

THESIS

**EFL STUDENTS' PERCEPTIONS OF PEER INTERACTIONS
IN COLLABORATIVE WRITING ACTIVITIES:
A CASE STUDY**



By:

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FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
JUNE, 2022**

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A CASE STUDY**

*To Compile a Thesis on the Undergraduate Program English Education
Department in Faculty of Education and Teacher Training at Maulana Malik
Ibrahim State Islamic University Malang*



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IN COLLABORATIVE WRITING ACTIVITIES: A CASE
STUDY**

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The Honorable,
To the Dean of Faculty of Education and Teacher Training
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Assalamu'alaikum Wr. Wb.

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MOTTO

When God still revives us today, it means that we are asked by Him to ask forgiveness for our mistakes and increase our deeds of worship.

Ketika Tuhan masih membangunkan kita hari ini, itu berarti kita diminta olehNya untuk memohon ampun atas semua kesalahan-kesalahan kita dan menambah amal ibadah kita.

-Tamami-

DEDICATION

This thesis is proudly dedicated to:

My beloved and amazing parents (Mr. Mubarak & Mrs. Siti Mudrikah)

My beloved sister and brother (Menik Nuraeni & Zainal Abidin)

My beloved best friend (Ahmad Najib)

My big family

All of my friends

ACKNOWLEDGMENT

In the name of Allah, the Most Beneficent, the Most Merciful.

All praise be to Allah, the almighty God, for the strength, health, and determination to complete this thesis as her final study assignment. Peace and salutations to the Prophet Muhammad, who has brought light and shown humankind the right path.

This thesis is written as one of the requirements for getting the *S. Pd.* In English Education degree. Many people have been beneficial and supportive during the writing of this thesis. Therefore, the writer would like to express her gratitude to them at this point, for her loving mother, Siti Mudrikah, for her amazing love and kindness, and her loving father, Mubarok, for his endless love and encouragement.

Following that, the writer wishes to express her gratitude, indebtedness, and appreciation to her advisor, Maslihatul Bisriyah, M. TESOL, for patiently guiding her with the most valuable lesson and advice in writing this thesis.

The writer would like to express her sincere gratitude, appreciation, and thanks to:

1. Prof. Dr. H. M. Zainuddin, MA., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Nur Ali M. Pd., as the Dean of the Faculty of Education and Teacher Training.
3. Dr. H. Langgeng Budianto, M. Pd., as the Head of the Department of English Education, and Dr. Alam Aji Putera, M. Pd., as the Secretary of the Department of English Education.
4. All of lecturers in the Department of English Education, for their valuable knowledge and marvelous inspiration.
5. Maslihatul Bisriyah, M. TESOL, as her beloved advisor.
6. Dr. Hj. Like Raskova Octaberlina, M. Ed. and Basori, M. S. Ed. as her examiners.
7. Siti Mudrikah and Mubarok as her amazing and beloved parents.

8. Her siblings, Menik Nuraeni and Zainal Abidin, for their affections and support.
9. Her best friend, Ahmad Najib, for his endless prayer and support.
10. Her close friends; Roro, Lina, Tata, Aeva, Ilvi, and Nana for always entertaining and encouraging.
11. Her dearest friends in Darul Hikmah Islamic Dormitory, Malang.
12. Her friends in the Department of English Education.
13. Everyone who has assisted her throughout her academic career (she cannot mention them one by one). May Allah blesses them all.

Finally, the writer recognizes that this thesis is still far from ideal. Despite the assistance provided by the enumerated people, there are mistakes in this thesis that are the writers' responsibility. As a result, she accepts any suggestions for improving her writing.

Malang, June 6th, 2022

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TRANSLITERATION GUIDELINES

Arab-Latin transliteration writing in this thesis used transliteration guidelines based on the decision with the Indonesian Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543 b / u / 1987 which in an outlines can be described as follows:

A. Alphabet

ا	=	A	س	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	و	=	M
ج	=	J	ض	=	Dl	ُ	=	N
ح	=	H	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	‘	ء	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

B. Long Vowel

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vowel

أَوْ = aw

أَيَّ = ay

أُؤ = ü

إِي = î

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
CFL	: Chinese as a Foreign Language
ESL	: English as Second Language
SAL	: Student Active Learning
EAP	: English for Academic Purposes
BKOF	: Building Knowledge of Field
MOT	: Modelling of Text
JCOT	: Joint Construction of Text
ICOT	: Independent Construction of Text
SMA	: <i>Sekolah Menengah Atas</i>
CBSA	: <i>Cara Belajar Siswa Aktif</i>
SA	: Strongly Agree
A	: Agree
N	: Neutral
DA	: Disagree
SDA	: Strongly Disagree
P	: Percentage
F	: Frequency
N	: The Number of Sample

ABSTRAK

Maesaroh, Tamami. 2022. Persepsi Siswa EFL terkait Interaksi Teman Sebaya dalam Kegiatan Collaborative Writing: Sebuah Studi Kasus. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Maslihatul Bisriyah, M. TESOL.

Kata Kunci: Kegiatan Collaborative Writing, Interaksi Teman Sebaya, Persepsi.

Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi siswa terkait interaksi teman sebaya dalam kegiatan collaborative writing, mengidentifikasi masalah terkait interaksi teman sebaya dalam kegiatan collaborative writing dan upaya siswa dalam menyelesaikan masalah tersebut. Subjek pada penelitian ini adalah 18 siswa kelas dua di SMA X.

Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan dengan menggunakan teknik angket dan wawancara, kemudian dianalisis secara kualitatif dengan langkah-langkah; pengkodean, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan; (1) Siswa memberikan persepsi positif terhadap interaksi teman sebaya dalam kegiatan collaborative writing. Mereka merasa interaksi teman sebaya dalam kegiatan ini, membantu mereka dalam mengembangkan kemampuan menulis dan Bahasa Inggris mereka. (2) Terdapat beberapa masalah terkait interaksi teman sebaya yang mereka temui dalam kegiatan collaborative writing seperti perbedaan pendapat, anggota kelompok yang tidak berkontribusi, perbedaan karakter, etc. (3) Mereka dapat menyelesaikan masalah-masalah tersebut dengan berdiskusi, saling mendukung, membantu atau meminta bantuan guru.

ABSTRACT

Maesaroh, Tamami. 2022. EFL Students' Perceptions of Peer Interactions in Collaborative Writing Activities: A Case Study. Undergraduate Thesis of English Education Department at the Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor, Maslihatul Bisriyah, M. TESOL.

Keywords: Collaborative Writing Activities, Peer Interaction, Perception.

This study aimed to describe students' perceptions of peer interactions in collaborative writing activities, identify problems related to peer interaction in collaborative writing activities, and students' efforts in solving these problems. The subjects in this study were 18 second-grade students of SMA X.

A qualitative method and a case study approach were used in this study. The data were collected using questionnaires and interviews, then analyzed qualitatively with the following steps; coding, data reduction, data presentation, and concluding.

This study indicated that (1) Students gave a positive perception of peer interaction in collaborative writing activities. They felt that peer interaction in this activity helped them develop their writing and English skills. (2) There were several problems related to peer interaction in collaborative writing activities, such as differences of opinion, group members who did not contribute, differences in character, etc. (3) They could solve these problems by discussing, supporting and helping each other, or asking the teacher.

ملخص البحث

تمامي ميسرة. ٢٠٢٢. نظر الطلاب تجاه تعامل الأقران في برنامج الكتابة التعاونية المطبق على طلاب الفصل الثاني من مدرسة العالية الحكومية بمالانج. رسالة جامعية. قسم تدريس اللغة الإنجليزية، كلية التربية و تدريب المعلمين، بجامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. المشرف : مصلحة البشرية الماجستير

الكلمات المفتاحية : برنامج الكتابة التعاونية، النظر، تعامل الأقران

الغرض من هذا البحث هو إبانة نظر الطلاب تجاه تعامل الأقران في برنامج الكتابة التعاونية، و معرفة مشاكل حول هذا الموضوع و معرفة كيفية قضاء الطلاب عليها. كانت المواد لهذا البحث ١٨ طالبا من الفصل الثاني في مدرسة العالية الحكومية بمالانج.

و استخدم هذا البحث نهجا نوعيا بتصميم دراسة الحالة. و أما المعلومات و البيانات فكانت تجمع بالاستبيان و المقابلة ثم بالتحليل نوعيا و ذلك بوضع الرموز عليها و تصنيفتها و عرضها ثم استخراج الخلاصة منها.

و قد تم هذا البحث بالنتائج التالية؛ (١) يظهر من الطلاب نظر إيجابي تجاه هذا البرنامج فإنهم يجدون في أنفسهم أن هذا البرنامج يعينهم على تنمية قدرتهم على الكتابة باللغة الإنجليزية كما أنه يعينهم على تنمية ذات لغتهم الإنجليزية. (٢) هناك مشاكل خلال تطبيق هذا البرنامج منها اختلاف الآراء و منها عدم مساهمة بعض الطلاب و منها اختلاف الطباع. (٣) يمكن قضاء هذه المشاكل بالمشاورة و بتشجيع بعضهم بعضا و التعاون و مساعدة المدرس

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, research objectives, significance of the study, limitation of the study, and definition of key terms.

1.1 Background of the Study

English is an essential communication medium, considering its position as an international language. Rapid technological developments and competition in various aspects of life require people to master this language to survive, develop, and compete in this modern era. Indonesia, aware of the importance of learning English, applies English subjects in its educational curriculum according to the Regulation of the Minister of National Education Number 22 of 2006 (Faridatuunnisa, 2020). In learning a language, students must master the skills contained in that language. In English, four skills that students must master are listening, speaking, reading, and writing.

Writing is a perceptible means of communication that appears in a written form (Veramuthu & Md Shah, 2020). Suparno (2009) stated that writing skill is a communication activity to convey messages using written language as a tool or medium. Writing is indirect communication to express intentions, opinions, or ideas to others in written form. Allah has ordered His servants to write in the letter Al' Alaq verses 4-5, which read:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“Who taught by the pen (4) Taught man that which he knew not (5)”

These verses contain the command to write and explains the virtues of writing. In the Book of *Tafsir Al Mishbah*, the word “Al qalam” is defined as a pen or the result of using a pen; writing. The letter of Al’ Alaq, verse 4th, is interpreted as ‘God teaches people with a pen.’ Followed by the 5th verse, ‘Teaching people what they do not know.’ Also, Prophet Muhammad ordered Muslims to write in the hadith:

فَتَدُونُوا الْعِلْمَ بِالْكِتَابَةِ

“Tie knowledge with writing.”

This hadith contains the command to write knowledge so that it can be remembered and distributed to others. The verses and hadith show the importance of writing in teaching and learning activities.

Much practice becomes the primary provision in producing good writing in learning a second language. Fareed et al. (2016) stated that the writing task is perceived as the most complex skill which requires practice. Writing skills are often considered difficult by second language students because writing requires knowledge of vocabulary, grammar, sentence structure, punctuation, and spelling. According to Nunan (1989), writing is a challenging cognitive activity requiring students to control various factors. Writing involves the writer’s imagination, creativity, and organization to find and assemble ideas into good writing and easily understood by readers. Writing skills train

students' cognition and lead them to academic success, including learning a second language.

Teachers use various strategies and approaches to teaching writing to train and develop the students' writing skills. In teaching writing, teachers must consider the appropriate method, writing resources, and supporting materials that help teachers and students in the learning process (Anggraini et al., 2020). One of the popular strategies used by teachers is collaborative writing. Collaborative writing is a strategy that requires students to work in pairs or triads to write a formal paper together (Barkley et al., 2012). Collaborative writing allows students with different backgrounds and abilities to work together to produce a written product.

According to Storch (2005), a collaborative writing strategy produces a text by two or more writers. As the education system gears to the demand of 21st-century learning practices, the collaborative writing approach is a good start (Veramuthu & Md Shah, 2020). In collaborative writing, the interaction engages student partners in all stages of writing, from decision-making to construction and editing of the text (Deveci, 2018). Collaborative writing also directs students to be independent and responsible for the paper produced by their writing group. This strategy is in line with the command of Allah in the letter of Al Maidah, verse 2, which reads:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

“And cooperate in righteousness and piety, but do not cooperate in sin and aggression.”

In this verse, Allah SWT commands His servants to help each other in goodness. In collaborative writing activities, students work together and help each other create an English text.

Collaborative writing has several stages, namely the initial stage, where students find ideas or writing topics. Students organize their thoughts' information into an outline in the second stage. In the third stage, students make a draft of the writing, the fourth stage where students revise their work, and the last stage where students edit their writing products into good writing (Storch, 2005). The exciting thing about this strategy is that students are allowed to provide feedback on the work of their groupmates. Collaborative writing also allows the students to generate ideas and give peer feedback (Shin, 2014). Students are expected to share knowledge and increase their learning motivation with this peer feedback.

Collaborative writing activities cannot be separated from interaction, considering their application involves two or more students making a text. Interaction can be interpreted as a dynamic relationship involving various relationships between individuals and individuals, individuals and groups, or groups and groups where one side would encourage the other side and be rewarded with a reaction (Ahmadi, 1991). Interaction in teaching and learning activities is known as educative interaction. Good educative interactions run as a medium of communication that can change students in terms of knowledge, skills, and attitudes.

According to Sudjana (1989), communication in educative interactions is divided into one-way, two-way, and multi-way communication. One-way communication is the teacher acts an active role as the giver of action and students work the passive role as the recipient of the action. Two-way communication is where the teacher acts as a giver and receiver of the action, and students act as recipients and givers of action. Here, students are allowed to interact with the teacher by asking a question or answering a question given by the teacher. The third communication is widely applied in learning today, namely multi-way communication involving teacher-student interaction, student-teacher interaction, and student-student interaction.

Students can act as givers of action in student-student interactions by explaining the material, becoming discussion partners, and providing constructive feedback to other students. In this interaction, the teacher is no longer the center of learning. Still, it acts as a mediator or facilitator of activities to be active and conducive to learning in the classroom. Student-centered learning can increase student motivation and independence inside and outside the school (Geven & Attard, 2012). Therefore, many teachers apply this approach, including teaching and learning a second language.

Collaborative writing is an appropriate strategy for implementing student-centered learning. Veramuthu and Md Shah (2020) claimed that collaborative writing creates opportunities for its members to interact. Interaction in collaborative writing occurs when each member gives ideas, opinions, and feedback during the writing process. Students can express ideas about writing

when they are co-writers (Dale, 1997). Collaborative writing is a means for students' language development through social interaction because they can share ideas, collect language resources, and provide collective scaffolding during collaborative writing activities (Wigglesworth & Storch, 2009). Each student must be responsible for the task assigned in the writing group. A collaborative writing strategy would increase students' understanding to appreciate every contribution their peers make. Feedback from peers also plays a crucial role in improving students' writing skills. When students have difficulty developing ideas or make mistakes in writing, the role of peers in providing feedback becomes essential.

Veramuthu and Md Shah (2020) stated that peer support is more effective than teachers in providing knowledge about writing. They also added that collaborative writing encourages second language students to think critically, formed through problem-solving. According to Mandusic and Blaskovic (2015), critical thinking can be improved and developed through collaboration. Collaborative writing encourages students to develop ideas and find the best solution for differences of opinion with their peers. Although peer interaction occurs significantly in collaborative writing activities, Walls (2018) explained that personality differences could affect peer interaction. For example, students with extroverted personalities would be more active in collaborative writing activities than students with introverted personalities. It would affect the writing process and even the writing product itself.

Character differences are also a problem in peer interaction. Discipline and fast students would have difficulty working with slow and undisciplined students. It becomes a reason students are more interested in making an individual writing product than a group writing product. The members of a collaborative writing group can have different levels of motivation which causes frustration in this writing strategy (Astuti, 2018). Another aspect that affects peer interaction is student knowledge regarding collaborative writing strategies. In their research, Chen and Hapgood (2019) found that English as Second Language (ESL) students who already knew the collaborative writing strategy had more collaborative-oriented interactions than ESL students who did not see this strategy.

Several studies have examined collaborative writing activities in teaching and learning writing skills. Li and Zhu (2017) found that wiki interaction features affect the quality of wiki writing products; the better students use the wiki interaction features, the better their writing products would be. Research on students' perceptions of collaborative writing strategies has been carried out by Chen and Yu (2019) and Anggraini et al. (2020). The results showed that students gave a positive perception of this strategy. The following research was conducted by Zhai (2021) that found students experienced three changes in motivation during collaborative writing. Also, the results showed that most students gave a positive perception of the collaborative writing project and acknowledged the benefits of the project.

The four studies did not examine students' perceptions of peer interaction in collaborative writing activities. It is essential to study, considering that interactions with peers can affect the writing process and their motivation. Therefore, the researcher researched second-grade students' perception of peer interaction in collaborative writing activities at SMA X in the academic year of 2021/2022. SMA X is a private school with a bilingual program, where the students communicate using English and Arabic. The researcher also examined the problems regarding peer interactions in collaborative writing activities and how the students solve the problems so that collaborative writing activities run well. It is an important area to be researched because

1. The English teacher has applied the collaborative writing strategy to improve second-grade students' writing skills,
2. The interactions with peers in collaborative writing activities affect the writing process and students' motivation in writing,
3. Research on student perceptions of peer interactions in collaborative writing activities at SMA X has not been done before.

1.2 Research Questions

Based on the background of the problem above, the researcher formulated the issues as follows:

1. What are the students' perceptions of peer interaction in collaborative writing activities?

2. What are the problems related to peer interaction in collaborative writing activities?
3. What are the students' efforts in solving problems related to peer interaction in collaborative writing activities?

1.3 Research Objectives

Based on the research question above, the objectives of the research are as follows:

1. To explain the students' perceptions of peer interaction in collaborative writing activities.
2. To identify the problems related to peer interaction in collaborative writing activities.
3. To explain the students' efforts in solving problems related to peer interaction in collaborative writing activities.

1.4 Significance of the Study

This research has significance or benefit in two aspects: theoretical and practical.

a. Theoretical significance

The results of this study can improve theory in teaching and learning English, especially in teaching and learning writing for second language students. This research can enrich the view of collaborative

writing strategies in improving the writing skills of second language students.

b. Practical significance

The results of this study can be helpful for teachers to find out how peer interactions in collaborative writing activities happen and the problems that arise in that activity so that teachers can help students solve the problems. For students, this research helps improve English writing skills and learning motivation. Then for other researchers, the results of this study can be a reference for further studies related to peer interaction in collaborative writing activities in teaching and learning writing.

