

ẢNH HƯỞNG CỦA PHƯƠNG PHÁP HỌC VIẾT HỢP TÁC THEO CẶP ĐẾN NHẬN THỨC VÀ THÁI ĐỘ CỦA NGƯỜI HỌC

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THÔNG TIN BÀI BÁO	TÓM TẮT
Ngày nhận: 2/8/2024	<p>Đến nay, có nhiều nghiên cứu cho thấy rằng cách viết hợp tác được học viên nhìn nhận tích cực và nó mang lại một số lợi ích giúp học viên trong quá trình viết. Tuy nhiên, các nghiên cứu trước đó cũng chủ yếu đề cập đến cách viết hợp tác theo nhóm, ít có nghiên cứu về cách viết hợp tác theo cặp và chưa có nghiên cứu nào về vấn đề này được thực hiện tại trường Cao đẳng Cảnh sát nhân dân 2. Bản thân tác giả là một giáo viên giảng dạy tiếng Anh tại Khoa Ngoại ngữ - Tin học trong trường Cao đẳng Cảnh sát nhân dân 2, sau nhiều lần chấm bài viết của học viên, nhận thấy rằng bài viết cá nhân của học viên chưa cao, còn mắc nhiều lỗi về từ vựng, ngữ pháp, ý tưởng nghèo nàn, bố cục không rõ ràng,... Để tìm hiểu học viên trường CĐ CSND 2 viết theo cặp như thế nào, tác giả đã tiến hành một khảo sát về phương pháp viết hợp tác theo cặp này. Nghiên cứu được thực hiện trên một lớp học gồm 50 học viên năm thứ nhất của Khoa Ngoại ngữ - Tin học của trường CĐ CSND 2. Học viên được yêu cầu viết 06 email ngắn theo cặp, sau đó học viên trả lời các câu hỏi khảo sát về phương pháp viết hợp tác theo cặp. Kết quả cho thấy học sinh có thái độ tích cực với phương pháp này và hứng thú hơn với việc học viết tiếng Anh. Kết quả của nghiên cứu này là một minh chứng khoa học về tính hiệu quả của phương pháp tổ chức hoạt động viết hợp tác theo cặp.</p>
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THE EFFECTS OF COLLABORATIVE WRITING METHODS IN PAIRS ON STUDENTS' AWARENESS AND ATTITUDE

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ARTICLE INFO	ABSTRACT
Received: Aug 2 nd , 2024	<p>Previous studies suggested that collaborative writing was perceived positively by students and it came up with several benefits that helped students in writing processes. However, previous studies also mainly mentioned how to write collaboratively in groups, few studies have written about collaborative writing methods in pairs, and no research on this issue has been done at the People's Police College 2. Being a teacher of English, after many times marking the writing exam of students, many lecturers believe that the students' individual writing is not of high quality, making many mistakes in vocabulary, grammar, poor ideas, and the layout is not clear, ... In order to find out how students' ways of writing in pairs, the author conducted a poll. The study was carried out on a class of 50 students who are first-year students at the Foreign Language & Informatics Department in the People's Police College 2. Students are asked to write 06 short emails in pairs, each email is about 60 words with 06 different topics. Then, students answered survey questions about collaborative writing in pairs. The results show that students have a positive attitude towards this method and are more interested in learning to write English. From the results of the survey, the author found that teachers' teaching methods in writing skills also should vary accordingly, and teachers at the Foreign Language & Informatics Department at the People's Police College 2 can consider this teaching model.</p>
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1. INTRODUCTION

For students in tertiary education, collaborative or cooperative writing is typically regarded as a crucial activity. In the process of learning a language, whether it is a mother tongue or another language, we learn the skills of listening, speaking, reading, and writing. Writing skill is learned last because it is the most difficult skill. For most English learners, too, achieving quality writing skills is a very difficult thing. Therefore, teachers' help and dedicated guidance are extremely necessary to help learners improve their writing skills.

