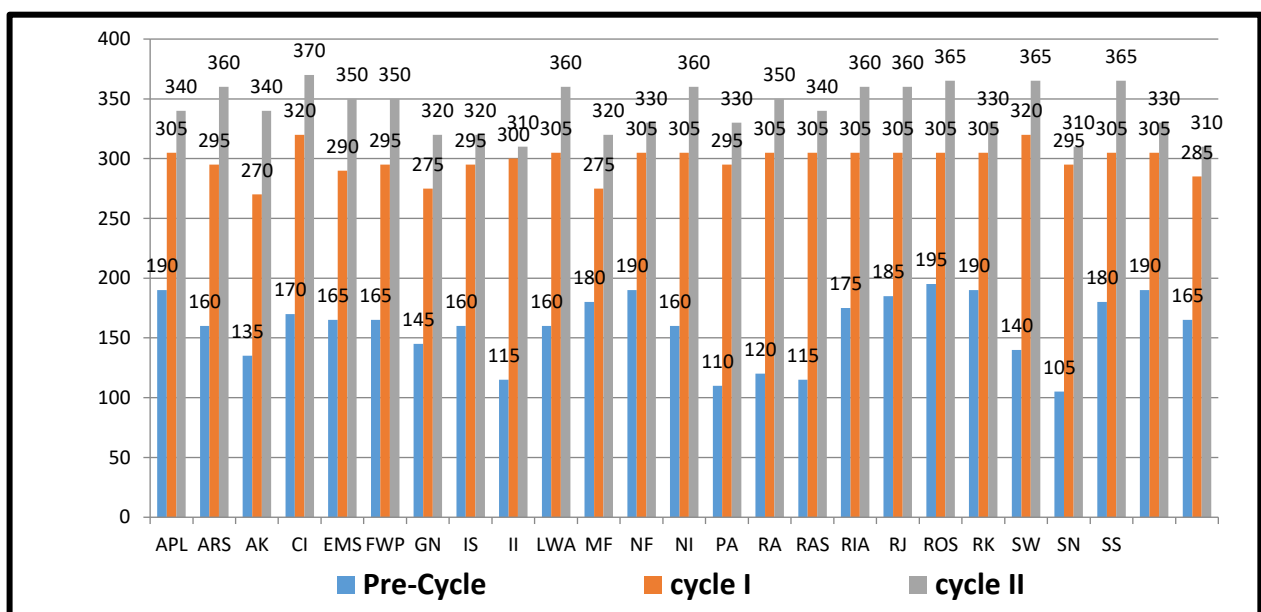
A pretest of scientific writing skills was given before the implementation of the action. The purposes of giving this initial test were to prepare students for the lecture process, by giving the initial test, the students' minds would focus on the final demands of the course delivered and to determine the student's initial ability in writing papers and the basis for determining skill improvement achieved in cycle I and cycle II.

The results of the initial test given to 25 students showed that there were 13 students (52%) who scored 161-240 (Poor Criteria) and 12 students (48%) who got 81-160 (Bad Criteria). The mean of paper writing skills from the initial test results was 158.5 (Criteria for Less). Thus it can be concluded that the skills of students in writing papers are low.

The results of the cycle I writing skills have increased. The scores obtained by 25 students (100%) were in the range 241-320 with an average score of 298.8 (Good Criteria). However, when viewed from the percentage completeness of each component of the 12 subcomponents that achieved the completeness criteria, only 5 subcomponents, meaning that it has not reached 50% of the total subcomponent. For more details, the cycle I paper writing skills results can be seen in the graph 1.

The results of the second cycle paper writing skills had increased. Of the 25 papers produced, 6 students (24%) obtained a range score of 241-320 (Good Criteria), and 19 students (76%) obtained a range value of 321-400 (Excelent). The average result of the papers written by students was 341.8 (Excelent).The average results of the papers written by students had exceeded the planned targets. In detail, the results of paper writing skills can be seen in the following graph.

The following is a recapitulation of writing skills from pre-cycle, cycle I, and cycle II.



Graph 1 Recapitulation of writing skills Test

Table 1 Group Scoring

Groups	Cycle I Average Scores	Cycle II Average Scores	Progress %
Group I	292	345	18%
Group II	296	353	19%
Group III	312	337	8%
Group IV	273	313	15%
Group V	321	361	12%

DISCUSSION

Graph 1 above shows the improvement in student's paper writing skills. Initial data, the average score of student paper writing skills is 158.6 (less criteria) with details of 12 people (48%) getting scores in the range of 81-160 (bad criteria) and 13 people (52%) getting scores in the range 161- 240 (poor criteria). In the first cycle, the average score of writing paper skills increased to 298.8. The writing skills in cycle I are considered good criteria because they are in the 241-320 value range. In cycle II, the average value of paper writing skills increased again to 341.8, with details of 6 people (24%) getting scores in the range 241-320 (good criteria) and 19 people (76%) getting scores in the range of 321 —400 (excellent criteria).