1.5 Limitations of the Study

The researcher limited the research to a collaborative writing strategy in teaching and learning writing to improve the students' writing skills. The researcher researched 18 second-grade English as a foreign language (EFL) students at SMA X in the academic year 2021/2022. This strategy is applied by the English teacher in teaching descriptive text and report text in conventional classes (not computer-based or internet network intermediaries). In teaching the two texts, the teacher used a genre-based approach. At the JCOT (joint construction of the text) stage, the students can write independently with their friends through collaborative writing activities. The help and direction from the teacher are given when needed. The researcher focused on students' perceptions of peer interaction in collaborative writing

activities, considering interaction with peers is a part of collaborative writing activities where students work together to compile different ideas and opinions to produce a text. The four interaction aspects conducted in this study are cooperative, accommodation, competition, and conflict (Soekanto, 2016). Also, this study examined the problems regarding peer interactions and students' efforts in solving the problems.

1.6 Definition of Key Terms

To prevent misunderstanding of terms in this study, the definitions of terms used in this study are explained below:

- a. Perception is the opinion or views of students regarding peer relations in collaborative writing activities at SMA X.
- b. Peers are students' colleagues in collaborative writing activities.
- c. Interaction is a reciprocal relationship between individuals or groups.
- d. Writing is an activity to convey ideas, suggestions, and opinions in written form.
- e. A collaborative writing strategy is a strategy in writing class where students in groups compose and create an English text.

CHAPTER II

LITERATURE REVIEW

This chapter presents conceptual frameworks and previous study reviews. The conceptual frameworks contain the concepts of perception, interaction, writing, and collaborative writing strategy. The previous study reviews explain some research related to interactions in collaborative writing activities.

2.1 Perception

2.1.1 Definition of Perception

According to Boyd, Walker, and Larreche in Fadila and Ridho (2013), perception is how a person selects, organizes, and interprets information. Perception is defined as receiving stimuli through the five senses, which is preceded by attention so that individuals can know, interpret, and appreciate what is observed outside and within the individual (Sunaryo, 2004). According to Wilcox (2013), perception is the brain's translator of the information provided by all the physical senses. He also explained that past experiences, everything in our minds, and things we want and need determine perceptions.

In the conventional view, perception is a collection of sensing as an object recognition process which is a cognitive activity in which the brain actively combines accumulated past experiences and memories. It actively assesses to give meaning and judgments of good or bad (Sarwono, 2002).

Perception is closely related to communication. According to Aw (2011), the accuracy of the brain in perceiving sensory stimuli leads a person to successful communication. Vice versa, the brain's error in perceiving the stimulus can cause miscommunication. From the experts' explanations, it can be concluded that perception is the process of using something received through the five senses to translate information.

2.1.2 Types of Perception

According to Irwanto in Walgito (2010), perception is divided into two, namely:

- a. Positive perception is when the object of perception aligns with all the knowledge and responses. It continues by utilizing the perceived object.
- b. The negative perception is when the object of perception is not in line with all the knowledge and responses possessed, then forwarded with certainty to accept or reject the perceived object.

Meanwhile, Walgito (2010) divided perception into perception through the sense of vision, hearing, smell, touch, and taste. From the descriptions above, it can be concluded that perception comes from the five senses. If the object of perception is in line with knowledge, positive perceptions will arise, but negative perceptions will arise if the object of perception is not in line with knowledge.

2.1.3 Factors Influencing Students' Perception

Walgito (2010) explained that the factors that influence students' perceptions are divided into two; internal and external. The following is an explanation of each factor:

a. Internal Factors

- 1) Attention. Attention is a psychological factor with prominent characteristics, both from within and outside the individual, that can help in teaching and learning activities by involving concentration and awareness.
- 2) Interest. Interest is a person's interest in an object outside himself without coercion. The greater a person's interest in the object, the greater the effort given.
- 3) Experience. A good experience will lead to a positive perception of something in the future, and a bad experience will give a negative perception.

b. External Factors

- 1) Teacher. A good relationship between teachers and students will lead to positive perceptions so that students will actively participate in teaching and learning activities.
- 2) Learning method. The proper learning method can help students get the lessons given by the teacher easily so that learning objectives can be achieved and the atmosphere of teaching and learning activities becomes more enjoyable.

- 3) Subject materials. Materials that are considered easy will cause positive perceptions, and materials that are considered difficult will cause negative perceptions.
- 4) Facilities and infrastructure. Complete and well-functioning facilities and infrastructure can support teaching and learning activities and increase student learning motivation.
- 5) School environment. A conducive school environment that meets health requirements can optimally support the teaching and learning process and student development.
- 6) Friend. Good interaction with friends can increase students' motivation and encourage them to participate in learning actively.

2.2 Interaction

2.2.1 Definition of Interaction

Interaction is an essentially social process that occurs because of dynamic social relationships, including relationships between individuals and individuals, individuals and groups, and groups and groups (Gunawan, 2000). According to Chaplin (2011), interaction is a social relationship between individuals, so the individual's concerns influence each other. Interaction is a reciprocal relationship between individuals; as stated by Fahri and Qusyairi (2019), social interaction can be seen as a social process in which a person orients himself to others and acts in response to what others say and do. Soekanto (2016) claimed that social interaction is

the primary condition for social activities. Therefore, social interaction is a social process.

The importance of interaction in social life is also reinforced by Queen et al. (1959), social interaction is the key to all forms of social life, so there would be no shared life or social life without social interaction. Jacky (2015) defined social interaction as a form of action between two or more humans that affect each other. Furthermore, Bonner in Gunawan (2000) said that social interaction is a form of relationship between two or more people so that the behavior of one individual can influence, change, or improve the behavior of other individuals, and vice versa. Based on the experts above, it can be concluded that interaction is the relationship between individuals and individuals, individuals and groups, or groups and groups that are part of a social process and influence each other.

2.2.2 Forms of Interaction

According to Gillin and Gillin in Soekanto (2016), interaction is divided into two forms, associative and dissociative. Associative interaction includes cooperation, accommodation, assimilation, and acculturation. In contrast, dissociative interaction includes competition, contravention, and conflict. Associative interaction is an interaction that is positive and leads to unity and fellowship. Meanwhile, dissociative interactions are negative interactions that lead to conflicts and disputes. It can be concluded that social interaction between individuals or groups

could occur in two forms: associative and dissociative. Associative interactions strengthen a relationship, and dissociative interactions stretch a relationship.

While Soekanto (2016) divided interaction into four forms or aspects; cooperation, competition, accommodation, and conflict. Cooperation is a group effort where each member works, helps and supports each other to achieve a goal. Competition is an action where individuals or groups highlight each other's strengths in specific fields such as economics, education, etc. Accommodation is a social adjustment in interactions between individuals or groups to avoid or relieve tensions and conflicts that occur in these interactions. Conflict is a dispute that occurs in social interaction. In this study, the researcher examined four aspects of peer interactions in collaborative writing activities: cooperation, accommodation, competition, and conflict.

2.2.3 Interaction in Learning (Educative Interaction)

School is an important social environment for student development because students can interact with many people such as teachers, friends, and other school members. The development of students includes the development of knowledge, skills, and attitudes in participating in various learning activities at school. Interaction can be educative if it aims to change a person's behavior and actions. This interaction is called educative interaction (Djamarah, 2005).

According to Ardayani (2017), educative interaction is a dynamic two-way relationship between teacher and students within the bond of educational goals. It contains several norms or values that the teacher must convey to students. Social interaction in schools is a reciprocal relationship that exchanges knowledge, information, and expertise to support the learning process and student development (Fahri & Qusyairi, 2019). The essential thing in learning is the process. The teaching and learning process contains interactions between teachers and students. Reciprocal interaction occurs when the teacher provides a subject and students receive the subject or ask questions to the teacher.

Educative interactions will assist students in accepting and understanding lessons so that student learning achievement can be more optimal. The success of educative interactions is also influenced by internal and external factors (Mulyasa, 2003). Internal factors include maturity, intelligence, motivation, and student training. Besides, external factors include family, community environment, school environment, learning facilities, and social motivation. Therefore, teachers are expected to pay attention and recognize students' character well, choose the right learning strategy or approach, and take advantage of technologies and learning resources so that educative interactions can run well.

2.2.4 Characteristics of Educative Interaction

According to Djamarah (2005), educative interactions have the following characteristics:

- a. Educative interaction aims to help children achieve certain developments or achievements so that students become the center of teachers' attention in teaching and learning activities.
- b. Educative interaction has procedures or steps that have been planned and designed to achieve goals.
- c. Educative interaction has a particular material. The material is well prepared and leads to communicative learning.
- d. In educative interactions, there are student activities. Teachers involve students' participation in teaching and learning activities so that there is reciprocity between teachers and students.
- e. In educative interactions, the teacher is a motivator and mediator. The teacher actively motivates and encourages students to learn and becomes a mediator in student-centered learning.
- f. Educative interaction requires discipline. The learning steps are carried out according to the procedures that have been made.
- g. Educative interaction has a time limit. The teacher determines a specific time limit for achieving the learning objectives.
- h. Educative interaction has an element of assessment. Assessment is used to determine whether the learning objectives have been achieved or not and evaluate for further learning.

2.2.5 Types of Educative Interaction

The interaction will not occur without contact and communication (Soekanto, 2016). Contact is the relationship between individuals or groups with others. Communication is an individual or group action containing meaning conveyed to other individuals or groups to capture and respond to that meaning by reacting. Djamarah (2005) explained three types of educative interactions according to Dr. Nana Sudjana, namely:

- a. Communication as action. It is also known as one-way communication because the teacher acts as the giver of action while students only act as the recipient of the action. It makes teachers active and students passive.
- b. Communication as interaction. This communication is also referred to as two-way communication. The teacher can be the giver and receiver of the action, and students can be the recipient and giver of action. There will be dialogue and discussion between the teacher and students in learning.
- c. Communication as a transaction. This communication is also known as multi-way communication, where interaction occurs between teacher and students, students with students, and even students are asked to be more active in the classroom. Students can be givers and receivers of action for other students.

In addition to the interaction patterns above, Usman (1990) suggests that educative interactions are divided into five types, namely:

- a. Teacher-students pattern. The teacher acts as a giver of action and students as recipients of the action.
- b. Teacher-students-teacher pattern. The teacher gets feedback or reactions from students after giving the subject or action.
- c. Teacher-students-students pattern. After the teacher gives the material, students discuss and exchange knowledge with other students.
- d. Complex pattern (teacher-students, students-teacher, students-students). This pattern is called multidirectional communication, where interaction occurs optimally between teacher and students and students with students.
- e. Circular pattern. Each student gets a turn to answer questions or express opinions to the teacher.

The process of educative interaction in the classroom can occur in the communication pattern above. However, communication or interaction between peers is the most appropriate interaction with the *Cara Belajar Siswa Aktif* (CBSA) or Student Active Learning (SAL) approach. CBSA is a learning process using various methods or strategies in which students are involved intellectually and emotionally so that students really play a role and participate actively in learning (Sudjana, 1989). This study examined peer interaction in collaborative writing activities, considering that this strategy can train students' collaboration skills, one of the four 21st-century learning skills.

2.3 Writing

2.3.1 Definition of Writing

Writing is one of the four language skills that second language students must master. Writing and speaking skills are productive skills where students are asked to produce work or learning outcomes in written and non-written forms. In contrast, reading and listening skills are receptive skills where students are asked to obtain knowledge or information from a reading or audio. According to Veramuthu and Md Shah (2020), writing skills are essential in language learning because writing helps people express ideas, opinions, and feelings to readers or others.

Writing skills are productive and expressive language skills used to communicate indirectly with other parties (Tarigan, 2008). According to Brown (2007), writing is a complex activity, including deciding what to write, how to say it, and how to express those ideas on paper so that others can understand them. Writing conveys information or expression of original ideas consecutively in the new language (Rivers, 1981). Writing is seen as a product constructed from grammatical and lexical knowledge; writing development is considered the result of imitating and manipulating models provided by the teacher (Hylad, 2003).

According to Boals (2012), writing is a process of meaning-making and a series of related text-making activities, including generating, arranging, and developing ideas in sentences with the following steps:

drafting, shaping, rereading, editing, and revising. Furthermore, Hoffman and Fodor (2010) claimed that writing is an act of connection and communication with other people, a way to express identity and position to the world and the reader. Zamel (1985) explained that writing explores students' thoughts, constructs meaning, and assesses them simultaneously. It shows several steps or processes to produce a written product in writing activities.

From the definitions above, it can be concluded that writing is a communication activity in written form that contains opinions, ideas, thoughts, or suggestions for readers, which are arranged in a writing process by paying attention to sentence structure, writing format, vocabulary, grammar, and punctuation. In addition, the writer must pay attention to the content of the writing by integrating the ideas and information to be conveyed to create cohesive and coherent writing.

2.3.2 Teaching Writing

Writing ability is a lifelong ability that students must master to obtain academic success and ease of obtaining work in the future (Yusuf et al., 2019). Therefore, this ability is included in the four language skills that second language students must master. Ur (2003) stated that teaching writing lets students acquire the capabilities and skills to compose various written texts properly in their language. Harmer (2004) explained that the reasons for teachers to teach writing to students English as a foreign

language include strengthening, language development, learning styles, and most importantly, writing as a skill in itself.

Researchers have agreed that writing improves thinking skills with higher cognitive functions of analysis and synthesis that develop fully with the support of written language (Durga & Rao, 2018). Good writing skills can help students compile scientific papers, research papers, technical documents, and reports and improve students' communication skills, creativity, imagination, and confidence. According to Hyland (2003), teaching writing skills focuses on:

- a. Language structures. Writing in a second language involves linguistic knowledge, choice of vocabulary, syntactic patterns, and cohesive devices that are important in constructing a text. To master this aspect, the teacher can carry out four stages of teaching: (1) habituation in which students are taught new vocabulary and grammar, (2) controlled writing, where students are trained to manipulate fixed patterns, (3) guided writing where students are directed to imitate a model text and (4) free writing where students develop a pattern that has been taught to write an essay or text.
- b. Text function. It introduces the idea that specific text structures have certain communicative functions. Students can be taught the text functions that best suit their present and future needs.

- c. Creative expression. Writing can encourage students' creativity and imagination by compiling and developing exciting and easy-to-understand writing so the reader can obtain the message in writing.
- d. Preparation process. In this aspect, the teacher is expected to assist students in writing assignments. The process in writing activities is a topic selection and pre-writing, which includes brainstorming, data collection, taking notes, outlining, etc. The next step is to write or pour ideas on paper or written media and get feedback on the written draft from the teacher/colleague. Then students are asked to revise by completing ideas, rearranging writing style, and adapting to the reader. The teacher should evaluate progress during the writing process. The next step is publishing. It can be through class presentations, printing papers, or submitting on certain websites.

2.3.3 Teaching Writing Approach and Strategy

Writing skills involve students' proper grammar, punctuation, and sentence structure. Therefore, many students have difficulty mastering this skill. Elbow (2000) stated that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them for describing which ones to use. In addition, Nunan (1991) also stated that writing ability is a highly complex cognitive activity in which the writer must demonstrate control of variables simultaneously. In class, teachers can also have difficulty teaching writing skills (Kustati &

Yuhardi, 2014). The difficulties faced by teachers are dealing with students' low motivation and students' fears of writing because writing skills in second language learning require knowledge of vocabulary, grammar, etc.

In writing, teachers must consider appropriate strategies and approaches to assist teachers and students in learning. An approach is a theory regarding language learning or the general philosophy of how people learn. At the same time, strategy is a set of constructive practices for achieving specified expectations (Eacott, 2008). Constructive practice leads to progressive activities involving students in writing, and setting expectations leads to teaching writing. Using strategies in teaching writing allows teachers to facilitate students in finding, developing, and compiling ideas into good writing. Thus, teachers must apply writing teaching approaches and strategies well to achieve learning objectives.

2.3.4 Genre-Based Approach

The genre-based approach is an approach in teaching writing skill that focuses on text, social goals, meaning, language in context, culture, and ideology (Derewianka, 2003). The stages in applying this approach are:

- a. Building Knowledge of Field (BKOF). At this stage, the teacher explores the students knowledge related to the topic. Also, exporting

cultural similarities and differences related to the topic. Teachers can share or ask students to share their experiences related to the topic.

- b. Modeling of Text (MOT). The teacher explains the text's social function, purpose, structure, and language features that the students will make.
- c. Joint Construction of Text (JCOT). At this stage, the teacher can ask students to make a text in groups by paying attention to the text's social function, purpose, structure, and language features.
- d. Independent Construction of Text (ICOT). Students can make texts independently by paying attention to the text's social function, purpose, structure, and language features.

2.4 Collaborative Writing Strategy

2.4.1 Definition of Collaborative Writing Strategy

One of the writing teaching strategies that teachers can apply in the classroom is the collaborative writing strategy. According to Barkley et al. (2012), collaborative writing means that students in pairs or together make a formal paper. Collaborative writing is two or more people jointly compiling, editing, and compiling a text based on their knowledge and ideas. Fung (2006) stated that collaborative writing is the sharing of responsibility for producing a piece of text in which everyone has a part to play in the process of writing. In other words, collaborative writing involves all members writing a text with a mutually agreed task.

Collaborative writing is an activity that requires the co-authors to be involved in all stages of the writing process, sharing the responsibility for and the ownership of the entire text produced (Storch, 2013).

According to Fung (2006), collaborative writing has four concepts: sharing responsibility, reciprocal interaction, sharing resources, and decision-making. Sharing responsibilities means that each member puts effort into writing a project together. At the same time, reciprocal interaction means that each member participates and involves in collaborative writing activities. Sharing resources means that each member shares their ideas, views, and knowledge in the writing process. Meanwhile, decision-making means that all group members have the right to advise in making a decision. From all the definitions above, it can be concluded that collaborative writing activity is a writing activity in pairs or groups that involves all group members participating and being responsible for all stages of writing.

2.4.2 Procedure in Collaborative Writing Strategy

According to Teo (2016), the procedure for implementing the collaborative writing strategy is described in the steps below:

- a. Divide Groups. The teacher divides the students into several groups. Each group consists of students with good writing or English skills (helper) and students with poor writing or English skills (writers). The helper helps the writers during collaborative writing activities.

- b. Warm-up Activities. The teacher invites students to do fun opening activities to relieve student tension before collaborative writing activities. Also, to foster a sense of comfort and trust among group members.
- c. Core Activities in Collaborative Writing. The teacher explains the six steps that must be taken in collaborative writing activities. The teacher can provide activity instructions that contain things to do at each step and give examples of how to do it. The six steps are:
 - 1) Finding Ideas. The helper can start discussions with writers in developing writing topics given by the teacher. The helper can also provide several options for ideas he finds and then ask writers to choose one of the ideas given. A writer can write essential points from the discussion results.
 - 2) Drafting. The essential points from the discussion are developed into a draft essay. This draft is based on the ideas that have been formulated and the results of the review helper. On this occasion, the teacher should encourage students not to be afraid of spelling mistakes or the vocabulary they write so that the essay ideas follow their wishes.
 - 3) Reading. Each writer reads the draft written aloud. When reading the draft, there may be pronunciation errors and incorrect vocabulary. The helper is allowed to correct the error (if he is able).