According to numerous academics from around the world (Dobao, 2012; Storch, 2011), collaborative writing is a highly successful teaching strategy that should be used in writing courses. According to Inglehart et al. (2003), collaborative writing refers to the creation of a written product by a pair of students or a group of students. Similarly to this, Storch (2019) described collaborative writing as a process in which two or more writers collaborate to create a single text. Storch conducted research in 2005 that was specifically concerned with the output of the collaborative writing process. According to her research, students created texts that were more effective when they wrote in groups as opposed to working alone. In the current study, views regarding collaborative writing among students at Universitas Kristen Satya Wacana are examined. In this

study, we'll examine how students in the Faculty of Language and Arts of Universitas Kristen Satya Wacana feel about group writing in general. More specifically, this study attempts to respond to the following queries:

(1) How do students feel about group writing? (2) How does collaborative writing improve their writing abilities? According to Pham Vu Phi Ho research, 2021, his research showed that students' writing fluency in both jointly and separately prepared papers was significantly impacted by collaborative writing. Additionally, the study developed a useful framework for group writing exercises that writing teachers might use in their classes if they so want. Another research, writing assignments in groups is thought to help students become better writers (Storch, 2011; Wanatabe and Swain, 2007). Specifically, collaborative writing activities help students work together to brainstorm ideas and create an outline to help each other conduct their writing, they identify goals to achieve and work together to achieve common goals. This study aimed to help the students recognize the importance and the benefits of the collaborative writing method in pairs. Besides, peer feedback for writing revision was also employed to help learners learn from each other and improve their writing quality.

At the People's Police College 2, after many times marking the writing exam of students, many lecturers believe that the students' individual writing is not of high

quality, making many mistakes in vocabulary, grammar, poor ideas, and poor writing skills, and the layout is not clear. Up to now, learning in pairs is mainly used for practicing speaking skills, only 2 of 13 English teachers (accounting for 15.3%) sometimes pair up with students to practice writing skills, and no research has been done at school on the collaborative writing method in pairs. Therefore, with the main objective of this study is to survey students' perceptions and attitudes towards the collaborative writing method in pairs, the author wishes to help them improve their English writing skills.

2. LITERATURE REVIEWS

Collaborative writing is "people working together to create final products, and the whole team is the author of that article... In teamwork, everyone has to share the work, share responsibility, and be responsible for the group's joint article to be able to create the best joint article." (Pham Vu Phi Ho, 2016). Collaborative writing is seen as a way to encourage learners to write better (Storch, 2011; Wanatabe and Swain, 2007).

On the other hand, collaborative writing is a written product created by a pair of students or a group of students who collaborate to create a single, shared product (Inglehart et al., 2003). According to Storch (2019), collaborative writing is any activity in which two or more writers collaborate to create a single text. Collaborative writing, according to Lowry et al. (2004), is a social activity in which group members concentrate on a single objective and interact, discuss, and negotiate while producing a single text. Watanabe and Swain (2007), as per Dobao and Blum (2013).

While collaborating, students discovered that the evaluation and analysis of their arguments improved the essays' overall quality as well as their content. Students realized that everyone brought a different set of talents to the table and that frequently, students may learn more from editing their partners' work than from their own. Because the talks encouraged students to focus on a topic for their essays and support that thesis in a more orderly way, structure, and organization also improved. Although there were divergent opinions regarding whether or not students could successfully correct each other's grammar, overall, students preferred group projects since their partners could provide more editing support.

Despite the fact that a lot of research has been done on collaborative writing in general and in particular, like Lin and Mamarof's (2013) study. According to the authors, group writing exercises are a great way for students to hone their language skills and writing abilities. Most students also seem to like this approach to writing instruction. Similar findings from Shehadeh's (2011) study on the impact of collaborative writing and learners' perceptions of it demonstrate the significance of collaborative writing for the development, organization,

and effective use of vocabulary in postings. Additionally, studies demonstrate that this approach to teaching writing is enjoyable for students and enhances their ability to acquire languages.

According to Dobao and Blum (2013), the attitudes of 55 Spanish EFL students toward writing in pairs and small groups were investigated. As part of their coursework, the students were given a written task to complete; 27 of them worked on it in groups of four, while the remaining 28 did it in pairs. The majority of the students were happy with their collaborative writing experience, with the exception of four students who said they "would have preferred to write individually" (Dobao & Blum, 2013, p. 365). The findings indicate that 92.8% of students favor group writing over individual writing. They feel that collaborative writing gives them a chance to discuss ideas, which enhances their writing abilities.