There are several aspects of assessing scientific paper writing skills which include the ability to use paper characteristics, the ability to apply paper structure, and the ability to use language in papers (Cahyani, 2009). Writing assignments in the true sense namely writing to produce written papers. Concerning the task of writing scientific papers, the task of writing should not be solely to produce language, but how to express ideas using appropriate written language as well as considering the form, type and variety of writing. For a variety of scientific writing, including scientific papers, the assessment component includes the content of the ideas put forward, content organization, grammar, style (choice of structure and vocabulary), and spelling and punctuation (Nurgiyantoro, 2010).

The success indicators in this study are not solely focused on the results of papers written by students, that the observation found other positive things ranging from self-confidence, self-activity, and feelings of comfort that arise in students during the process. All data related to the learning process that is not running optimally becomes a reference for improving the learning process. This is done with the hope that students' paper writing skills can continue to be improved. Action research opens opportunities for lecturers to improve learning quality (Stringer, 2014). Learning to write scientific papers that use the collaborative workshop learning model is the right way to foster students' writing skills. Learning conditions designed by involving several observers can record learning events that occur in the classroom. Data related to learning activities are recorded by each observer and discussed after learning is complete.

The learning model is a conceptual framework that describes a systematic procedure for organizing the learning experience of students to achieve certain learning goals, and serves as a guide for learning designers and teachers in planning and carrying out teaching and learning activities (Sagala, 2009). More broadly, the learning model is a description of the learning environment that describes curriculum planning, courses, learning unit designs, learning equipment, textbooks, multimedia programs, and learning assistance through computer programs (B.Joice & Weil, 2000). The learning model can also be interpreted as a blueprint that can be used to guide teachers in preparing and implementing learning (Brady, 2005).



Learning to write papers using a collaborative workshop learning model provides benefits for students in learning, implementing, and reflecting because it collaborates with fellow students. Learning activities in one cycle are designed and carried out in 4 meetings and followed by joint reflection activities between the teaching lecturers and the observer team. Apart from observing the observer team, all learning events were recorded by the documentation team. This recording function is to match the data obtained from the observer team. In this research, in the workshop learning process, there are a series of activities that the participants go through, and this emphasizes the individual competencies that will be achieved from the final results of the workshop and related to the series of activities (Calkins, 1989). Langum (2017) in his research findings saw that workshop learning is an efficient model in learning to write, especially scientific writing. In the process, it was clear that students' independence began to appear after passing the first cycle. This is in line with Jasmine and Weiner's (2007) findings, who have found that workshops can increase the independence of participants and their writing skills. Workshop learning is mostly done in learning writing, but writing is not only related to aspects of language knowledge in its application.

In a more specific context, this workshop model is a productive vehicle for practicing several skills, namely reasoning and application skills, and social and psychomotor skills. Students work together in discussion groups to discover the principles and work procedures in the workshop model. The priorities of this program are students' activity, cooperation in discussion groups, and doing/getting something. However, in terms of writing, workshops can be interpreted more broadly, namely activities to improve writing that is not good and improve writing that is already good. Writing workshop is a writing teaching model that is also suitable for students and university students. The 'Writing Workshop' is designed to improve students' writing skills (Portalés-Mañanós et al., 2012).

"Writing Workshop is the term currently used to describe writing introduction in which period of classroom each day, is set aside for learners to immersed in writing" (Calkins, 1989). This means that this writing workshop is a term used recently to describe teaching writing, where a teaching period is set every day so that learners are involved in writing activities.

Writing process workshop is an instructional model that views writing as an process in which, students follow a given set of procedures for planning, drafting, revising, editing, and publishing their writing. It allows students to be at various stages of the writing process at one time. Collaboration with peers and teacher is inherent in this model (Calkins, 1989).

According to Calkins (1989), learning to write through the writing workshop model is a learning model that focuses on learning writing as an ongoing process in which students follow a set of procedures for planning, composing, revising, editing, and publishing their writing. The essence of the workshop is a practical activity that includes more writing exercises than theory. Therefore, the writing workshop is directed to practical writing activities, correcting, discussing written results, collaborating, and improving them. However, the theoretical elements still cannot be eliminated because when we correct our writing, for example, from the grammar aspect, both the correcting party and the corrected party must each have the ability to understand grammar. Thus, a balanced interaction process will occur when conducting discussions, collaborations, and so on.