If the writer's voice disturbs the other groups, he can submit the draft to the helper and receive feedback.

- 4) Editing. The helper and writers review the draft that has been made. Spelling, words, phrases, or sentence errors should be marked using colored pens to facilitate correction. Five things must be considered in the editing step of this initial draft: meaning, order, style, spelling, and punctuation. Questions in the scaffolding (form) that students can use when editing are as follows:

Questions for writers:

- ✓ Can the helper understand my writing? (ideas and meanings)
- ✓ Is my writing clear at the beginning, body, and closing?
(orders)
- ✓ Do I use and write all sentences correctly? (style)
- ✓ Do I spell all the words correctly? (spelling)
- ✓ Have I used punctuation properly and correctly? (punctuation)

Questions for helpers:

- ✓ Can I understand the writer's writing? (ideas and meanings)
- ✓ Is the writer's writing clear at the beginning, content, and closing? (orders)
- ✓ Does the writer use and write all sentences correctly? (style)
- ✓ Does the writer spell all the words correctly? (spelling)
- ✓ Has the writer used punctuation properly and correctly?
(punctuation)

- 5) Final Draft. The writers rewrite the edited text according to the feedback from the helper. The helper can help make the final draft if needed. This final draft is the final writing of the group, which is submitted to the teacher for assessment.
- 6) Teacher Correction. The teacher provides instructive comments and feedback on the results of student work. Students should face the teacher in groups to get corrections and feedback on meaning, order, style, spelling, and punctuation. Then the writers and helper were asked to fix their writing based on the teacher's corrections.

2.4.3 Research on Collaborative Writing Strategy

Many studies have proved the effectiveness of collaborative writing strategies in teaching writing to second language students. McDonough et al. (2016) claimed that students' responsibility at each step in the collaborative writing process achieves higher quality. The same statement is evidenced in the research of Storch (2005), which found that teaching writing with a collaborative strategy achieved a higher score than writing activities individually. In collaborative writing activities, students exchange ideas or opinions and provide feedback on friends' work, so the text will go through several stages of revision before being submitted to the teacher.

Collaborative writing also provides opportunities for students to master a second language. According to Scott and Fuente (2008), working

in pairs or groups allowed students to pool linguistic resources, a form of collective scaffolding that enables students to manage learning tasks cognitively. Kim (2008) also claimed that group work is facilitative in mastering second language vocabulary during collaborative writing activities. Students can solve more problems related to lexis or a collection of words in a language. In addition, collaborative writing promotes grammatical accuracy in students' written production compared to working individually (Wigglesworth & Storch, 2009).

Harmer (2004) believed that the collaborative writing experience is an opportunity to improve students' writing skills and academic achievement in language learning. He also adds that successful collaborative writing activities allow students to learn from each other. Collaborative writing provides opportunities to develop ideas, solve linguistic problems that arise in the writing process, and increase social interaction (Storch, 2005). The results of previous studies related to the effectiveness of collaborative writing strategies encourage teachers to apply these strategies in teaching writing for second language students.

2.5 Review of Previous Studies

Several studies on interactions in collaborative writing activities have been carried out in face-to-face and online contexts. First, Li and Zhu (2017) researched 12 students divided into four groups at a southeast research university in the United States with collaborative wiki writing in the EAP

context. This research examined collaborative wiki writing texts and explored the links between wiki-mediated interactions and wiki products. This study was qualitative research measuring the qualities of wiki group writing products by analyzing rhetorical structure, coherence, and accuracy features. The results showed that the wiki interaction features contribute to the quality of the wiki writing product. In addition, the mutual involvement of group members in language functioning and scaffolding strategies help students achieve successful writing by developing papers with clear rhetorical structures and good coherence.

The second research was conducted by Chen and Yu (2019) on a group of three students (Zhou, Wang, and Cao) with similar language proficiency. They are students at a university in Mainland China. They were selected with particular criteria: they had experience in a teacher-centered or exam-oriented education system and had no experience with collaborative writing activities. This study aimed to investigate students' perceptions of collaborative writing in a teacher-centered class and their change in beliefs about English writing through collaborative writing experiences. This study used a qualitative method with video recordings of collaborative writing activities, two in-depth, semi-structured interviews, one stimulated recall interview, and four response papers as data collection techniques. The results showed that the three students considered collaborative writing helpful in improving writing, providing opportunities to gather ideas, and having positive emotions. At the same time, they were also concerned that collaborative writing could limit their learning

and thinking, increase the difficulty of dealing with various opinions and trigger negative emotions. The results also showed four changes in beliefs about English writing through collaborative writing experiences: the criteria for good English writing, the purpose of English writing, the focus on English writing, and the nature of English writing.

The third study was conducted by Anggraini et al. (2020) on 53 senior high school students in West Sumatra, Indonesia, which was divided into an experimental class (26 students) and a control class (27 students). This study aimed to observe the effects of a collaborative writing strategy on EFL students' writing skills and their perception of the strategy. This study used both quantitative and qualitative methods. Quantitative methods were used to determine the effect of collaborative writing on EFL students' writing skills, and qualitative methods were used to determine students' perceptions of collaborative writing. This study used a written test (post-test) and interviews as data collection methods. The results showed that most students gave positive perceptions of collaborative writing activities. In addition, this activity can improve students' writing skills by producing good writing in terms of grammar, cohesion, coherence, and paragraph organization by collaborating on the writing skills of each group member, conducting peer reviews, and adapting the content to the intended audience or reader.

This research is different from the previous studies. Although the first research examined interactions in collaborative writing activities, a wiki-mediated collaborative writing activity, this research did not use the wiki as a

collaborative writing medium. The second and third studies examined students' perceptions of collaborative writing strategies in second language writing classes, while this study examined students' perceptions of peer interaction in collaborative writing activities. The subject of this research is also different from the first and second studies where they examined students in a college, while this study examined second-grade students in senior high school. Although the third study examined students in senior high school, the researcher did not specifically examine second-grade students.

Further research was conducted by Zhai (2021) on 14 third-year Chinese as a foreign language (CFL) students at a Chinese language course at a university located in the southwestern United States for ten weeks. This study aimed to determine the changes in students' motivation before and after the collaborative writing project, students' perceptions of the collaborative writing project, and what factors motivated them during this process. It was quantitative research. The data were collected along with the progress of the collaborative writing project. The results showed that students experienced fluctuations in motivation during collaborative writing projects. Students felt positive and motivated before this project, but their motivation dropped when they faced problems during the collaborative writing project. However, their motivation rose again after this project because they were more prepared for the following collaborative writing. The results also showed that most students gave a positive perception of the collaborative writing project and acknowledged the benefits of the project. This study also explains that the two

factors that most influence their motivation are peer relations and the score given by the teacher.

This research is different from the previous research in terms of the objectives and subject. The previous research examined students' perceptions of collaborative writing projects and their motivation during the project. In contrast, this study examined students' perceptions of peer interaction in collaborative writing activities. The subject of the previous research was third-year students in a Chinese language course, while this research was second-grade students at SMA X. Previous research also used the quantitative method. In contrast, this study used the qualitative method.

CHAPTER III

RESEARCH METHOD

This chapter presents the research design, subject of the study, research instrument, data collection, data analysis, and data validity.

3.1 Research Design

This study used qualitative research methods. Qualitative research aims to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and so on, in a descriptive way (Sidiq & Choiri, 2019). This definition aligns with Sukmadinata (2005), which stated that qualitative research is research conducted to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals or groups. Qualitative research aims to find answers to a phenomenon or question by applying scientific procedures systematically using a qualitative approach (Yusuf, 2014).

The type of this research was case study research. The researcher wanted to obtain in-depth data on a phenomenon that occurs in a particular environment without any interventions or controls from the researcher. According to Polit and Beck (2004), a case study is a form of qualitative research based on human understanding and behavior. Pujosuwarno (1986) stated that a case study could be interpreted as a technique to study individuals in-depth to help them obtain suitable adjustments. It can be concluded that

case study research aims to investigate something in-depth. This study used the case study method to reveal students' perceptions of peer interaction in collaborative writing activities. The researcher assumes this method is appropriate for investigating the data to understand this topic.

3.2 Subject of the Study

The subject of this study was the second-grade students of SMA X in the academic year 2021/2022. The 18 students from science and social class were examined. Students are divided into four groups. Their English level was from beginner to intermediate. The reasons for choosing the second-grade students of SMA X as the subject of the study were:

- a. The students have English skills from beginner to intermediate. Their English teacher stated that although they could memorize a lot of English vocabulary, write simple writing, and speak what listeners could understand, they were less than optimal in writing complex texts, speaking in public without pausing, and understanding texts with complex sentences. This level of English is considered appropriate for applying collaborative writing strategies.
- b. The students have various English skills. Their teacher stated that some students were good at listening, some were good at writing, and some were good at writing and reading. Students' different abilities encouraged the researcher to examine how students with low writing skills interact with students with high writing skills.

- c. The English teacher applied collaborative writing strategies to improve students' writing skills. The second-grade English teacher has applied this strategy in teaching descriptive and report text. The teacher had implemented this strategy in the previous academic year, and it was proven that the student's writing skills had improved, so he implemented the collaborative writing strategy in the following academic year.

3.3 Research Instruments

In this study, the researcher became the main instrument in the study. The research instrument or tool in qualitative research is the researcher himself (Sidiq & Choiri, 2019). The researcher was tasked with determining the research topic, collecting data, analyzing data, and drawing research results and conclusions. Sidiq and Choiri (2019) also stated that the primary instrument in qualitative research is the researcher himself. However, after the research topic is determined, it is possible to develop other instruments to complement the data and compare it with the data found. This study used a list of questionnaires and interview guidelines to support the main instrument in collecting the data.

The researcher used the questionnaire list to obtain the data. According to Danim (2002), a questionnaire is a set of written statements or questions on a sheet of paper given to research respondents to be filled out without intervention from the author or other people. The advantages of a questionnaire as a data collection technique, according to Nugrahani (2014),

are as follows: (1) Questions can be considered carefully and arranged systematically using precise language to make it easier for respondents to understand questions, (2) It can reach a wide range of respondents or research subjects in a short time, (3) It can save energy, time, and cost, (4) The results of the answers from respondents can be used by other researchers as secondary data sources.

In addition, the researcher used interview guidelines to obtain more in-depth data on the problem topics in this study. An interview is a conversation conducted by a researcher on an individual or group as a research subject by asking several questions to be answered (Danim, 2002). According to Nugrahani (2014), the advantages of the interview technique are as follows: (1) Obtaining a high response from research subjects, (2) Questions can be asked clearly, (3) Making it more accessible for informants to understand complex questions, (4) The researcher can repeat questions to strengthen answers, (5) Can explore non-verbal information, (6) Can ask questions spontaneously, (7) Can convey various forms of questions, (8) Possibility of obtaining answers, (9) Can make observations on things that are needed.

3.4 Data Collection

Data collection techniques were needed to collect data from research subjects. Data collection techniques are a way to get data in the field so that research results can be helpful and become discoveries or theories (Sidiq & Choiri, 2019). Without data collection techniques, the research objectives

would not be achieved. This study used questionnaires and interviews as data collection techniques to obtain valid and accountable research results.

3.4.1 Questionnaire

According to Sugiyono (2013), a questionnaire is one of the data collection techniques carried out by giving respondents a set of written questions or statements to answer. The respondents or research subjects, 18 second-grade students of SMA X, filled the set of statements without any influence from others. The researcher gave respondents four types of questionnaires (based on the four types of interaction aspects studied, namely cooperative, accommodation, competition, and conflict). In the cooperative aspect, the researcher gave ten statements. Meanwhile, in the aspect of accommodation, competition, and conflict, there were five statements each. The researcher used closed-ended questions by providing alternative answers. The closed-ended questions were designed using a Likert scale containing five scales, namely SDA (strongly disagree), DA (disagree), N (neutral), A (agree), and SA (strongly agree). The questionnaire was arranged in Language to avoid students misunderstanding the questions.

3.4.2 Interview

The researcher interviewed 18 students in the second grade of SMA X to obtain more in-depth data. The interview technique is extracting and collecting data through conversations of two or more people

with a specific purpose. The researcher used semi-structured interviews or also known as in-depth interviews. The purpose of in-depth interviews is to find problems more openly, where informants are asked for their opinions, ideas, and views (Nugrahani, 2014). The researcher asked ten structured questions sequentially to 18 informants. Initially, the researcher asked questions that had been structured in interview guidelines. Then the researcher asked open questions, where the researcher could ask questions other than the structured questions. For example, new questions arose based on the informants' answers to obtain complete and in-depth information.

Instrument Validation

The two instruments used in this study were validated by an expert validator, Mrs. Maslihatul Bisriyah, M, TESOL. She is a lecturer in the writing class at the English Education Department of Maulana Malik Ibrahim State Islamic University, Malang. The instrument used in this study is an adapted instrument taken from the research of Zhai (2021). The first draft of the research instrument was given on March 17th, 2022. The draft contained 20 statements on the questionnaire instrument and 16 questions on the interview instrument.

The researcher revised the questionnaire instrument by grouping statements according to the four aspects of the interaction studied; cooperative, accommodation, competition, and conflict. After being revised,

the questionnaire instrument contained 25 statements with details; ten statements of cooperative aspect, five statements of accommodation aspect, five statements of competition aspect, and five statements of conflict aspects. In addition, the questions in the interview instrument were reduced to 10. The researcher submitted the second draft of the research instrument on April 21st, 2022, and received validation from the expert validator on May 8th, 2022.

3.5 Data Analysis

Data analysis is organizing and sorting data into patterns, categories, and fundamental units of description so that themes can be found and working hypotheses are formulated as suggested by the data (Moleong, 2017). This study analyzed the data from questionnaires and interviews to find research results. Then the data was presented in descriptive form.

3.5.1 Questionnaire

To analyze the data from questionnaires, the researcher used the following formula as stated by Sudijono (2002):

$$P = \frac{F}{N} \times 100\%$$

Annotation:

P: Percentage

F: Frequency of answers

N: Number of samples

3.5.2 Interview

To analyze the data from interviews, the researcher used the interactive theory by Milles & Huberman (1984), which classified data analysis into three steps, namely:

a. Data reduction

Data reduction is selecting, focusing, simplifying, and abstracting from all the information that supports the research data obtained, discarding things that are not important, and recording the information during the data collection process in the field. Here, the researcher performed data reduction during the interview by digging up data and information related to the topic by focusing on the essential things. Then the researcher summarized and organized the data.

b. Data display

After making data reduction, the researcher presented the data in narrative form. Data display is an assembly of information or data in a complete description and narrative, compiled based on the main findings contained in the data reduction (Nugrahani, 2014). The researcher grouped similar things into categories according to the formulation of the problem. The data in this study are equipped with tables to make the presented data more detailed, systematic, and easy to understand.

c. Conclusion drawing or verification

According to Nugrahani (2014), conclusion drawing is an interpretation activity of the results of data analysis. At this stage, the researcher re-examined all the research steps, including data reduction based on interviews, examining the data collected from the field, and processing temporary conclusions to find a final conclusion.

3.6 Data Validity

According to Nugrahani (2014), research data can be valid if it is in line with the research topic and reliable if it can be trusted and tested through several different techniques. The researcher used the triangulation technique to test the validity and reliability of the data in this study. Triangulation combines data collection methods and existing data sources (Sugiyono, 2013). Triangulation is a technique of checking data validity by utilizing something other than the data to compare the previously obtained data (Moleong, 1990). According to Denzin in Moleong, triangulation is divided into four types: source triangulation, methodology triangulation, investigator triangulation, and theoretical triangulation.

In this study, the researcher used the methodology triangulation. Methodology triangulation is triangulation by collecting the same data with different techniques or collecting data from various sources using one method (Moleong, 1990). The data were obtained using different techniques; questionnaires and interviews. Also, this study used the source triangulation

technique by obtaining the data from 18 students with different views and insights. The researcher categorized and described the data obtained through various perspectives and opinions. Then the researcher analyzed the data to produce a conclusion and ensured the truth of the data to the subjects of study.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents data collected from the questionnaires and interviews. The presentation of the data is divided into two parts, research findings, and discussions, to answer the three research questions in this study.

4.1 Research Findings

4.1.1 Students' Perceptions of Peer Interaction in Collaborative Writing Activities

The data presented in this section were data obtained from interviews and questionnaires on 18 second-grade students of SMA X regarding their perceptions of peer interactions in collaborative writing activities. In the interview, the researcher gave six questions to the students. At the same time, the questionnaire contained 25 statements with five alternative answers provided. Students were asked to choose one alternative answer that was closest to their feelings. The researcher examined four aspects of peer interaction in collaborative writing, namely aspects of cooperation, accommodation, competition, and conflict.

a. Cooperation Aspect

The table below showed the percentage of students' answers to the cooperative aspect of peer interaction in collaborative writing activities (See table 4.1).

Table 4.1: Tabulation Data of Cooperation Aspect Questionnaire

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	I like to discuss or exchange ideas with friends in the group work.	-	-	27.8%	44.4%	27.8%	100%
2.	I like to ask difficult things to friends.	-	5.6%	22.2%	55.5%	16.7%	100%
3.	I gain more knowledge when working with friends than alone.	-	5.6%	16.7%	55.5%	22.2%	100%
4.	I work harder when working with friends than alone.	-	5.6%	50%	33.3%	11.1%	100%
5.	The help I give to a friend can solve his/her problem in the group work.	-	5.6%	44.4%	38.9%	11.1%	100%
6.	The help from my friend can solve my problem in the group work.	-	5.6%	5.6%	66.6%	22.2%	100%
7.	The feedback I give to a friend makes his/her writing better.	-	-	44.5%	33.3%	22.2%	100%
8.	The feedback from my friend makes my writing better.	-	-	27.8%	44.4%	27.8%	100%
9.	My support makes my friend enthusiastic in completing the group work.	-	11.1%	16.7%	66.6%	5.6%	100%
10.	My friend's support makes me enthusiastic in completing the group work.	-	11.1%	22.2%	55.6%	11.1%	100%

In this aspect, the students were given ten statements that must be answered related to peer interaction in collaborative writing activities. The first statement was, *“I like to discuss or exchange ideas with friends in group work.”* It showed that 27.8% of the students strongly agreed, and 44.4% agreed that they like to discuss or exchange ideas with friends. In comparison, 27.8% of the students stated neutral, then no one disagreed (0%) or strongly disagreed (0%) with this statement. It indicated that the students like to discuss or exchange ideas with their peers in collaborative writing activities.