According to Ansarimoghaddam et al. (2017), they did a case study to evaluate the variations in students' interaction between Wiki and face-to-face when they collaboratively created an argumentative essay. A whole class of thirty-two university students took part in the study. While one group engaged in discussions and essay writing on the Wiki platform, the other group engaged in face-to-face argumentative essay writing in the classroom. According to the study, social interaction among group members during collaborative writing encouraged students to cooperate and share knowledge. Additionally, face-to-face engagement was more convenient for the planning stages while Wiki was more efficient for the drafting and revising phases.

Talib and Cheung (2017) examined 68 articles from 15 Social Science Citation Index (SSCI) journals on collaborative writing that were published between 2006 and 2016 and found that these activities encouraged students' learning engagement because they helped them improve their writing skills over the previous ten years. Additionally, students created shorter texts when working jointly, but the grammatical precision and vocabulary development was superior. Activities involving peer criticism during group learning increased student participation and negotiation during the writing process.

Teachers can use pairing methods such as same-ability pairs when organizing students to write in pairs (one is the author, the other is the helper) as in the study of Sutherland and Topping's (1999); and also random pairing used by researchers, such as Yarrow and Topping (2011). The fact that no research had previously examined the effective framework students used to organize the writing tasks that each group member had to complete further contributed to the enormous study gap in collaborative writing in pairs. As a result, the following four research questions are covered in this study:

Research Question 1: Do you think the collaborative writing method in pairs is useful?

Research Question 2: What are the benefits of collaborative writing methods in pairs?

Research Question 3: Which writing method is more effective?

Research Question 4: Which writing method do you prefer?

3. METHODOLOGY

a) Participants

The participants of the study will be 50 students in a classroom at the People's Police College 2, lasting 06 weeks and they all are first-year students. All participants took part in the questionnaires by the researcher.

b) Research design

A mix of qualitative and quantitative methods will be used in this investigation. Students will complete certain surveys to test their understanding of writing techniques in pairs. Additionally, the semi-structured interview method is employed to aid students in understanding the functions of pair-based collaborative writing techniques.

Students are divided into 25 pairs, with two people in each pair sitting close to each other. Students are asked to write 06 short emails - short emails in pairs. Before writing the first lesson, the author introduces four steps in the collaborative writing process in pairs (Pham Vu Phi Ho, 2015) that students must follow:

1. Idea generation: Each member offers an idea, all members agree, and the best concept is selected.

2. Drafting: Two members discuss creating sentences and link them together fluently thanks to the idea in step 1, without worrying about accuracy. One member writes the manuscript.

3. Editing - Editing: Two members read the text together and, if necessary, make changes to the article's content and structure to ensure that it is accurate.

4. Last Post - Best copy: From the revised draft, a member composes the final post.

Students were also given an introduction to the email's format as well as a sample email by the author.

Students provided survey responses regarding their awareness and attitudes toward the pair writing approach at the conclusion of the experiment's six-week period (see Appendix). There are four questions in the survey: two are closed and two are open. The author interviewed 10 students after receiving the survey's results in order to get additional information and further define the issue being surveyed.

c) Research instruments

Students will be required to respond to survey questions about awareness and attitude toward the pair writing method in order to learn more about how effective and beneficial the collaborative writing method in pairs is (see Appendix). There are four questions in the survey: two are closed and two are open. The author also gave students a sample email and explained the email's format.

4. DATA COLLECTION PROCEDURES

The author provided a brief explanation of the study, the questionnaire's purpose, and its secrecy before distributing it. After completing the questionnaire, students will send it back to the author. 50 surveys are distributed, and 50 are returned.

5. DATA ANALYSIS PROCEDURES

The study's findings are based on the data collected through the survey and interview.