The average result of the individual student scores increases 8% - 19% in groups as shown in table 1. This indicated that the students in the group can work together well and become a solution to various individual student problems in the writing process. A collaboration that contains substantially more meaning of cooperation, is used to correct and comment on friends' writings. This activity will provide to both parties, both for readers (correctors) and writers (who corrected their writing). According to Tiedt (1989), collaboration can be done in 2 ways, namely: (1) in pairs (with pairs) and (2) response groups (response groups). The first is to make pairs correct each other and comment on each other's writings, while the second way is to create a group of about four or five people. Second, it is possible to modify this method so that another considered more effective method appears. For example, a person's writing is corrected and commented on by his group members to be corrected and commented on by three or four



people. Meanwhile, groups can be permanent or can also change to allow for different interactions and experiences in reading, correcting, and commenting on other friends' writings.. *Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work.*(Dillenbourg, 1999)

According to Dillenbourg(1999), collaborative learning is when two or more people are learning or trying to learn something together. Unlike learning alone, people involved in collaborative learning use each other's resources and skills to solicit information from one another, evaluate one another's ideas, monitor each other's work, etc.

Collaborative learning is an educational approach that involves a group of learners working together to solve a problem, complete a task, or create a product, it based on the ideas that learning is a naturally social act. Learning occurs through active engagement among peers, either face to face or online.(Dockrell et al., 2016)

According to Dockrell (2016), collaborative learning is an educational approach that involves groups of participants working together to solve problems, complete tasks, or create a product. It is based on the idea that learning is a naturally social act. Learning occurs despite engagement between peers, either face-to-face or online. The collaborative learning model is a learning model that encourages learners to work together and to maximize their learning and learn with friends. Collaborative learning is more than just group learning or group work because in collaborative learning there is a structure of encouragement and collaborative tasks that allow for open and effective interaction among group members. The collaboration model emphasizes the activities of practicing and working together in small groups collaboratively. In this model, students learn together, help each other and discuss together in completing a learning activity. Collaborative learning takes place when groups of students work together to find understanding, meaning, or solutions to create a learning product. Furthermore, Piaget in Smith and McGregor (1993) with his concept of "active learning" argues that students learn better if they think in groups, according to their thoughts, therefore explaining a job is better at displaying in front of it hard. Piaget also argued that if an active group the group will involve others to think together so that they learn more.

Learning to write scientific papers through a collaborative workshop model applied in this research emphasizes the existence of cooperation and interaction between students, to motivate each other and help in mastering the subject matter, in this case, the skills of writing scientific papers. Through a collaborative workshop learning process, it appears that students feel comfortable, excited, and do not feel bored because the writing process is influenced by cognitive and psychological aspects and takes a role in learning to write(Kellogg & Raulerson, 2007). At the beginning of applying the student workshop learning model, there was still a lot of confusion and more silence, which could be resolved when the sharing session started. This is in line with Alvares(2015), who found that the writing workshop model was not comfortable enough for participants in the academic writing learning process. Another model is needed to solve this problem. To support this, collaborative learning comes to complement and accelerate the achievement of writing competencies well. It is because learning should be democratic(Dewey, 1903). This can be seen clearly in this study, in the learning process many passive students become active and enthusiastic in participating in each activity carried out. Furthermore, in collaboration, it has been found as a learning model that can increase self-confidence and has great benefits in fostering friendship(Lin & Maarof, 2013; Shehadeh, 2011; Yong, 2006). In this learning model, students can also see the extent of their writing ability, and collaborating and helping their friends increase their intelligence abilities (Eng & Mustapha, 2010).

Student learning arrangements were carried out in groups. The lecturer carried out the division of groups. The lecturer divided students into five groups. On average, each group consisted of five students. The formation of groups in this study was an important factor. By forming groups, students could play an active role in learning activities. Each group member



was mutually motivated, even encouraging students who were passive to become active. Regarding writing scientific papers, although student activities were designed in groups, the final demands were still given individually. This setting had been shown to provide significant results individually if given the right example, and also collaboratively, the group gave significant results in problem-solving (Retnowati et al., 2010, 2017). The determination of the topics appointed as the paper's title until the paper framework was carried out in groups. However, developing the paper framework into a coherent paper was carried out individually as demanded in workshop learning (Calkins, 1989). The collaborative workshop model's application was well implemented to get objective results, and the quality of learning was tested. In general, students tend to take lessons only focused on exams and getting grades only to get a little knowledge and only understand the surface concept of the learning they are going through (Alkhateeb & Milhem, 2020). Furthermore, this collaborative workshop learning model could provide a better learning experience as what has been found in this study or other research (Zhang & Huang, 2020).

Limitation

Learning to write scientific papers with a collaborative workshop learning model can foster students' writing skills. It needs to be applied as a good learning, which can activate students and provide students with proper writing instruction. In connection with the research results, this study also has limitations that the learning process studied was only learning to write papers for the third-semester students which led to a small sample size for analysis., so the results of this study should apply to other students with the same characteristics.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the use of workshop learning models and collaboration in learning can improve students' skills in writing scientific papers, especially papers well. This improvement can be seen in the planning, implementation, and learning outcomes that have been implemented. Each student's independence and confidence in writing can be improved, and boredom in the workshop learning process can be eliminated by collaboration between students and lecturers.

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