The following statement was, *“I like to ask difficult things to friends.”* 16.7% of the students chose SA (strongly agree), and ten students (55.5%) agreed with this statement. While 22.2% of the students stated N (neutral), one student (5.6%) stated disagree, and no one chose SDA (strongly disagree). It indicated that the students are happy and comfortable asking difficult things to their peers during the collaborative writing activities. Also, they felt that the group work became lighter and faster because the problems they encountered were immediately resolved.

The third statement was, *“I gain more knowledge when working with friends than alone.”* The answers showed that 22.2% of the students stated strongly agree, 55.5% of the students stated agreed, 16.7% stated neutral, and only one student (5.6%) stated disagreed. While no student stated strongly disagree (0%). It showed that the students gain more knowledge during collaborative writing activities than alone because they

can exchange thoughts and ideas with their peers. The students gained much knowledge from their peers about grammar, vocabulary use, word order, and paragraph conformity.

Then the fourth statement was, “*I work harder when working with friends than alone.*” The result showed that 11.1% of the students chose SA (strongly agree), 33.3% of the students chose A (agree), and half of the students (50%) stated neutral on this statement. In comparison, there was only a student (5.6%) chose DA (disagree), and no one chose SDA (strongly disagree) answers. It showed that the students always work hard to complete the task of writing English texts given to them, be it group assignments or individual assignments. They considered doing assignments well and earnestly, individually and in groups, the students’ obligation.

The fifth statement was, “*The help I give to a friend can solve his/her problem in the group work.*” It showed that 11.1% of the students strongly agreed, and 38.9% of the students agreed that the assistance they provided could help their peers complete the collaborative writing task. While eight students (44.4%) felt neutral on this statement, 5.6% of the students disagreed, and no students answered strongly disagree (0%). These results indicated that the students thought that their friends could solve their problems independently, and some admitted that their help did not help their friends.

The following statement was, “*The help from my friend can solve my problem in the group work.*” The percentage of the answers showed that 22.2% of the students stated they strongly agreed. A high percentage (66.6%) indicated that students agreed with this statement. In comparison, only one student stated neutral (5.6%) and disagreed (5.6%). However, no student stated strongly disagree (0%). It showed that the students felt that the assistance provided by their peers in collaborative writing activities was beneficial for them in completing the tasks.

The seventh statement was, “*The feedback I give to a friend makes his/her writing better.*” The result showed that 22.2% of the students chose SA (strongly agree), 33.3% of the students chose A (agree), and almost half of the students said neutral (44.5%) on this statement. However, there was no student (0%) who chose DA (disagree) and SDA (strongly disagree) answers. It showed that the students believed that their friends’ English skills were better than theirs, so they thought the feedback they gave was not helping their friends’ writing.

Further, the eighth statement was, “*The feedback from my friend makes my writing better.*” It showed that 27.8% of the students strongly agreed, and 44.4% agreed that feedback from friends was beneficial for them. In comparison, 27.8% of the students stated neutral, no one disagreed (0%), and strongly disagreed (0%) with this statement. It concluded that the students agreed and felt happy to get feedback from

their peers because it can improve their writing quality in collaborative writing activities.

The percentage of the ninth statement, “*My support makes my friend enthusiastic in completing the group work.*” was only one student (5.6%) stated strongly agreed. A high percentage (66.6%) indicated that students agree with this statement. Meanwhile, three students stated neutral (16.7%), and two stated disagreed (11.1%). However, no student stated strongly disagree (0%). It showed that the students agreed and believed that the support they provided to their peers could improve their enthusiasm in completing the task of writing English texts in collaborative writing activities.

The final statement in this aspect was, “*My friend’s support makes me enthusiastic about completing the group work.*” The result showed that 11.1% of the students chose SA (strongly agree), and ten students (55.6%) agreed with this statement. While 22.2% of the students chose N (neutral), 11.1% of the students chose DA (disagree), and no one expressed SDA (strongly disagree). It indicated that the students agreed that peer support could improve their enthusiasm in completing the collaborative writing task given by the teacher.

Based on the answers to the ten statements, the students positively perceived the cooperation of peer interaction in collaborative writing activities by discussing, helping each other, providing feedback, and providing support among group members.

b. Accommodation Aspect

The table below showed the percentage of students' answers to the accommodation aspect of peer interaction in collaborative writing activities (See table 4.2).

Table 4.2: Tabulation Data of Accommodation Aspect Questionnaire

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	If there is a friend who does not work in my group, the warning I give makes him/her aware.	-	5.6%	33.3%	55.5%	5.6%	100%
2.	If I don't work in the group, a warning from my friend makes me aware.	-	-	27.8%	61.1%	11.1%	100%
3.	I like to receive all feedback from friends related to my work.	-	-	22.2%	61.1%	16.7%	100%
4.	Discussion helps my group determine the best answer.	-	-	22.2%	38.9%	38.9%	100%
5.	I prefer to give up than argue with friends.	-	5.6%	50%	33.3%	11.1%	100%

In this aspect, the students were given five statements that had to be answered related to accommodation in collaborative writing activities. Accommodation is a process of adjustment between individuals or groups to prevent or resolve conflicts or disputes in a relationship (Soekanto,

2016). The first statement was, *“If there is a friend who does not work in my group, the warning I give makes him/her aware.”* It showed that one student (5.6%) strongly agreed, and 55.5% of the students agreed. In comparison, 33.3% of the students stated neutral, one student disagreed (5.6%), and no one strongly disagreed (0%) with this statement. It indicated that the students believe that the warnings or reprimands given to their peers encourage them to contribute to collaborative writing activities.

The second statement was, *“If I do not work in the group, a warning from my friend makes me aware.”* The result showed that 11.1% of the students chose SA (strongly agree), 61.1% of the students chose A (agree), and five students (27.8%) said neutral to this statement. In comparison, there was no student (0%) who chose DA (disagree) and SDA (strongly disagree) answers. It showed that the students felt that warnings or reprimands given by their peers encouraged them to contribute to collaborative writing activities. The first and second statements above were made to determine students’ perceptions of accommodation attitudes to prevent disputes in collaborative writing activities.

Then the third statement was, *“I like to receive all feedback from friends related to my work.”* The percentage of the answers showed that 16.7% of the students stated they strongly agreed. A high result (61.1%) indicated that students agreed with this statement. Meanwhile, four students stated neutral (22.2%), and there was no student stated disagree (0%) or strongly disagree (0%). It showed that the students were happy to

receive all the feedback their friends gave to improve their writing in collaborative writing.

The following statement was, “*Discussion helps my group determine the best answer.*” The result showed a similarity between the percentage of SA (strongly agree) and A (agree) answers, which was 38.9%. Then 22.2% of the students stated neutral, while there was no student stated disagree (0%) or strongly disagree (0%). It showed that the students strongly agree that discussion is an accommodation to choose the best answer and prevent disputes in collaborative writing activities.

As the last statement in this aspect, the fifth statement was, “*I prefer to give up than argue with friends.*” The result showed that 11.1% of the students chose SA (strongly agree), and nine students (33.3%) agreed with this statement. While half of the total number of students (50%) chose N (neutral), 5.6% of the students chose DA (disagree), and no one chose SDA (strongly disagree). It indicated that the students would give up on debating if they did not find answers to their debates and maintain their friendship. However, they would continue the debate if they believed their idea was the best.

Based on the answers to the five statements above, it concluded that the students gave a positive perception of the accommodation aspect of peer interaction in collaborative writing activities by reminding peers who did not contribute to the group, receiving all feedback from peers,

conducting discussions, and giving up in arguing with peers to maintain their good relationships.

c. Competition Aspect

The table below showed the percentage of students' answers to the competition aspect of peer interaction in collaborative writing activities (See table 4.3).

Table 4.3: Tabulation Data of Competition Aspect Questionnaire

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	If my friend has finished his/her work, I am motivated to finish mine immediately.	-	-	5.6%	61.1%	33.3%	100%
2.	I am happy if my work is finished before my friends.	-	11.1%	66.7%	11.1%	11.1%	100%
3.	I am happy if my writing is better than my friends.	-	-	72.2%	11.1%	16.7%	100%
4.	I like to give ideas or opinions in group work.	-	-	33.3%	50%	16.7%	100%
5.	Persuading friends is the best way if my opinion is correct.	-	-	72.2%	22.2%	5.6%	100%

In this aspect, students were given five statements that had to be answered related to competition in collaborative writing activities. The first statement was, “*If my friend has finished his/her work, I am motivated to finish mine immediately.*” It showed that 33.3% of the students strongly agreed, and 61.1% agreed with this statement. While 5.6% of the students stated neutral, no one disagreed (0%) or strongly disagreed (0%). It showed that the students were motivated to immediately complete their assignments in collaborative writing activities when they found out that their peers had completed their assignments.

The following statement was, “*I am happy if my work is finished before my friends*” It showed that there was a similarity between the percentage of SA (strongly agree) and A (agree) answers, which was 11.1%. The high result is seen in the answer N (neutral), which is 66.7%. Whereas 11.1% of the students stated they disagree, and there was no student (0%) stated strongly disagree. It is indicated that the students were happy if they could complete the task before their friends, but they were happier if the group work could be completed together.

The finding of the third statement, “*I am happy if my writing is better than my friends.*” was that 16.7% of the students chose SA (strongly agree), and 11.1% of the students chose A (agree). A high result (72.2%) of the students said neutral to this statement. In contrast, no students chose D (disagree) and SDA (strongly disagree). It indicated that the students

were happy if their writing was better than their friends, but they were happier if the results of their group writing were good overall.

The fourth statement was, “*I like to give ideas or opinions in group work.*” The result indicated that 16.7% of the students chose SA (strongly agree), and half of all respondents (50%) agreed with this statement. Then 33.3% of the students chose N (neutral), and no one chose DA (disagree) and SDA (strongly disagree). These results indicated that the students were happy to contribute by giving opinions or ideas to their groups in collaborative writing activities.

The last statement in this aspect was, “*Persuading friends is the best way if my opinion is correct.*” It showed that 5.6% of the students stated they strongly agree, 22.2% of the students stated they agree, and 72.2% stated neutral. However, no one stated disagreed (0%) or strongly disagreed (0%). It showed that the students would invite friends to agree with their opinion if they believed it was the best. However, they were always open to their peers’ opinions in collaborative writing activities.

Based on the answers to the five statements above, it concluded that the students did not have ambitions to be the best in their group, but they had ambitions to produce good writing with their group. In addition, they considered peer competition in this activity was a positive competition that encouraged members to be a better person and produce better writing. It was evidenced by the encouragement of students to immediately complete writing assignments, contribute to groups by

providing ideas or opinions, and do their assignments in collaborative writing activities well.

d. Conflict Aspect

The table below showed the percentage of students' answers to the conflict aspect of peer interaction in collaborative writing activities (See table 4.4)

Table 4.4: Tabulation Data of Conflict Aspect Questionnaire

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	If the idea I give is better than my friend's, I do not care about my friend's feedback.	11.1%	61.1%	27.8%	-	-	100%
2.	I was anxious when the group decisions do not go my way.	11.1%	44.4%	33.3%	5.6%	5.6%	100%
3.	A friend who do not contribute to the group make me angry.	16.7%	22.2%	33.3%	22.2%	5.6%	100%
4.	I think the differences of opinion within a group can lead to disagreements.	5.6%	11.1%	66.6%	11.1%	5.6%	100%
5.	I am reluctant to work with group members who are not my close friends.	33.3%	44.4%	16.7%	-	5.6%	100%

In this aspect, the students are given five statements that must be answered related to disputes in collaborative writing activities. The first statement was, *“If the idea I give is better than my friend’s, I do not care about my friend’s feedback.”* The result showed that there was no student (0%) chose SA (strongly agree) and A (agree). While 27.8% of the students chose N (neutral), 61.1% of the students chose DA (disagree), and 11.1% of the students chose SDA (strongly disagree). These results indicated that the students disagreed if the ideas they gave were better than their peers, and they did not want to listen to the feedback from their peers in collaborative writing activities. In other words, they like to get feedback from their peers.

The following statement was, *“I was anxious when the group decisions do not go my way.”* It showed that 5.6% of the students strongly agreed, 5.6% stated they agreed, and 33.3% stated neutral. While eight students (44.4%) stated they disagreed, and two students (11.1%) stated they strongly disagreed with this statement. It showed that the students did not mind if the decisions taken by the group in collaborative writing activities were not in line with their opinions.

The third statement was, *“A friend who do not contribute to the group make me angry.”* It indicated that a student (5.6%) stated strongly agree, four students (22.2%) stated agree, and six students (33.3%) stated neutral. In comparison, 22.2% of the students stated disagree, and 16.7% of the students stated strongly disagree. This percentage showed that the

students were not immediately angry when they found out their friends were not contributing, but they would remind and invite them to contribute first.

The finding of the fourth statement, "*I think the differences of opinion within a group can lead to disagreements.*" was that 5.6% of the students chose SA (strongly agree), and 11.1% of the students chose A (agree). A high result (66.6%) of the students said neutral with this statement. While 11.1% of the students chose D (disagree), and 5.6% of the students chose SDA (strongly disagree). It indicated that the students recognized that differences of opinion within the group were average, and if group members could handle differences of opinion well, *disagreements* would not occur. However, there would be disagreements if the group members could not solve them well.

The fifth statement was, "*I am reluctant to work with group members who are not my close friends.*" It showed that 5.6% of the students strongly agreed, there was no student agreed (0%), and 16.7% of the students stated neutral. In comparison, 44.4% of the students disagreed, and 33.3% strongly disagreed. It showed that the students felt comfortable with all group members even though they were not close friends. Based on the answers to the five statements above, it concluded that the students gave negative perceptions of the conflict in collaborative writing activities. It showed that the collaborative writing activities in the

English writing class were going quite well, and there were no disputes with their peers.

4.1.2 The Problems Related to Peer Interaction in Collaborative Writing Activities

Although the students positively perceived peer interaction in collaborative writing activities, they also encountered problems related to peers in this activity. The data presented in this section is obtained from interviews with 18 students to discover the problems related to peer interaction in collaborative writing activities. The researcher gave two questions to the students and asked them to answer each question according to their experiences and opinions without coercion from others. Problems related to peer relations in collaborative writing activities are as follows:

a. Differences of opinion

The problem related to peer interaction in collaborative writing activities was the difference of opinion between group members. Interviewee 1 said, *“Difference of opinion is the most common problem in this activity.”* Another student also stated, *“Many differences of opinion in collaborative writing activities make me dizzy and confused in determining the best answer.”* (Interviewee 4). The student with the same opinion expressed, *“I am struggling because of differences of opinion and ideas in my group.”* (Interviewee 9). The

opinion also corroborates it, *“The problem that I found in this activity was the different ideas given by each group member.”* (Interviewee 10).

In addition, interviewee 13 admitted, *“The problem that I encountered in this activity was that the opinions of friends were different or contradictory to mine.”* Another student said, *“I argued with a friend because of differences of opinion when choosing the most correct answer.”* (Interviewee 15). Student with the same opinion, *“Sometimes I get tired of differences of opinion among group members.”* (Interviewee 14), and *“The problem I often face is disagreements caused by debating.”* (Interviewee 11). These answers indicated that the most common problems in collaborative writing related to peer interaction were group members’ differences in opinion or ideas. This difference was caused by differences in students’ knowledge and views of an object.

b. Group members did not contribute

The next problem was group members who did not work or contribute to collaborative writing activities. A student said, *“The problem I face is my friends are lazy or do not contribute to the group.”* (Interviewee 15). Another student shared the same opinion, *“Some friends do not work or contribute to this assignment.”* (Interviewee 5). Another student confirmed this opinion, *“Besides that, another problem that I face is group members who do not work.”*

(Interviewee 1). Another student also said, *“I have a hard time if I have to be in a group with friends who do not contribute.”*

(Interviewee 18). Interviewee 8 also emphasized, *“There are group members who do not work or contribute to group assignments.”* The answers from the students showed that the problems they faced related to peer interaction in collaborative writing activities were friends who did not do their assignments or contribute to the group. The causes of students not contributing to group work were a mismatch with group members and difficulties with the assignments.

c. Differences in character or way of learning

The problem related to peer interaction faced by the students was group members with different characters or learning styles. A student stated, *“My problem is that I have to work with friends of different characters.”* (Interviewee 9). Another student also said, *“I get nervous when I get group members who do not match my learning style.”* (Interviewee 17). Another student added, *“I have a hard time working with a friend who is slow in doing assignments, while I am fast in doing assignments.”* (Interviewee 12). The student with the same opinion said, *“I got a group member who did not suit me, so it made me feel uncomfortable in the group.”* (Interviewee 14). Another student confirmed, *“I had a group member who was not compatible with my way of studying. It complicated me in doing the teacher’s assignments.”* (Interviewee 15). From the answers above, it concluded

that working with peers who had different characters and learning styles could be a problem in collaborative writing activities. Some students felt uncomfortable working with friends with different characters, and others had difficulty completing group assignments because of differences in learning styles among group members.

d. Group members were not close friends

The students' decreased motivation in doing assignments because the collaborative writing group members were not their close friends in class. A student said, "*The group members who are not my close friends greatly influence my enthusiasm and motivation in doing my assignments.*" He added, "*I am more motivated to work on assignments with my close friends.*" (Interview 3). Another student also said, "*The group members are not from close friends because studying with close friends is more relaxed and fun. Not stressful, I mean. However, studying with non-close friends is more stressful, and there is a feeling of shyness.*" (Interviewee 16). Interviewee 9 also stated, "*I once did not contribute to the group because the group members were not my close friends.*" It showed that some students did not match the group members chosen by the teacher, so their enthusiasm and motivation in the activity were reduced

e. Lack of confidence in writing skills

Some students felt that their writing is worse than their friends. A student stated, "*I am not confident in my English writing because it is*

not good and interesting. I could say it is worse than my friend's writing." (Interviewee 8). Another student said, *"I also often feel insecure about the work of other students in my group who are smarter."* (Interviewee 13). Another student added, *"I am not confident in my writing because I know that my English skills are not good and my friends are better than me. It keeps me from interacting much"* (Interviewee 6). It showed that the students' lack of confidence in their English writing skills became a problem in peer interactions in collaborative writing activities. The students felt that their writing had a lot of grammatical and wording errors, so they preferred their friends' writings to be collected by the teacher.

f. Lack of confidence in expressing opinions

The students also experienced problems in expressing their opinions in group work. Interviewee 11 said, *"My opinion is not heard or accepted by the group members. Sometimes it makes me not confident enough to give my opinion at another time."* Another student said, *"I am ashamed to share my suggestions and opinions in front of my peers because I feel that their writing and English skills are quite good."* (Interviewee 18). Another student who had a similar answer said, *"I also do not give much opinion because my opinion is often not accepted by my group members."* (Interviewee 7). It revealed that the students' opinions or ideas that were not appreciated or accepted by group members became a problem of peer interaction in collaborative

writing activities. Also, This was due to students' assumptions that their opinions would not be helpful for group assignments, so they were reluctant to give opinions.

g. Differences in speed of doing tasks

The next problem the students faced was the writing of the text speed. A student said, "*I have a hard time working with fast students. I feel less focused if I do writing assignments in a rush or compete with friends who can write English texts faster.*" (Interviewee 7). Another student also said, "*My problem is the speed in writing English texts. Sometimes my writing is not finished, but my peer's writing in the group has finished.*" (Interviewee 10). Contrary to the answers above, one student stated, "*I have to work with a friend who is slow at writing, while I am fast at writing.*" (Interviewee 12). Based on these answers, the difference in students' speed in writing English texts became a problem in interacting with peers. Students with good English skills would do the assignment faster than those who were not good at English.

h. Differences in writing quality

The difference in the quality of writing between group members was also a problem in this activity. A student said, "*My friend's writing is different from what I expected. I know, my individual writing is better than my group's writing.*" (Interviewee 12). Another student also said, "*I was disappointed because my friend's writing was not*

good enough.” (Interviewee 13). In contrast, a student said, “*My work results were not good and were not accepted by my group.*” (Interviewee 18). Another student added, “*My writing results are bad and difficult to understand for readers, so my peers have to change my writing.*” (Interviewee 7). It shows that the difference in students’ English writing quality became a problem with peers in collaborative writing activities. As a result, students with good writing skills prefer to work individually rather than in groups. In contrast, the students with poor writing skills would despair over their work.