As shown in Figure 1, the majority of students (90%) believe that the collaborative writing method in pairs is helpful, while just a very small percentage (five percent) disagree. According to further studies, students who have negative attitudes toward writing in pairs are less social, prefer to work alone, and are very good at self-study. Despite their dislike of social interaction, they are prepared to voice their ideas if a friend asks for them.

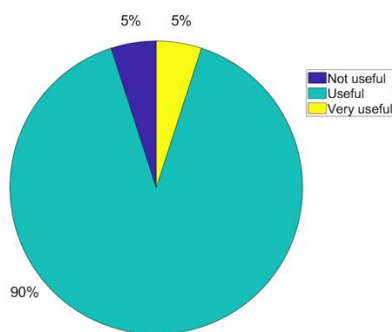


Figure 1: Students' perceptions of the usefulness of the collaborative writing method in pairs

The reason why most students prefer writing collaboratively in pairs is that they believe that "two people are better than one" and that by working together, they may share the challenges and pressures of learning while also feeling pleased. subsequently cooperating.

Students gave overwhelmingly positive responses when questioned about the advantages of pair-writing collaboration, which can be seen in Figure 2 below.

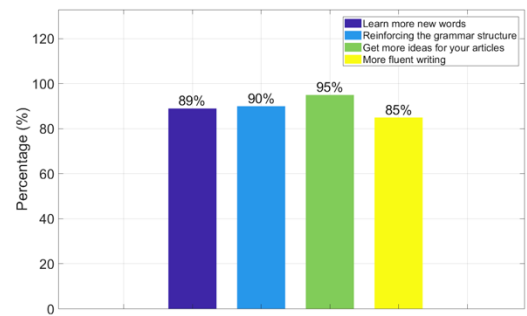


Figure 2: Students' perceptions of the benefits of the collaborative writing method in pairs

The most remarkable result was that 95% of students said that the collaborative writing method in pairs helped them get more ideas for their writing. Next, 90% of students claim that the collaborative writing method in pairs helps them to reinforce the grammar structure, and learning more new words when writing in pairs is confirmed by 89% of the students. In addition to helping students come up with more ideas for writing, reinforcing grammar structure, and learning more vocabulary, the collaborative writing method in pairs also helps their writing become more fluent, 85% of students confirmed. determined.

Some students said that when writing in pairs, active and creative students often come up with many ideas, while careful students help correct errors in the structure and fluency of the writing, so the article Pair work is more effective than individual writing. In addition, the better students can help the weaker students so that they can all progress in their studies.

Regarding the effectiveness of collaborative writing in pairs, 95% of students said collaborative writing in pairs is more effective than writing in pairs (see Figure 3) due to the benefits of collaborative writing methods. in pairs bring. This is consistent with the statistical results in Figure 1, that is, 95% of the students think that the collaborative writing method in pairs is useful and very useful.

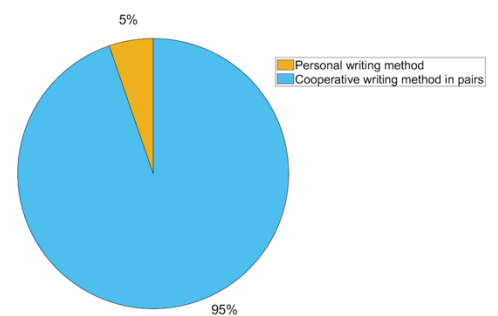


Figure 3: Students' perceptions of the effectiveness of the collaborative writing method in pairs

How are the attitudes of students regarding the pair-writing approach of collaborative writing? Students reported a favorable attitude toward this writing style when there were positive opinions of the collaborative writing method in pairs. The views of students toward the pair-writing approach and the solo-writing method are contrasted in Figure 4.

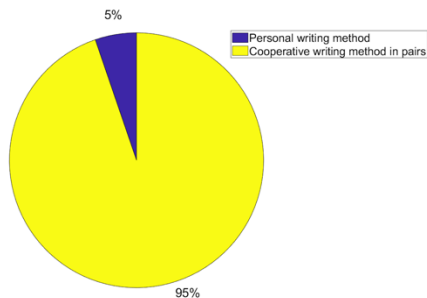


Figure 4: Students' attitudes towards the collaborative writing method in pairs

Most students (95%) preferred the collaborative writing method in pairs rather than writing individually. In contrast, only 5% of students preferred the personal writing method. This result is consistent with previous studies such as the study of Lin and Mamarof (2013), Shehadeh's (2011), Dobao and Blum (2013).