Based on the answers from the 18 interviewees above, it concluded that the problems faced by students related to peer interaction in collaborative writing activities are differences of opinion or ideas, group members who do not contribute to group work, differences in character and learning styles, group members are not from students’ close friends, students’ lack of confidence in their English writing ability, students’ lack of confidence in their opinions, differences of the speed of writing English texts and differences of students’ writing quality in collaborative writing activities.

4.1.3 The Students’ Efforts in Solving Problems Related to Peer Interaction in Collaborative Writing Activities

This section described the students’ efforts to solve problems related to peer interaction in collaborative writing activities. The data

presented in this section were obtained from interviews with 18 students. The researcher gave two questions to the students and asked them to answer each question according to their experiences and opinions without coercion from others.

a. Discussion of opinion differences

The students' effort to solve the differences of opinion between group members was through discussion. A student said, "*What I try to do is discuss with friends and choose the best opinion or idea.*" (Interviewee 11). Another student also said, "*We are trying to have a good discussion with group members to solve the problem.*" (Interviewee 10). Interviewee 1, with the same opinion, said, "*Discuss with group members by considering several answers from peers and then choosing the best answer.*" A student said, "*Discuss and look for the answer that we think is the best. When in doubt, we sometimes ask the teacher about it.*" (Interviewee 4). While a student prefers to give in to his friend, he said, "*I give in to a friend who is adamant about his answer or opinion. Because to me, friendship is more important than scores of this lesson.*" (Interviewee 14). It showed that students have a variety of efforts in dealing with this problem, namely by discussing the issue with group members, asking the teacher for the best idea, or giving in to friends to maintain the friendship.

b. Mutual advice among group members

The students' effort in dealing with peers who did not contribute to the group was giving advice and inviting the peers to contribute. A student said, "*I advise my friend who is lazy in doing group work in a good way.*" (Interviewee 18). The student with the same opinion said, "*I only advise a friend who doesn't work. If he/she still doesn't want to, I report it to the teacher.*" (Interviewee 1). Another student said, "*I discuss the problem well and invite friends who don't work well too.*" (Interviewee 5). In contrast, two students let their peers who did not contribute to the group. Interviewee 15 said, "*To deal with a friend who is lazy, I just let it go and I do my work.*", and interviewee 8 said, "*I leave a friend who didn't work in my group after I invited them once because I'm lazy to invite them back.*" It showed that the students had varied efforts in dealing with peers who did not contribute to the group work, namely by advising or inviting the peers to contribute in a good way. However, some students let them because they thought it useless to invite lazy students.

c. Adapt to character differences

The students' effort in solving the differences in character and learning styles between group members was through discussion with peers. A student said, "*I am trying to explain the misunderstanding of the difference between my learning style and my friends so that we find a solution to this problem.*" (Interviewee 9). Another student said, "*I*

try to stay calm and give feedback or direction to my friends to produce good writing.” (Interviewee 12). Meanwhile, other students solve this problem by adapting to their peers’ characters or learning styles. The student said, *“I try to adapt to my friend’s positive characteristics such as discipline, diligent, etc. But I will advise him/her if he/she has a negative character like lazy.”* (Interviewee 15). A student with the same opinion said, *“I adapt to my friend’s way of learning. But if I cannot, I will do the task according to the way I study.”* (Interviewee 14). It showed that the students had two ways of solving this problem: discussing the learning method that best suited all group members and adapting to the peers’ character.

d. Interact with new friends

The students’ effort to solve the group members were not close friends was adaptation. A student said, *“I learned to adapt to my new friends in the group.”* (Interviewee 3). Interviewee 9 said, *“I am adapting to my new friends in the group.”* Another student said, *“I try to make collaborative writing activities relaxed and fun, like working with my close friends.”* (Interviewee 16). It showed that the students’ efforts in solving this problem were interaction and getting to know new friends well. Also, making collaborative writing fun, like working with close friends.

e. Ask friends' help to improve the writing skills

The students' efforts to solve the lack of confidence in writing English texts were studying independently or asking difficult questions to friends and teachers. A student said, "*I will study with a friend who is good at English.*" (Interviewee 13). Another student also said, "*I tried to search the material in the internet or ask the teacher.*" (Interviewee 6). However, some students depend on their friend's writing. A student said, "*First, I ask for feedback from peers and prioritize my friends' good writing in the group to submit to the teacher.*" (Interviewee 8). It indicated that the students were improving their writing skills by asking friends. They would ask difficult things such as the text's topics, structure, grammar, and sentence structure.

f. Improving self-confidence by speaking up

The students' efforts to solve the lack of confidence in providing opinions or ideas in groups increased self-confidence in public. A student said, "*I will learn to be confident. When I am sure my answer is correct, I invite my peers to agree with me. However, If I have doubts about my answer, I ask them to give feedback.*" (Interviewee 11). Another student said, "*I try to open up to friends and learn to be more confident*" (Interviewee 18). Interviewee 7 also said, "*I will introspect myself why my opinion is not accepted by the group and learn to be more confident.*" It showed the students' efforts to improve self-confidence by expressing opinions and participating in

organizations outside the classroom. Also, the students tried to do self-introspection by finding out why the group rejected their opinions.

g. Managing the time well

The difference in students' speed in writing English texts was related to peer interaction in collaborative writing activities. Their effort to solve this problem was to manage the time as well as possible. A student said, "*I try to do my homework by staying calm and concentrating.*" (Interviewee 7). Another student also said, "*I try to divide my time when doing my assignments well.*" (Interviewee 10). Interviewee 12 added, "*I try to use my time well to complete assignments on time.*" It indicated that students' efforts to overcome the problem were managing and using the time given by the teacher well. Some students manage their time by dividing the time they have to discuss, do assignments, and ask for feedback from peers.

h. Help each other to produce good writing

The students' effort in dealing with the differences in the quality of their writing was helping their peers do assignments. A student said, "*I try to stay calm and give advice or direction to my peers to produce good writing.*" (Interviewee 12). Another student said, "*I helped my friend write better*" (Interviewee 13). In addition, the students also ask the teacher for help. A student said, "*I asked friends and teachers for guidance in making English texts.*" (Interviewee 18). Another student said, "*I will ask my teacher and close friends about things I don't*

understand.” (Interviewee 7). It showed that the students who were good at English helped their friends who had difficulty doing assignments. At the same time, the students who were not good at English asked for help from teachers and friends.

4.2 Discussion

This section discussed the research results obtained from questionnaires and interviews with 18 second-grade students of SMA X. The discussion answered the research questions that had been stated in the chapter I. In terms of interest, the results showed that most students thought collaborative writing was a fun activity and helped them develop their writing skills (Vorobel & Kim, 2017; Chen & Yu, 2019; Anggraini et al., 2020; Zhai, 2021). A collaborative writing activity cannot be separated from peer interaction, considering that this activity involves two students or more to do an assignment. Relationships in group work can affect the students' output in writing class (Zhai, 2021; Storch, 2013).

This study found that students positively perceived the cooperative aspect based on questionnaires and interviews. The students were greatly helped by the feedback given by their peers (Shehadeh, 2011; Sajedi, 2014). Each student was encouraged to think critically by providing feedback on a friend's work (Veramuthu & Md Shah, 2020; Mandusic & Blaskovic, 2015). This study found that students helped each other if they found difficulties and supported group members who were not enthusiastic (Storch, 2005). Also, the

students created good collaboration by combining the abilities of each member to complete collaborative writing tasks (Anggraini et al., 2020; Dobao & Blum, 2013).

Moreover, the accommodation aspect was also considered positive by the students to prevent disputes in groups. In terms of member contributions, students invited or reprimanded peers who did not contribute to the group work. Indirectly, the responsibility among group members is formed through this stage (Widodo, 2006). Mutual responsibility builds trust among group members and prevents them from misunderstandings and disputes. Regarding group decisions, the students always carried out group discussions to consider the best ideas or opinions (Veramuthu & Md Shah, 2020). Also, some students maintain good relations with their friends by giving in when arguing (Zhai, 2021).

Students also gave positive perceptions of the competition in collaborative writing activities. Most students consider the competition in this activity a positive competition because it did not lead to individual ambition to achieve a personal goal. In contrast, Zhai (2021) explained that some students prefer to be assessed individually in collaborative writing activities rather than being assessed together. This study found that the students did not have the ambition to be the best in their group, but they had the ambition to produce good writing with their groups (Storch, 2005; Graham & Perin, 2007). It confirmed that the students were more involved in learning with group assignments. (Chen & Yu, 2019; Attard et al., 2010).

Meanwhile, this study found that more than half of the respondents negatively perceived the conflict aspect. The students disagreed with the statement; they did not receive feedback from friends, were anxious when group decisions did not match their opinion, and did not want to contribute if group members were not their close friends. The results showed that the students were open to receiving all feedback from their peers (Anggraini et al., 2020; Veramuthu & Md Shah, 2020). Most students also did not mind if group decisions did not match their expectations or if they had to work with other than their close friends (Alwasilah, 2000).

Furthermore, this research revealed problems related to peers in collaborative writing activities and students' efforts in solving these problems. The most common problem was group members' differences in opinions. This study found that different knowledge and experiences of students caused differences of opinion (Chen & Yu, 2019; Alwasilah, 2000). The students stated that too many differences of opinion in the group confused them and spent the time given by the teacher in collaborative writing activities. To solve this problem, most students discussed choosing the best opinion of group members (Mandusic & Blaskovic, 2015). Others would ask for the teacher's suggestion, and some students chose to give in when arguing with friends to maintain their friendship (Storch, 2005).

The next problem that some students encountered regarding peer interaction in this activity was that group members were passive or did not contribute to group assignments (Alwasilah, 2000). According to them,

students who did not contribute would burden the group in completing the task and reduce their motivation during this activity (Chen & Yu, 2019; Zhai, 2021). In line with students' positive perception of the accommodation aspect above, most students tried to remind or invite passive students to contribute to completing group assignments in collaborative writing activities (Veramuthu & Md Shah, 2020). A small number of the students chose to let friends who did not contribute to the group complete the task independently.

Differences in character or learning styles among group members were also a problem for some students in this activity. One of the consequences of this difference was a decrease in students' motivation to interact and cooperate with peers (Chen & Yu, 2019). Some students completed the task first and then asked for peers' feedback on the results of their work. However, other students like to ask for peer feedback as long as they did the writing assignments. This study found that differences in student learning methods lead to misunderstandings and discomfort among group members (Walls, 2018). Based on the interviews, students tried to solve these differences by communicating with group members or adapting to their peers' learning styles, so good cooperation and motivation are maintained in collaborative writing activities (Alwasilah, 2000).

Previous research explained that collaborative writing activities allow students to communicate and collaborate with friends they never worked with before (Chen & Yu, 2019; Wigglesworth & Storch, 2009). However, this study found that group members who were not close friends became a

problem for some students in collaborative writing activities. The students expressed felt reluctance and discomfort when working with new friends. Considering the quality of peer relations impacts students' motivation and enthusiasm for working collaboratively (Chen & Yu, 2019; Walls, 2018), students tried to adapt to their new friends to overcome this problem. They tried to get to know their new friends well and get used to interacting with them. Also, equip them to work professionally in the future (Alwasilah, 2000). Other students tried to create fun group work as they worked with close friends.

Then other students felt insecure about their writing skills in collaborative writing because of their lack of English skills (Storch, 2005; Zhai, 2021). Some students felt that their friends' work results were always better than their work, so they were not confident and prioritized the results of their friends' work to be submitted by the teacher (Astuti, 2018). They admitted that they had difficulty choosing good vocabulary and sentence structure for their writing. However, the students tried to deal with this problem by improving their writing skills by asking for guidance from teachers or friends (Scott & Fuente, 2008; Kim, 2008).

Some students also experienced insecurity in giving opinions or suggestions to their groups. They felt ashamed and insecure because their peers had rejected their opinions before (Chen & Yu, 2019). It makes them reluctant to give their opinion on the next activity. Some of them admitted that they were not confident because they felt that their opinion would not help in

group assignments. The students tried to train their confidence by giving ideas or opinions to their peers to overcome this problem (Dale, 1997; Chen & Yu, 2019; Veramuthu & Md Shah, 2020). However, if they were not sure of the truth of their opinion, they chose to remain silent.

Another problem was the lack of time to do collaborative writing tasks. Some students felt that the time given by the teacher in this activity was too short, so they could not interact and discuss optimally (de Saint Leger & Mullan, 2014; Chen & Yu, 2019; Zhai, 2021). In contrast, good interaction between group members in collaborative writing can bring success in writing activities (Zhai, 2021). However, the limited time in collaborative writing activities encourages students to organize and use the teacher's time as well as possible (Chen & Yu, 2019; Alwasilah, 2000).

In addition, some students felt difficulty in writing English texts. Also, their group members were disappointed with their work because they had many errors in vocabulary, grammar, and sentence structure (Astuti, 2018). Most students expressed that they prefer to ask friends about the English difficulties they encounter in collaborative writing activities (Attard et al., 2010; Harmer, 2004). They said that explanations from peers were easier to understand, and they did not feel nervous when asking peers than the teacher (Dobao & Blum, 2013; Shehadeh, 2011; Veramuthu & Md Shah, 2020).

In conclusion, this study found that the students positively perceived peer interaction in collaborative writing activities. They can work together, provide feedback, support each other and help each other between peers in producing

good English writing. They also felt that their writing and English skills improved through this interaction. However, in practice, the students encountered several problems related to peers in collaborative writing activities, such as differences of opinion, differences in character, group members not contributing, group members not close friends, etc. This problem arose because of the lack of good cooperation, misunderstanding or incompatibility between group members, differences in knowledge and experience, and time constraints.

However, the students still gave positive perceptions of peer interaction in collaborative writing activities because they could solve these problems in various ways such as discussing, adapting to new friends, advising each other, managing the time well, and asking their teacher. Based on the results above, it can be concluded that peer interaction between high English proficiency students and low English proficiency students in collaborative writing activities had done with good cooperation and accommodation, positive competition, and some conflicts that can be handled.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusions and recommendations. The researcher draws conclusions based on the findings and discussion in the previous chapter. This chapter also presents several recommendations for implementing collaborative writing activities and further research.

4.1 Conclusion

This section explains the conclusions from the findings of this study. This research has answered the three research questions formulated through interviews and questionnaires. Students' positive perceptions of the cooperative aspect of collaborative writing activities were indicated by their agreement that cooperation in this activity helps them develop their writing and English skills (McDonough et al., 2015; Storch, 2005). The students also positively perceived the accommodation aspect of this activity. They agreed that doing things that prevent or resolve the conflict was essential in collaborative writing activities. Also, the students gave positive perceptions of competition aspects in collaborative writing activities. The competition in this activity was considered a positive competition because it encouraged individuals to become better people and write better writing. However, students gave negative perceptions of the conflict aspect. They disagree that

maintaining good peer relationships is unnecessary for collaborative writing activities.

The three aspects of peer interaction, namely the cooperative, accommodation, and competition aspects, were considered positive by the students to help develop their writing and English skills. Meanwhile, in the conflict aspect, the students gave a negative perception, meaning that collaborative writing activities went quite well despite some problems. Based on the research results above, it can be concluded that students give positive perceptions of peer interactions in collaborative writing activities that were applied in writing class at SMA X. The interviews with 18 second-grade students of SMA X also revealed the problems students found during collaborative writing activities. These problems are differences of opinion or ideas, differences in characters and ways of learning, group members did not contribute, group members were not close friends, students' lack of confidence in their writing skills, students' lack of confidence in providing opinions, differences in the speed of writing English texts and differences in the quality of writing among group members.

The students made various efforts to overcome the problems above. To overcome the differences of opinion or ideas, they discussed, asked the teacher, or gave in to avoid debate among group members. To overcome the differences in character and learning ways, they discussed the best learning style for them and adapted to their peers' character. To overcome group members who did not work, the students reminded or invited them to

contribute. However, some students chose to let them. Then the problem of group members who were not close friends was handled by adapting and creating a fun situation in the group, so there was no reluctance and discomfort. The lack of confidence that some students experienced in their writing skills was handled by improving their writing skills by asking for more competent students or the teacher. Likewise, the student's lack of confidence in expressing their opinions was solved by introspecting why the group had rejected their opinions. Some students also practiced self-confidence by expressing their opinions in front of the group and joining some organizations outside the classroom. Meanwhile, the lack of time in doing their collaborative writing task was overcome by organizing and using the time provided by the teacher well. Finally, the differences in writing quality between group members were solved by helping each other and asking the teacher about difficult things in collaborative writing activities.

5.2 Recommendation

Based on the conclusions above, the researcher provided pedagogical recommendations to assist teachers in implementing collaborative writing strategies in the writing class of second language students. The limitations of students in knowing this strategy can affect their involvement in learning (Chen & Hapgood, 2019). Therefore, teachers must explain this strategy, including the definition, objectives, benefits, procedures, tasks, and assessments in collaborative writing activities. Also, teachers should consider

dividing collaborative writing groups according to students' abilities, characters, and how they learn so that interactions between group members can be well established and minimize disputes. The time allocation for working on collaborative writing tasks also needs to be adjusted to the task's difficulty level so that students can interact with their peers and complete the tasks well. Teachers are advised to pay attention to each group's progress to determine the development of their writing skills and how the interaction between students occurs. In addition, teachers must be active facilitators by providing guidance and assistance to students who have difficulties or questions during collaborative writing activities.

It is recommended for further research to observe the class in collecting data so that data related to how high English proficiency students interact with low English proficiency students in collaborative writing activities can be obtained in-depth. Although this research had examined the problems related to peer interaction in collaborative writing activities and their efforts in solving these problems, the teacher's efforts in solving problems related to peer interaction that students face are not examined in depth in this study. Therefore, further research is recommended to examine teachers' role and efforts in solving problems related to peer interaction in collaborative writing activities. It is essential to do this research considering that students cannot handle some problems and need the teacher's help.

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Appendix I

Questionnaire

QUESTIONNAIRE

Cooperation Aspect						
No	Statement	Alternative Answer				
		SDA	DA	N	A	SA
1.	I like to discuss or exchange ideas with friends in the group work.					
2.	I like to ask difficult things to friends.					
3.	I gain more knowledge when working with friends than alone.					
4.	I work harder when working with friends than alone.					
5.	The help I give to a friend can solve his/her problem in the group work.					
6.	The help from my friend can solve my problem in the group work.					
7.	The feedback I give to a friend makes his/her writing better.					
8.	The feedback from my friend makes my writing better.					
9.	My support makes my friend enthusiastic in completing the group work.					
10.	My friend's support makes me enthusiastic in completing the group work.					
Accommodation Aspect						
No	Statement	Alternative Answer				
		SDA	DA	N	A	SA

1.	If there is a friend who does not work in my group, the warning I give makes him/her aware.					
2.	If I do not work in the group, a warning from my friend makes me aware.					
3.	I like to receive all feedback from friends related to my work.					
4.	Discussion helps my group determine the best answer.					
5.	I prefer to give up than argue with friends.					
Competition Aspect						
No	Statement	Alternative Answer				
		SDA	DA	N	A	SA
1.	If my friend has finished his/her work, I am motivated to finish mine immediately.					
2.	I am happy if my work is finished before my friends.					
3.	I am happy if my writing is better than my friends.					
4.	I like to give ideas or opinions in group work.					
5.	Persuading friends is the best way if my opinion is correct.					
Conflict Aspect						
No	Statement	Alternative Answer				
		SDA	DA	N	A	SA
1.	If the idea I give is better than my friend's, I do not care about my friend's feedback.					
2.	I was anxious when the group decisions do not go my way.					

3.	A friend who do not contribute to the group make me angry.					
4.	I think the differences of opinion within a group can lead to disagreements.					
5.	I am reluctant to work with group members who are not my close friends.					

Appendix II

Interview Guideline

INTERVIEW GUIDELINE

1. Do you prefer to do English writing assignments in groups or alone? Why?
2. Do you prefer to choose your group members or be chosen by the teacher? Why?
3. How many group members do you like? Why?
4. Do you prefer feedback from teachers or peers? Why?
5. What worries arise when you have a collaborative writing assignment?
6. What problems do you face when writing with your group mates?
7. How do you solve the problems?
8. Did your teacher help you solve the problems?
9. Do you feel that your English skills have improved during collaborative writing activities?
10. What do you think about peer interaction in collaborative writing activity?

Appendix III

Instrument Validation Sheet

INSTRUMENT VALIDATION SHEET

“EFL Students’ Perceptions of Peer Interactions in Collaborative Writing
Activities: A Case Study”

Validator	:	Maslihatul Bisriyah, M. TESOL
NIP	:	19890928 201903 2 016
Expertise	:	English Writing
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date	:	April, 21 2022

A. INTRODUCTION

This validation sheet aims to determine the validity of the research instruments that have been prepared in this study. Any feedback from the validator (Mr./Ms.) is essential to improve the quality of the instruments in this study. The researcher would like to thank the validator (Mr./Ms.) very much for the willingness of the validator to fill out this validation sheet.

B. GUIDANCE

1. The assessment on this validation sheet is carried out by placing a check mark (✓) in the available assessment column.
2. Please, Mr/Ms provide an objective assessment of this research instrument with the following assessment information:

1: Very poor

4: Good

2: Poor

5: Very good

3: Average
3. Suggestions and comments from the validator (Mr/Ms) can be given in the suggestions and comments column provided.

C. VALIDATION SHEET

No.	Aspect	Score				
		1	2	3	4	5
1	The research instrument use good and correct language and punctuation.					
2	The research instrument is communicative and easy to understand.					
3	The questions that are made do not cause double interpretation or misunderstanding.					
4	The questionnaire research instrument is in accordance with the research variable: students' perceptions of peer relations in collaborative writing activities.					
5	The interview research instrument is in accordance with the research variables: the problems related to peer interaction and students' efforts in solving the problems in collaborative writing activities.					

D. SUGGESTION AND COMMENT

--

E. CONCLUSION

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abed) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. ~~The instrument can be used with slight revision.~~
3. ~~The instrument can be used with many revisions.~~
4. ~~The instrument cannot be used.~~

Malang, May 8th, 2022

Expert Validator,



Maslihatul Bisrivah, M. TESOL

NIP. 19890928 201903 2 016

Appendix IV

Result of the Questionnaires

RESULT OF THE QUESTIONNAIRES

Cooperation Aspect							
No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	I like to discuss or exchange ideas with friends in the group work.	-	-	5	8	5	18
2.	I like to ask difficult things to friends.	-	1	4	10	3	18
3.	I gain more knowledge when working with friends than alone.	-	1	3	10	4	18
4.	I work harder when working with friends than alone.	-	1	9	6	2	18
5.	The help I give to a friend can solve his/her problem in the group work.	-	1	8	7	2	18
6.	The help from my friend can solve my problem in the group work.	-	1	1	12	4	18
7.	The feedback I give to a friend makes his/her writing better.	-	-	8	6	4	18
8.	The feedback from my friend makes my writing better.	-	-	5	8	5	18

9.	My support makes my friend enthusiastic in completing the group work.	-	2	3	12	1	18
10.	My friend's support makes me enthusiastic in completing the group work.	-	2	4	10	2	18
Accommodation Aspect							
No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	If there is a friend who does not work in my group, the warning I give makes him/her aware.	-	1	6	10	1	18
2.	If I do not work in the group, a warning from my friend makes me aware.	-	-	5	11	2	18
3.	I like to receive all feedback from friends related to my work.	-	-	4	11	3	18
4.	Discussion helps my group determine the best answer.	-	-	4	7	7	18
5.	I prefer to give up than argue with friends.	-	1	9	6	2	18
Competition Aspect							
No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	

1.	If my friend has finished his/her work, I am motivated to finish mine immediately.	-	-	1	11	6	18
2.	I am happy if my work is finished before my friends.	-	2	12	2	2	18
3.	I am happy if my writing is better than my friends.	-	-	13	2	3	18
4.	I like to give ideas or opinions in group work.	-	-	6	9	3	18
5.	Persuading friends is the best way if my opinion is correct.	-	-	13	4	1	18
Conflict Aspect							
No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	If the idea I give is better than my friend's, I do not care about my friend's feedback.	2	11	5	-	-	18
2.	I was anxious when the group decisions do not go my way.	2	8	6	1	1	18
3.	A friend who do not contribute to the group make me angry.	3	4	6	4	1	18
4.	I think the differences of opinion within a group can lead to disagreements.	1	2	12	2	1	18
5.	I am reluctant to work with group members who are not my close friends.	6	8	3	-	1	18

Appendix V
Interview Transcription

INTERVIEW TRANSCRIPTION

Interviewee 1

1. Do you prefer to do English writing assignments in groups or alone? Why?
Saya lebih suka bekerja secara berkelompok karena saya merasa tugas menulis bersama menjadi lebih ringan, saya dapat bertanya pada teman jika saya menemui kesulitan, dan juga saya mendapat masukan dari mereka mengenai pekerjaan saya.
(I prefer to work in groups because I feel the writing task becomes lighter, I can ask friends if I have difficulties, and I also get input from them about my work.)
2. Do you prefer to choose your group members or be chosen by the teacher? Why?
Dipilihkan oleh guru karena guru dapat membagi siswa secara adil. Setiap kelompok bisa terdiri dari siswa yang pintar dan siswa yang kurang pintar. Selain itu siswa juga tidak berebut memilih anggota kelompok yang pintar saja.
(Chosen by the teacher because the teacher can divide students fairly. Each group can consist of students who are intelligent and students who are less intelligent. In addition, students also do not scramble to choose only intelligent group members.)
2. How many group members do you like? Why?
Empat, karena itu jumlah yang pas dan menurut saya terlalu banyak anggota membuat kegiatan collaborative writing kurang terkordinir dengan baik.
(Four, because that's the right number and I think too many members make collaborative writing activities less coordinated.)
3. Do you prefer feedback from teachers or peers? Why?
Keduanya. Karena masukan dari teman membuat saya lebih paham dan masukan dari guru membuat saya lebih terpacu untuk membuat tulisan Bahasa Inggris yang lebih baik lagi.
(Both. Because feedback from friends made me understand better and feedback from the teacher made me more motivated to write better English.)

4. What worries arise when you have a collaborative writing assignment?
Anggota kelompok yang malas, pasif dan ketidakcocokan pendapat dengan anggota kelompok.
 (Group members are lazy, passive and disagree with group members.)

5. What problems do you face when writing with your group mates?
Perbedaan pendapat menjadi masalah yang paling sering terjadi dalam kegiatan ini. Selain itu masalah yang saya hadapi lainnya adalah anggota kelompok yang tidak bekerja, dan kesulitan Bahasa Inggris.
 (Differences of opinion are the most common problems in this activity. In addition, other problems that I face are group members who don't work, and English language difficulties.)

6. How do you solve the problems?
Berdiskusi dengan anggota kelompok dalam mempertimbangkan beberapa jawaban dari teman-teman kemudian memilih jawaban yang paling baik, menasihati teman yang tidak bekerja dan untuk masalah kesulitan Bahasa Inggris kami biasa menanyakannya pada guru kami.
 (Discuss with group members in considering several answers from friends then choose the best answer, advise friends who do not work and for problems with English difficulties we usually ask our teacher.)

7. Did your teacher help you solve the problems?
Ya. Guru membantu kami dengan memberikan solusi terbaik ketika kami tidak menemukan jawaban dari diskusi kami.
 (Yes. The teacher helped us by giving the best solution when we didn't find the answer from our discussion.)

8. Do you feel that your English skills have improved during collaborative writing activities?
Ya. Saya merasa kosa kata, grammar, dan kemampuan saya dalam menyusun kalimat Bahasa Inggris semakin baik.
 (Yes. I feel that my vocabulary, grammar, and ability to compose English sentences are getting better.)

9. What do you think about peer interaction in collaborative writing activity?
Menurut saya collaborative writing adalah kegiatan yang menyenangkan karena saya dapat bertukar pikiran dengan teman saya. Kegiatan ini juga membuat aktifitas menulis Bahasa Inggris menjadi tidak membosankan.

(I think collaborative writing is a fun activity because I can share ideas with my friends. This activity also makes English writing activities less boring.)

Interviewee 2

1. Do you prefer to do English writing assignments in groups or alone? Why?
Kelompok karena saya dapat bertukar pendapat, pekerjaan terasa lebih mudah dan cepat selesai.
(Group, because I can exchange opinions, work feels easier and gets completed quickly.)
2. Do you prefer to choose your group members or be chosen by the teacher? Why?
Dipilihkan guru atau memilih sendiri tidak masalah bagi saya. karena saya dapat berteman dan bekerja dengan siapa saja.
(Being chosen by the teacher or myself doesn't matter to me. because I can make friends and work with anyone.)
3. How many group members do you like? Why?
Lima. Karena sesuai dengan jumlah siswa di kelas.
(Five. Because according to the number of students in the class.)
4. Do you prefer feedback from teachers or peers? Why?
Keduanya. Karena mereka benar-benar memotivasi saya untuk bekerja lebih baik pada saat itu dan di masa mendatang.
(Both. Because they really motivated me to do better at that time and in the future.)
5. What worries arise when you have a collaborative writing assignment?
Saya tidak ada ketakutan dalam berinteraksi dengan teman selama collaborative writing, namun saya takut menemukan kata atau kalimat Bahasa Inggris yang tidak saya ketahui artinya atau tidak pernah saya dengar/baca sebelumnya.
(I am not afraid of interacting with friends during collaborative writing, but I am afraid of finding English words or sentences that I don't know the meaning of or have never heard/read before.)
6. What problems do you face when writing with your group mates?

Kata Bahasa Inggris yang tidak saya ketahui artinya. Saya juga kesulitan jika anggota kelompok memiliki banyak perbedaan pendapat.

(English words that I don't know the meaning of. I also struggle when group members have a lot of different opinions.)

7. How do you solve the problems?

Mencari arti di kamus dan menanyakan pada guru.

(Look up the meaning in the dictionary and ask the teacher.)

8. Did your teacher help you solve the problems?

Ya. Guru selalu bertanya pada kami apa ada pertanyaan. Jika ada, maka guru akan menjelaskan hal sulit tersebut sampai kami paham.

(Yes. The teacher always asked us if we had any questions. If there is, then he will explain the difficult thing until we understand.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Ya. Saya dapat menerima dan berbagi kosa kata baru dengan teman saya.

(Yes. I can receive and share new vocabulary with my friends.)

10. What do you think about peer interaction in collaborative writing activity?

Ini kegiatan yang bagus untuk mengasah kemampuan menulis Bahasa Inggris.

(This is a great activity to hone our English writing skills.)

Interviewee 3

1. Do you prefer to do English writing assignments in groups or alone? Why?

Saya lebih senang mengerjakan tugas secara berkelompok karena tugas menulis menjadi lebih cepat selesai.

(I prefer to work on assignments in groups because writing assignments can be completed faster.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Memilih sendiri, karena saya dapat bekerja dengan teman dekat saya.

(Choose myself, because I can work with my close friends.)

3. How many group members do you like? Why?
Tiga sampai empat. Karena kegiatan collaborative writing dengan jumlah tersebut dapat berjalan dengan efektif.
 (Three to four. Because collaborative writing activities with this amount can run effectively.)
4. Do you prefer feedback from teachers or peers? Why?
Saya menyukai feedback dari guru dan teman karena saya memerlukan keduanya untuk mengetahui tulisan saya sudah baik atau belum.
 (I like feedback from teachers and friends because I need both to know if my writing is good or not.)
5. What worries arise when you have a collaborative writing assignment?
Saya takut mendapat anggota kelompok yang bukan teman dekat saya karena mereka tidak memahami cara saya dalam mengerjakan tugas. Saya juga takut dalam merubah tulisan saya dari Bahasa Indonesia ke Bahasa Inggris.
 (I am afraid of getting group members who are not my close friends because they do not understand how I do my work. I am also afraid to change my writing from Indonesian to English.)
6. What problems do you face when writing with your group mates?
Anggota kelompok yang bukan teman dekat saya karena itu berpengaruh pada semangat dan motivasi saya dalam mengerjakan tugas. Saya juga sering kesulitan dalam merubah tulisan saya dari Bahasa Indonesia ke Bahasa Inggris.
 (Group members who are not my close friends because it affects my enthusiasm and motivation in doing assignments. I also often have difficulty changing my writing from Indonesian to English.)
7. How do you solve the problems?
Saya belajar untuk beradaptasi dengan kelompok yang bukan terdiri dari teman dekat saya. Untuk kesulitan Bahasa Inggris saya sering menanyakan pada teman saya yang lebih pandai Bahasa Inggris.
 (I learned to adapt to groups other than my close friends. For English difficulties, I often ask my friends who are better at English.)
8. Did your teacher help you solve the problems?
Sangat membantu dengan memberikan arahan-arahan dan mengamati interaksi kami dalam kegiatan ini.

(Very helpful by giving directions and observing our interactions in this activity.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Ya. Saya mendapat banyak kosa kata baru dari teman sekelompok saya.

(Yes. I got a lot of new vocabulary from my friends.)

10. What do you think about peer interaction in collaborative writing activity?

Cukup bagus untuk menambah kosa kata Bahasa Inggris dan kerjasama antar siswa.

(Good enough to increase English vocabulary and cooperation between students.)

Interviewee 4

1. Do you prefer to do English writing assignments in groups or alone? Why?

Kelompok, karena tugas yang diberikan guru akan lebih cepat selesai.

(Groups, because the tasks given by the teacher will be completed faster.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Memilih sendiri, karena merasa lebih nyaman bersama teman yang dipilih sendiri.

(Choose by myself, because I feel more comfortable with friends I choose by myself.)

3. How many group members do you like? Why?

Tiga atau lebih. Karena semakin banyak anggota, maka akan semakin cepat selesai.

(Three or more. Because the more members, the faster it will be completed.)

4. Do you prefer feedback from teachers or peers? Why?

Teman. Karena saya merasa lebih relax sehingga masukan lebih dapat saya pahami dan terima.

(Friends. Because I feel more relaxed so that I can understand and accept feedback more.)

5. What worries arise when you have a collaborative writing assignment?

Saya takut tidak dapat berkontribusi dan bekerja sama dengan baik dengan anggota kelompok saya.

(I fear that I will not be able to contribute and work well with my group members.)

6. What problems do you face when writing with your group mates?

Banyaknya perbedaan pendapat dalam kegiatan collaborative writing membuat saya pusing dan bingung dalam menentukan jawaban terbaik.

(The many differences of opinion in collaborative writing activities make me dizzy and confused in determining the best answer.)

7. How do you solve the problems?

Berdiskusi dan mencari jawaban yang menurut kami paling baik. Jika masih ragu, kami terkadang menanyakan nya pada guru.

(Discuss and find the answer that we think is the best. If still in doubt, we sometimes ask the teacher.)

8. Did your teacher help you solve the problems?

Saya merasa terbantu oleh guru dalam kegiatan ini. Ia membantu kami memecahkan masalah yang kami hadapi.

(I feel helped by the teacher in this activity. He helped us solve the problems we faced.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Cukup meningkat.

(Moderately increased.)

10. What do you think about peer interaction in collaborative writing activity?

Kegiatan collaborative writing adalah kegiatan menulis teks Bahasa Inggris yang menarik dan mudah dipahami oleh siswa.

(Collaborative writing activities are activities to write English texts that are interesting and easy to understand by students.)

Interviewee 5

1. Do you prefer to do English writing assignments in groups or alone? Why?

Saya senang sekali mengerjakan tugas menulis ini secara berkelompok karena saya menyukai kebersamaan dan berdiskusi dengan teman. Pekerjaan

yang diberikan Mr. Anwar juga menjadi lebih mudah dengan saling bertukar ide dan pendapat.