Many students who like to write collaboratively in pairs report that when they write collaboratively in pairs, they feel more fun and interesting, and learn more with less pressure. On the other hand, students who like to write individually, share when writing collaboratively in pairs, they are easily distracted, especially when they have to work with friends who talk a lot or who are lazy, slow, do not think, and contribute ideas for joint activities.

In summary, after 06 weeks of experimenting with the collaborative writing method in pairs, students have had positive perceptions and attitudes towards this method, which will contribute to improving the effectiveness of their individual writing skills. students in particular and their English learning in general in the future.

Due to the characteristics of the police students, the author cannot organize a separate experimental class but integrate it with the regular class, and the number of students is small, so the data is not highly generalizable. Further research should be done on a broader scale. In addition, the author has not evaluated the influence of the collaborative writing method in pairs on the quality of individual articles. In the next study, the author needs to do this with pre-test and post-test (pre-test and post-test). It is also possible that because they have not yet measured the improvement of their writing, 5% of students think that writing collaboratively in pairs is not useful and still prefer to write individually.

Note, in this study, the collaborative writing process took place in the classroom, so it is possible that teachers

can manage students' activities. If the lecturer assigns a collaborative writing exercise in pairs to students to do at home, it will certainly not guarantee the process and negatively affect students' attitudes and the quality of their writing. Therefore, research on the management model of collaborative writing outside the classroom is needed to ensure the quality of this activity.

6. CONCLUSION

The current study's objectives were to examine students' attitudes and perceptions toward the practice of collaborative writing in pairs as well as the effects it had on their ability to write paragraphs. The findings showed that students' paragraph writing skills improved after participating in pair-based collaborative writing. The results of the questionnaire and interviews on students' attitudes and viewpoints showed that students felt positive about using collaborative writing in pairs to learn English writing. Teachers will be better able to use collaborative writing in pairs to teach English writing, select the best teaching strategies to use in the writing classroom and improve their writing programs. In other words, teachers should provide as many opportunities for students to write in English as possible. Collaborative writing in pairs is one of the most efficient ways to achieve this, as it gives students more writing practice and allows them to learn English writing in a friendly environment, increasing their intrinsic motivation to learn English writing. The survey results on 50 students of People's Police College 2 showed that the majority of students have a positive perception and attitude towards the collaborative writing method in pairs. This result is also consistent with many previous studies (eg, the studies of Dobao and Blum, 2013; Shehadeh, 2011; Storch, 2005). Thanks to this method, they have the opportunity to interact with each other, express their views and perceptions, and help each other improve. Therefore, the collaborative writing method in pairs is considered an effective writing teaching method that can be applied at the People's Police College 2 to help students become more interested in practicing English writing skills. The author believes that this method will have a positive effect on the quality of students' writing.

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This research would not have been feasible without the help of special people whom I met during my course. I want to thank everyone for their assistance sincerely, and I especially, want to start by sincerely thanking Prof. Dr. Pham Vu Phi Ho, who oversaw my course, he spent a lot of time, was passionate, and really assisted me in my research so much.

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Biodata

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Appendix

Survey Questions

(About students' awareness and attitude towards collaborative writing methods in pairs in English subject)

To help us complete our scientific research, please answer the following questions fully. Thank you very much.

Question 1: Do you think the collaborative writing method in pairs is useful?

- Not useful
- Useful
- Very useful

Question 2: What are the benefits of collaborative writing methods in pairs?

(You can choose more than one answer)

- Learn more new words
- Reinforcing the grammar structure
- Get more ideas for your articles
- More fluent writing

Another idea:

.....
.....

Question 3: Which writing method is more effective?

- Cooperative writing method in pairs.
- Personal writing method.

Question 4: Which writing method do you prefer?

- Cooperative writing method in pairs.
- Personal writing method.

Why?

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