(I really enjoy doing this writing assignment in groups because I like being together and discussing with friends. Also, the work from Mr. Anwar is easier to do by exchanging ideas and opinions.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Memilih sendiri. Karena saya lebih bebas dalam mengutarakan pendapat dan berdiskusi dalam kelompok yang saya pilih sendiri.

(Choose by myself. Because I am free to express my opinion and discuss in groups that I choose myself.)

3. How many group members do you like? Why?

Enam. Karena tugas dapat dibagi secara sama rata. Tidak ada siswa yang mengerjakan terlalu banyak tugas.

(Six. Because the task can be divided equally. There are no students who do too many assignments.)

4. Do you prefer feedback from teachers or peers? Why?

Guru. Karena guru lebih banyak pengetahuannya.

(Teacher. Because the teacher has more knowledge.)

5. What worries arise when you have a collaborative writing assignment?

Perbedaan pendapat antar anggota.

(Differences of opinion among members.)

6. What problems do you face when writing with your group mates?

Pembagian tugas yang tidak adil dan beberapa teman tidak bekerja atau berkontribusi dalam tugas menulis bersama.

(Unfair division of tasks and some friends do not work or contribute to co-authoring assignments.)

7. How do you solve the problems?

Mendiskusikan masalah tersebut secara baik-baik dan mengajak teman yang tidak bekerja secara baik-baik.

(Discuss the problem well and invite friends who don't work well.)

8. Did your teacher help you solve the problems?

Iya. Guru memberikan solusi terhadap masalah yang kita hadapi seperti kesulitan dalam kosa kata. Untuk masalah yang berkaitan dengan interaksi teman sebaya dalam kelompok hanya kita yang mengetahui sehingga terkadang guru tidak mengetahuinya.

(Yes. The teacher provides solutions to the problems we face such as difficulties in vocabulary. For problems related to peer interaction in groups, only we know, so sometimes teachers don't know it.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Cukup meningkat.

(Moderately increased.)

10. What do you think about peer interaction in collaborative writing activity?

Kegiatan menulis bersama ini dapat meringankan pekerjaan yang diberikan pada kami.

(This co-writing activity can lighten the work assigned to us.)

Interviewee 6

1. Do you prefer to do English writing assignments in groups or alone? Why?

Kelompok. Karena saya merasa bekerja secara berkelompok menjadi lebih cepat selesai.

(Group. Because I feel that working in groups is done faster.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Memilih anggota sendiri karena saya dapat memilih teman dekat saya atau teman yang memiliki kemampuan Bahasa Inggris yang baik.

(Choose my own members because I can choose my close friends or friends who have good English skills.)

3. How many group members do you like? Why?

Lima sampai enam anggota karena menurutn saya itu jumlah yang tidak terlalu banyak.

(Five to six members because I don't think it's too much.)

4. Do you prefer feedback from teachers or peers? Why?

Keduanya. Karena masukan teman lebih mudah dipahami dan masukan dari guru membuat tulisan saya menjadi lebih baik.

(Both. Because the feedback of friends is easier to understand and feedback from the teacher makes my writing better.)

5. What worries arise when you have a collaborative writing assignment?

Kekhawatiran yang sering muncul dalam kegiatan ini adalah saya takut salah memilih kata-kata Bahasa Inggris yang tepat untuk tulisan saya. Saya tidak percaya diri dengan tulisan saya karena saya tau kemampuan Bahasa Inggris saya kurang sedangkan kemampuan teman-teman saya lebih baik dari saya.

(The concern that often arises in this activity are I am afraid of choosing the wrong English words for my writing and I am not confident in my writing because I know that my English is not good enough while my friends are better than me.)

6. What problems do you face when writing with your group mates?

Kesulitan dalam memilih kata dan membuat kalimat Bahasa Inggris yang baik.

(Difficulty in choosing words and making good English sentences.)

7. How do you solve the problems?

Saya berusaha mencari di internet atau bertanya pada guru.

(I try to search in internet or ask the teacher.)

8. Did your teacher help you solve the problems?

Ya. Membantu saya dalam memilih kata Bahasa Inggris yang tepat.

(Yes. Help me in choosing the right English word.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Ada, tapi tidak banyak.

(There are, but not many.)

10. What do you think about peer interaction in collaborative writing activity?

Saya mendapat pengalaman baru dalam belajar melalui kegiatan ini.

(I got a new experience in learning through this activity.)

Interviewee 7

1. Do you prefer to do English writing assignments in groups or alone? Why?

Kelompok. Pekerjaan kelompok akan terasa lebih ringan dan cepat selesai daripada mengerjakan tugas sendiri.

(Group. Group work will feel lighter and faster than doing the task alone.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Bisa keduanya karena saya mudah berteman dan bekerja dengan siapapun di kelas.

(Can be both because I easily make friends and work with anyone in class.)

3. How many group members do you like? Why?

Empat. Karena kelompok kecil dapat mengoptimalkan kerjasama.

(Four. Because small groups can optimize cooperation.)

4. Do you prefer feedback from teachers or peers? Why?

Saya senang dan bisa menerima masukan dari keduanya, selama masukan tersebut berdifat positif dan membangun.

(I am happy and able to accept feedback from both of them, as long as the input is positive and constructive.)

5. What worries arise when you have a collaborative writing assignment?

Hasil tulisan saya buruk atau sulit dipahami pembaca, jadi teman saya harus mengganti tulisan saya.

(My writing results are bad or difficult to understand for readers, so my friend has to change my writing.)

6. What problems do you face when writing with your group mates?

Saya kesulitan ketika harus bekerja dengan siswa yang cepat. Saya merasa kurang fokus jika mengerjakan tugas menulis dengan diburu waktu atau bersaing dengan teman siapa yang lebih cepat menulis teks Bahasa Inggris. Saya juga tidak banyak memberikan pendapat karena pendapat saya sering tidak diterima oleh anggota kelompok saya.

(I find it difficult to work with fast students. I feel less focused when working on a writing assignment in a hurry or competing with friends who can write English text faster. I also don't give much opinion because my opinion is often not accepted by my group members.)

7. How do you solve the problems?

Mengerjakan dengan tenang dan lebih berkonsentrasi. Saya juga akan intropeksi diri mengapa pendapat saya tidak diterima kelompok dan belajar

lebih percaya diri. Saya akan bertanya pada guru dan teman dekat saya mengenai hal yang tidak saya pahami.

(Work quietly and concentrate more. I will also introspect myself why my opinion is not accepted by the group and learn to be more confident. I would ask my teacher and close friends about things I didn't understand.)

8. Did your teacher help you solve the problems?

Tidak (No)

9. Do you feel that your English skills have improved during collaborative writing activities?

Iya kemampuan menulis saya meningkat meski tidak banyak.

(Yes, my writing skills have improved, although not much.)

10. What do you think about peer interaction in collaborative writing activity?

Kegiatan ini mendorong saya untuk intropeksi diri dalam meningkatkan kemampuan menulis teks Bahasa Inggris.

(This activity encourages me to introspect myself in improving the ability to write English texts.)

Interviewee 8

1. Do you prefer to do English writing assignments in groups or alone? Why?

Kelompok. Karena pekerjaan terasa lebih ringan.

(Group. Because the work feels lighter.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Memilih sendiri karena saya lebih semangat untuk mengerjakan.

(Choose by myself, because I am more enthusiastic in working.)

3. How many group members do you like? Why?

Lima, karena semakin banyak anggota semakin cepat selesai.

(Five, because the more members the faster it is finished.)

4. Do you prefer feedback from teachers or peers? Why?

Keduanya, karena masukan dari guru dan teman penting bagi saya.

(Both, because feedback from teachers and friends is important to me.)

5. What worries arise when you have a collaborative writing assignment?

Ada anggota kelompok yang tidak bekerja atau berkontribusi dalam tugas kelompok.

(There are group members who do not work or contribute to group assignments.)

6. What problems do you face when writing with your group mates?

Saya tidak percaya diri dengan tulisan Bahasa Inggris saya kurang bagus dan menarik. Bisa dibilang lebih buruk dari teman saya.

(I am not confident with my English writing because it is not good and interesting. I could say worse than my friend.)

7. How do you solve the problems?

Meminta masukan dari teman dan mengutamakan tulisan teman sekelompok saya yang bagus untuk dikumpulkan pada guru. Teman yang tidak bekerja dalam kelompok saya biarkan setelah saya ajak satu kali karena saya malas mengajaknya kembali.

(Asking for feedback from friends and prioritizing my friends' good writings to be submitted to the teacher. I leave friends who don't work in my group after inviting them because I'm lazy to invite them back.)

8. Did your teacher help you solve the problems?

Iya. Membantu saya membuat tulisan Bahasa Inggris yang bagus.

(Yes. He helped me to write good English.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Sedikit.

(A little.)

10. What do you think about peer interaction in collaborative writing activity?

Kegiatan ini telah meningkatkan kebersamaan dan kerjasama saya dengan teman-teman saya.

(This activity has increased my togetherness and cooperation with my friends.)

Interviewee 9

1. Do you prefer to do English writing assignments in groups or alone? Why?

Berkelompok, karena bekerja secara bersama-sama akan lebih mudah dan waktu belajar menjadi lebih efisien.

(Groups, because working together will be easier and learning time will be more efficient.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Memilih anggota sendiri karena dengan memilih anggota kelompok sendiri, maka usaha atau performa mengerjakan tugas bisa lebih maksimal.

(Choose your own members because by choosing your own group members, the effort or performance of doing the task can be maximized.)

3. How many group members do you like? Why?

Empat sampai lima orang. Karena itu jumlah yang pas, tidak terlalu banyak dan tidak terlalu sedikit.

(Four to five people. Because it's the right amount, not too much and not too little.)

4. Do you prefer feedback from teachers or peers? Why?

Saya senang mendapat masukan dari guru karena guru lebih tahu dan banyak pengalaman.

(I am happy to get feedback from the teacher because he knows more and has a lot of experience.)

5. What worries arise when you have a collaborative writing assignment?

Masalah saya adalah saya harus bekerja dengan teman yang berbeda karakter dan kekurangan ide saat menulis teks Bahasa Inggris. Selain itu, saya pernah tidak banyak berkontribusi dalam kelompok karena anggota kelompok bukan teman dekat saya.

(My problem is that I have to work with friends who are different characters and lack ideas when writing English texts. In addition, I once did not contribute much to the group because the group members were not my close friends.)

6. What problems do you face when writing with your group mates?

Saya sering kesulitan karena banyak perbedaan pendapat dan ide dalam kelompok.

(I often struggle because of many differences of opinion and ideas in group.)

7. How do you solve the problems?

Mendiskusikan perbedaan pendapat dalam kelompok dengan saling terbuka dan tidak memaksa. Saya juga mencoba menjelaskan kesalahpahaman perbedaan cara belajar saya dengan teman sehingga kita menemukan solusi untuk masalah ini. Saya beradaptasi dengan teman baru saya di kelompok.

(Discuss differences of opinion within the group openly and not coercively. I also try to explain the misunderstanding of the difference in my learning ways with friends so that we find a solution to this problem. Also, I adapted to my new friends in the group.)

8. Did your teacher help you solve the problems?

Iya. Guru membantu kami dengan memberikan saran.

(Yes. Teacher helped us by giving suggestions.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Iya. Kemampuan menulis Bahasa Inggris saya terutama dalam menyusun paragraf dalam teks menjadi lebih baik.

(Yes. My English writing skills, especially in arranging paragraphs in the text are getting better.)

10. What do you think about peer interaction in collaborative writing activity?

Kegiatan yang menyenangkan bersama teman.

(Fun activities with peers.)

Interviewee 10

1. Do you prefer to do English writing assignments in groups or alone? Why?

Kelompok, karena saya dapat berdiskusi, minta pendapat teman mengenai jawaban yang paling benar, dan bertanya hal yang sulit.

(Groups, because I can discuss, ask friends' opinions about the most correct answers, and ask difficult questions.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Saya tidak masalah guru memilihkan anggota kelompok asalkan berdasarkan persetujuan siswa.

(I have no problem with the teacher choosing group members as long as it is based on student approval.)

3. How many group members do you like? Why?
Dua saja karena kerja kelompok menjadi lebih fokus dan terarah.
 (Two only because group work becomes more focused.)
4. Do you prefer feedback from teachers or peers? Why?
Saya senang mendapat masukan dari keduanya. Karena menurut saya sama saja masukan dari teman atau guru.
 (I'm happy to get input from both of them. Because I think it's the same as feedback from friends or teachers.)
5. What worries arise when you have a collaborative writing assignment?
Masalah saya adalah kecepatan dalam menulis teks Bahasa Inggris. Kadang tulisan saya belum selesai tapi teman sekelompok saya sudah selesai.
 (My problem is the speed in writing English text. Sometimes my writing is not finished but my friends have finished it.)
6. What problems do you face when writing with your group mates?
Perbedaan ide yang diberikan oleh setiap anggota kelompok dan kekurangan waktu dalam kegiatan collaborative writing.
 (Different ideas given by each group member and lack of time in collaborative writing activities.)
7. How do you solve the problems?
Berdiskusi dengan anggota kelompok secara baik-baik dan berusaha membagi waktu dalam mengerjakan tugas dengan baik.
 (Discuss with group members well and try to divide the time in doing the task well.)
8. Did your teacher help you solve the problems?
Tidak.
 (No)
9. Do you feel that your English skills have improved during collaborative writing activities?
Iya. Saya bisa belajar grammar, mendapat kosa kata baru dan menambah kemampuan Bahasa Inggris saya.
 (Yes. I can learn grammar, get new vocabulary and improve my English skills.)
10. What do you think about peer interaction in collaborative writing activity?

Kegiatan ini dapat mendorong saya untuk belajar lebih giat dan mendorong semangat saya untuk bekerja secara berkelompok.

(This activity can encourage me to study harder and work in groups.)

Interviewee 11

1. Do you prefer to do English writing assignments in groups or alone? Why?
Saya selalu bersemangat ketika guru memberikan tugas kelompok, karena pekerjaan lebih cepat selesai.
(I am always excited when the teacher gives group assignments, because the work is done faster.)
2. Do you prefer to choose your group members or be chosen by the teacher? Why?
Memilih anggota kelompok sendiri, karena kegiatan collaborative writing dapat berjalan lebih baik dan sesuai keinginan.
(Choose by myself, because collaborative writing activities can run better and as desired.)
3. How many group members do you like? Why?
Lima, karena semakin banyak anggota, semakin mudah membagi tugas.
(Five, because the more members, the easier it is to divide the tasks.)
4. Do you prefer feedback from teachers or peers? Why?
Guru, karena lebih berpengalaman.
(Teachers, because they are more experienced.)
5. What worries arise when you have a collaborative writing assignment?
Saya takut pendapat saya tidak di dengarkan atau diterima oleh anggota kelompok saya.
(I am afraid that my opinion will not be heard or accepted by my group members.)
6. What problems do you face when writing with your group mates?
Masalah yang sering saya hadapi adalah perbedaan pendapat. Selain itu, pendapat saya tidak di dengarkan atau diterima oleh anggota kelompok saya. Terkadang hal tersebut membuat saya tidak percaya diri untuk memberikan pendapat kembali.

(The problem that I often face is the difference of opinion. In addition, my opinion is not heard or accepted by the members of my group. Sometimes it makes me not confident to give an opinion back.)

7. How do you solve the problems?

Saya akan terus belajar percaya diri dengan berusaha mengajak teman untuk setuju dengan saya ketika saya yakin jawaban saya benar, jika saya ragu dengan jawaban saya, saya meminta mereka untuk memberi feedback. Usaha yang saya lakukan adalah mendiskusikan dengan teman dan memilih pendapat atau ide yang paling baik.

(I will learn to be confident by inviting friends to agree with me when I am sure my answer is correct, if I have doubts about my answer, I ask them to give feedback. What I do is discuss with friends and choose the best opinion or idea.)

8. Did your teacher help you solve the problems?

Iya. (Yes.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Meningkat meski tidak banyak.

(Increase although not much.)

10. What do you think about peer interaction in collaborative writing activity?

Interaksi dalam kegiatan collaborative writing membuat kegiatan menulis menjadi menyenangkan dan tidak membosankan.

(Interaction in collaborative writing activities makes writing fun and not boring.)

Interviewee 12

1. Do you prefer to do English writing assignments in groups or alone? Why?

Saya lebih suka menulis secara individu karena tugas lebih cepat selesai dan tidak perlu menunggu giliran untuk menulis dengan teman.

(I prefer to write individually because assignments are completed faster and I don't have to wait my turn to write with friends.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Memilih anggota sendiri, karena saya sudah tau kemampuan teman-teman saya yang sesuai dengan kemampuan dan cara belajar saya.

(Choose the members by myself, because I already know the abilities of my friends according to my abilities and learning methods.)

3. How many group members do you like? Why?

Empat, karena jumlah nya genap sehingga mudah untuk membagi.

(Four, because the number is even so it's easy to divide.)

4. Do you prefer feedback from teachers or peers? Why?

Guru, karena guru lebih profesional dan lebih mengetahui mana yang baik dan buruk untuk siswa.

(Teacher, because teacher are more professional and know better what is good or bad for students.)

5. What worries arise when you have a collaborative writing assignment?

Saya harus bekerja dengan teman yang lambat dalam menulis, sedangkan saya cepat dalam menulis.

(I have to work with a friend who is slow at writing, while I am fast at writing.)

6. What problems do you face when writing with your group mates?

Perbedaan gaya menulis. Hasil tulisan teman saya berbeda dengan harapan saya, atau bisa dibilang lebih buruk dari hasil tulisan saya secara individu.

(Different writing styles. My friend's writing results were different from what I expected, or I could say worse than my individual writing results.)

7. How do you solve the problems?

Saya berusaha tetap tenang dan mencoba untuk memberi masukan dan arahan pada teman-teman saya untuk menghasilkan tulisan yang bagus. Saya juga berusaha memanfaatkan waktu dengan baik agar tugas selesai tepat waktu.

(I try to stay calm and try to give feedback and direction to my friends to produce good writing. I also try to manage my time so that the tasks are completed on time.)

8. Did your teacher help you solve the problems?

Tidak. Karena ini masalah internal kelompok kami, maka kami berusaha menyelesaikan sendiri.

(No. Because this is an internal problem for our group, we are trying to solve it ourselves.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Sedikit. Saya lebih banyak memperoleh pengetahuan baru dengan bekerja sendiri.

(A little. I gain more new knowledge by working alone.)

10. What do you think about peer interaction in collaborative writing activity?

Interaksi dalam kegiatan ini cukup menyenangkan. Namun akan lebih efektif jika kegiatan ini dilaksanakan dengan waktu yang lebih lama.

(The interaction in this activity is quite fun. However, it will be more effective if this activity is carried out with a longer time.)

Interviewee 13

1. Do you prefer to do English writing assignments in groups or alone? Why?

Kelompok, karena jika saya melakukan tugas secara berkelompok, maka saya dapat memahami tugas dengan baik dan bertanya pada teman jika mengalami kesulitan.

(Group, because if I do the task in groups, then I can understand the task well and ask friends if I have difficulty.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Enam siswa. Karena jika banyak anggota maka pekerjaan lebih cepat selesai dan ada banyak teman yang siap membantu kita jika kita kesulitan.

(Six students. Because if there are many members, the work will be completed faster and there are many friends who are ready to help us if we have difficulties.)

3. How many group members do you like? Why?

Memilih kelompok sendiri, karena saya lebih suka bekerja dengan teman dekat saya.

(Choose my own group, because I prefer to work with my close friends.)

4. Do you prefer feedback from teachers or peers? Why?

Guru, karena guru lebih mengerti keadaan dan kemampuan kita.

(Teacher, because teacher better understand our circumstances and abilities.)

5. What worries arise when you have a collaborative writing assignment?
Saya pernah kecewa terhadap tulisan yang teman saya buat salah.
(I was disappointed with the writing that my friend made wrong.)
6. What problems do you face when writing with your group mates?
Masalah yang saya temui dalam kegiatan ini adalah pendapat teman yang berbeda atau bertolak belakang dengan pendapat saya. Saya juga sering merasa tidak percaya diri atau insecure dengan hasil pekerjaan siswa lain di kelompok saya yang lebih pintar.
(The problem that I encountered in this activity was the opinion of a friend who was different or contradicted with my opinion. I also often feel insecure about the work of other students in my group who are smarter.)
7. How do you solve the problems?
Introspeksi diri terlebih dahulu dan memberi pendapat untuk jawaban yang benar. Saya membantu teman saya dalam membuat tulisan yang lebih baik. Saya juga akan belajar banyak pada siswa yang lebih pintar Bahasa Inggris.
(First, I do self introspection. Then I provide opinion for the correct answer. I help my friend in writing better. I will learn a lot from students who are smarter in English as well.)
8. Did your teacher help you solve the problems?
Iya. Guru memberikan solusi dan masukan terkait tulisan kelompok kita.
(Yes. The teacher provides solutions and feedback related to our group's writing.)
9. Do you feel that your English skills have improved during collaborative writing activities?
Meningkat sedikit.
(Increase a little.)
10. What do you think about peer interaction in collaborative writing activity?
Kegiatan yang menyenangkan dengan saling membantu dan kerjasama dalam membuat sebuah teks Bahasa Inggris yang baik dan menarik.
(Fun activities by helping each other and cooperating in making a good and interesting English text.)

Interviewee 14

1. Do you prefer to do English writing assignments in groups or alone? Why?
Saya senang bekerja secara berkelompok karena kemampuan Bahasa Inggris saya kurang. Jadi bekerja secara berkelompok membantu saya mengerjakan tugas writing.
(I like to work in groups because my English skills are lacking. So working in groups helps me do my writing assignments.)
2. Do you prefer to choose your group members or be chosen by the teacher? Why?
Memilih anggota kelompok sendiri karena saya senang belajar dengan teman dekat dan siswa yang pandai.
(Choose my own group members because I like to study with close friends and smart students.)
3. How many group members do you like? Why?
Tiga sampai empat, karena itu jumlah yang pas, tidak kurang dan tidak lebih.
(Three to four, because that's the right amount, no less and no more.)
4. Do you prefer feedback from teachers or peers? Why?
Saya lebih suka masukan dari teman karena saya merasa lebih tenang (tidak gugup) dan paham dengan penjelasan mereka.
(I prefer feedback from friends because I feel calmer (not nervous) and understand their explanations.)
5. What worries arise when you have a collaborative writing assignment?
Saya takut mendapat anggota kelompok yang tidak cocok dengan saya karena dapat menimbulkan rasa tidak nyaman pada saya.
(I am afraid of getting group members who do not suit me because it can make me feel uncomfortable.)
6. What problems do you face when writing with your group mates?
Terkadang saya lelah dengan perbedaan pendapat antar anggota kelompok.
(Sometimes I get tired of differences of opinion among group members.)
7. How do you solve the problems?
Saya menyesuaikan dengan cara belajar teman saya. Namun jika saya tidak mampu, maka saya akan mengerjakan tugas sesuai dengan cara belajar saya. Saya mengalah untuk teman yang kekeuh dengan jawaban atau pendapatnya. Karena bagi saya, pertemanan jauh lebih penting dari nilai.

(I adapt to my friend's way of learning. But if I am not able, then I will finish the task according to the way I study. I give up to a friend who is adamant about his answer or opinion. Because for me, friendship is far more important than grade.)

8. Did your teacher help you solve the problems?
Tidak. Kami berusaha menyelesaikan masalah pertemanan kami sendiri.
(No. We try to solve our friendship problems on our own.)
9. Do you feel that your English skills have improved during collaborative writing activities?
Sedikit saja.
(Just a little.)
10. What do you think about peer interaction in collaborative writing activity?
Interaksi dalam kegiatan collaborative writing menyenangkan, dapat menjadi hiburan bagi saya dan menambah wawasan saya.
(Interaction in collaborative writing activities are fun, can be entertainment for me and increase my knowledge.)

Interviewee 15

1. Do you prefer to do English writing assignments in groups or alone? Why?
Individu, karena saya tidak suka perdebatan didalam kerja kelompok. Saya juga lebih suka dan yakin dengan pendapat dan ide sendiri.
(Individual, because I do not like the debate in group work. I also prefer and believe in my own opinions and ideas.)
2. Do you prefer to choose your group members or be chosen by the teacher? Why?
Memilih sendiri, karena saya suka mengerjakan tugas dengan teman yang rajin dan pintar Bahasa Inggris.
(Choose by myself, because I like doing assignments with friends who are diligent and good at English.)
3. How many group members do you like? Why?
Tiga, karena sedikit anggota memudahkan koordinasi.
(Three, because few members facilitate coordination.)

4. Do you prefer feedback from teachers or peers? Why?
Temannya karena saya merasa lebih nyaman dan tidak canggung.
 (Friends because I feel more comfortable and less awkward.)
5. What worries arise when you have a collaborative writing assignment?
Mendapat anggota kelompok yang tidak sesuai dengan cara belajar saya.
 (Get group members who are not in line with my learning way.)
6. What problems do you face when writing with your group mates?
Saya pernah berdebat dengan teman karena perbedaan pendapat saat memilih jawaban yang paling benar. Saya juga mendapat teman yang malas, dan tugas menulis yang susah.
 (I once had an argument with a friend because of differences of opinion when choosing the correct answer. I got a lazy friend, and a difficult writing task.)
7. How do you solve the problems?
Saya berusaha beradaptasi dengan karakter positif dia misalnya disiplin, rajin, dll. Namun saya akan menasihati teman saya jika dia memiliki karakter negatif seperti malas, tidak berkontribusi, dll. Untuk menghadapi teman yang malas saya biarkan saja dan saya kerjakan tugas saya sendiri. Untuk menghadapi tugas yang susah saya bertanya pada teman dari kelompok lain atau pada guru.
 (I try to adapt to his/her positive characteristics such as discipline, diligent, etc. But I will advise my friend if he/she has negative character like lazy, not contributing, etc. To deal with friends who are lazy I just let it go and I do my own thing. To deal with difficult tasks I ask friends from other groups or the teacher.)
8. Did your teacher help you solve the problems?
Iya. Guru menjelaskan materi yang sulit dengan penjelasan yang lebih mudah dipahami.
 (Yes. The teacher explains difficult material with explanations that are easier to understand.)
9. Do you feel that your English skills have improved during collaborative writing activities?
Iya. Kosakata, grammar, dan kemampuan menulis saya.
 (Yes. My vocabulary, grammar and writing skills.)
10. What do you think about peer interaction in collaborative writing activity?

Kegiatan yang menyenangkan dan tidak membosankan.

(Activities that are fun and not boring.)

Interviewee 16

1. Do you prefer to do English writing assignments in groups or alone? Why?
Kelompok, karena saya tidak bisa Bahasa Inggris.
(Group, because I can't speak English.)
2. Do you prefer to choose your group members or be chosen by the teacher? Why?
Memilih sendiri, karena merasa lebih nyaman bekerja dengan teman dekat.
(Choose by myself, because I feel more comfortable working with close friends.)
3. How many group members do you like? Why?
Enam, karena teman dekat saya ada enam orang.
(Six, because there are six of my close friends.)
4. Do you prefer feedback from teachers or peers? Why?
Teman, karena penting untuk mengetahui masukan dari teman sebelum mengumpulkan tugasnya pada guru.
(Friends, because it is important to know feedback from friends before submitting the assignments to the teacher.)
5. What worries arise when you have a collaborative writing assignment?
Khawatir anggota kelompok bukan dari teman dekat karena belajar dengan teman dekat lebih santai dan menyenangkan. Tidak menegangkan maksud saya.
(Worried that group members are not from close friends because studying with close friends is more relaxed and fun. Not stressful I mean.)
6. What problems do you face when writing with your group mates?
Saya kurang berkontribusi dalam kelompok karena kemampuan Bahasa Inggris saya yang kurang.
(I don't contribute much to the group because of my poor English skills.)
7. How do you solve the problems?
Saya berusaha membuat kegiatan collaborative writing menjadi santai dan menyenangkan agar seperti bekerja dengan teman dekat. Saya belajar atau

bertanya pada guru atau siswa yang pandai Bahasa Inggris, dan searching di internet.

(I try to make collaborative writing activities relaxed and fun so that it is like working with close friends. I study or ask teachers or students who are good at English, and search on the internet.)

8. Did your teacher help you solve the problems?

Jarang. Kadang bertanya kalau sudah benar-benar tidak menemukan jawaban.

(Rarely. Sometimes ask if I can't find an answer.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Iya. Kosa kata baru dan grammar.

(Yes. New vocabulary and grammar.)

10. What do you think about peer interaction in collaborative writing activity?

Kegiatan yang menyenangkan tetapi juga sedikit melelahkan.

(Activities that are fun but also a little tiring.)

Interviewee 17

1. Do you prefer to do English writing assignments in groups or alone? Why?

Berkelompok, karena saya tidak terlalu menguasai Bahasa Inggris.

(In groups, because I do not master English very well.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Dipilihkan guru, karena guru tau kemampuan Bahasa Inggris masing-masing siswa.

(The teacher is chosen, because the teacher knows each student's ability.)

3. How many group members do you like? Why?

Empat karena tidak terlalu banyak dan sedikit.

(Four. Because it is not too much and not too little.)

4. Do you prefer feedback from teachers or peers? Why?

Keduanya, karena masukan dari teman sederhana dan mudah dipahami sedangkan masukan dari guru sudah pasti benar.

(Both, because the feedback from friends is simple and easy to understand, while the feedback from the teacher is definitely correct.)

5. What worries arise when you have a collaborative writing assignment?
Khawatir mendapat anggota kelompok yang kurang cocok.
(Worried about getting unsuitable group members.)
6. What problems do you face when writing with your group mates?
Kesulitan dalam Bahasa Inggris karena mendapat anggota kelompok dengan kemampuan Bahasa Inggris yang sama-sama rendah.
(Difficulty in English due to having group members with low English skills.)
7. How do you solve the problems?
Menulis teks nya dalam Bahasa Indonesia terlebih dahulu kemudian di terjemahkan ke dalam Bahasa Inggris, membuka kamus, bertanya pada teman yang pandai Bahasa Inggris, dan bertanya pada guru.
(Write the text in Indonesian first, then translate it into English. I open a dictionary, ask friends who are good at English, and ask the teacher.)
8. Did your teacher help you solve the problems?
Iya. Guru mengarahkan struktur teks yang benar dan membantu menerjemahkan kata/kalimat.
(Yes. The teacher directs the correct structure of the text and helps translate words/sentences.)
9. Do you feel that your English skills have improved during collaborative writing activities?
Iya. Kosa kata, grammar dan kemampuan menulis Bahasa Inggris.
(Yes. English vocabulary, grammar and writing skills.)
10. What do you think about peer interaction in collaborative writing activity?
Ini merupakan kegiatan yang menyenangkan, tidak membuat jenuh, dan sangat meringankan tugas menulis Bahasa Inggris.
(This is a fun activity, not boring, and really lightens the task of writing English.)

Interviewee 18

1. Do you prefer to do English writing assignments in groups or alone? Why?

Berkelompok, karena kemampuan Bahasa Inggris saya rendah dan saya senang mendapat penjelasan dari teman.

(In groups, because my English skills are low and I like to get explanations from friends.)

2. Do you prefer to choose your group members or be chosen by the teacher? Why?

Memilih anggota sendiri, karena sudah mengetahui karakter teman-teman dan mengerjakan tugas dengan teman yang cocok dengan saya terasa lebih menyenangkan.

(Choosing my own members, because I already know the characters of my friends and doing assignments with friends that match with me feels more fun.)

3. How many group members do you like? Why?

Tiga sampai enam, karena semakin banyak anggota semakin banyak pendapat dan ide untuk menghasilkan tulisan yang bagus.

(Three to six, because the more members the more opinions and ideas to produce good writing.)

4. Do you prefer feedback from teachers or peers? Why?

Lebih suka mendapat masukan dari guru karena masukan darinya berdasarkan pengetahuan, sedangkan masukan dari teman terkadang berdasarkan tebakan atau perkiraan.

(Prefers to get feedback from the teacher because it is based on knowledge, while feedback from friends is sometimes based on guesses or estimates.)

5. What worries arise when you have a collaborative writing assignment?

Saya takut hasil pekerjaan saya tidak bagus dan tidak diterima oleh kelompok saya. Saya juga takut mendapat nilai yang rendah.

(I am afraid that my work will not be good and accepted by my group. I'm also afraid of getting low grade.)

6. What problems do you face when writing with your group mates?

Saya malu menyampaikan pendapat di depan teman-teman karena saya merasa kemampuan menulis dan Bahasa Inggris mereka cukup bagus. Selain itu, saya sungguh kesulitan jika harus satu kelompok dengan teman yang tidak berkontribusi, dan kehabisan waktu dalam mengerjakan tugas writing.

(I am ashamed to express my opinion in front of my friends because I feel that their writing and English skills are quite good. In addition, I really find it

difficult if I have to be in a group with friends who don't contribute, and run out of time in doing the assignments.)

7. How do you solve the problems?

Belajar untuk lebih percaya diri dan terbuka pada teman. Menasihati teman saya yang malas dalam mengerjakan tugas kelompok dengan cara baik-baik. Saya juga meminta bimbingan teman dan guru dalam membuat teks Bahasa Inggris.

(Learn to be more confident and open to friends. Advise my friend who is lazy in doing group assignments in a good way. I also ask friends and teacher for guidance in making English texts.)

8. Did your teacher help you solve the problems?

Iya. Guru menasihati siswa yang kurang berkontribusi.

(Yes. The teacher advises students who do not contribute.)

9. Do you feel that your English skills have improved during collaborative writing activities?

Iya. Kosa kata saya bertambah.

(Yes. My vocabulary is growing.)


10. What do you think about peer interaction in collaborative writing activity?

Kegiatan yang menyenangkan karena saya dapat berinteraksi dan bekerja sama dengan teman dengan metode pembelajaran yang berbeda, serta mendorong saya untuk menyukai Bahasa Inggris.

(It is a fun activity because I can interact and work with friends with different learning methods and it encourages me to like English.)

Appendix VI

Bukti Surat Penelitian



YAYASAN BAHANA CITA PERSADA MALANG
SEKOLAH ALAM TERPADU
SEKOLAH MENENGAH ATAS (SMA) SURYA BUANA MALANG
NSS : 302056104148 NPSN : 20577541
JL. Candi VI 01/06 Karangbesuki Sukun Kota Malang Telp./Fax : (0341) 5024546
Website : <http://www.smasuryabuana.sch.id> Email:smasuryabuana@gmail.com

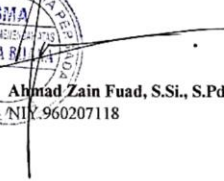
SURAT KETERANGAN
Nomor:147/Sket/SMA-SB/V/2022

Yang bertanda tangan dibawah ini, Kepala Sekolah SMA Surya Buana Malang menerangkan bahwa:

Nama	: TAMAMI MAESAROH
NIM	: 18180028
Fakultas	: Fakultas Ilmu Tarbiyah dan Keguruan
Program Studi	: Tadris Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Maulana Malik Ibrahim Malang

Adalah benar nama tersebut diatas telah melaksanakan Penelitian atau Observasi di SMA Surya Buana Malang terhitung pada Tanggal 10 Mei 2022 dalam rangka penyusunan skripsi dengan judul:
"Students' Perceptions of Peer Interactions in Collaborative Writing Activities of Second-Grade in SMA Surya Buana Malang"

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Malang, 10 Mei 2022
Kepala Sekolah

Ahmad Zain Fuad, S.Si., S.Pd., M.Pd
NIP.960207118

Appendix VII

Sertifikat Bebas Plagiasi

	KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN PUSAT PENELITIAN DAN ACADEMIC WRITING
<hr/>	
<h2><i>Sertifikat Bebas Plagiasi</i></h2> <p>Nomor: 4481/Un.03.1/PP.00.9/09/2021</p> <p>diberikan kepada:</p> <p>Nama : Tamami Maesaroh NIM : 18180028 Program Studi : S-1 Tadris Bahasa Inggris Judul Karya Tulis : Students' Perceptions of Peer Interactions in Collaborative Writing Activities of Second-Grade in SMA Surya Buana Malang</p> <p>Naskah Skripsi/Tesis sudah memenuhi kriteria anti plagiasi yang ditetapkan oleh Pusat Penelitian dan Academic Writing, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end;"><div></div><div style="text-align: right;"><p>Malang, 6 Juni 2022 Kepala,  Renny Afwadzi</p></div></div>	

Appendix VIII
Documentations



Asking for the research permission



Distributing the questionnaires



The students were filling out the questionnaires



Interviewing the students



Interviewing the students

Appendix IX

Student's Personal Identity



Name : Tamami Maesaroh
Student's ID Number : 18180028
Place and Date of Birth : Purbalingga, February 8th, 1999
University : Maulana Malik Ibrahim State Islamic University
Faculty : Faculty of Education and Teacher Training
Department (Year) : English Education (2018)
Address : Karangtengah 15/04, Kertanegara, Purbalingga
Email : tamamimaesaroh@gmail.com
Phone Number : 085848234989

Malang, June 6th, 2022



Tamami Maesaroh
NIM. 18180028

