

Does a collaborative workshop learning model improve academic writing skills

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Abstract

The purpose of this study was to reveal the effectiveness of collaborative workshop learning models in order to foster students' ability to write academic papers. Implementing an appropriate learning model is needed to improve students' writing skills because writing may reflect the writer's knowledge and there are many other factors that determine the success of achieving good academic writing skills. This classroom action research recruited 25 undergraduate students as participants in this study. Data were collected by observing student-learning activities, while tests were conducted to measure students' ability in writing academic papers. Descriptive, comparative, and Kirkpatrick's evaluation model analysis were conducted to analyze student learning activities and the progress of their scientific paper writing skills. The result shows that the collaborative workshop learning models can improve students' ability to write academic papers with significant difference between the average skills before learning and after implementing collaborative workshops learning and effectiveness Level of collaborative writing workshops is high.

Keywords: academic, collaborative, effectiveness, workshop, writing

1. Introduction

Learning academic paper writing skills on campus must be well-managed by encouraging students to be independent in reasoning and able to see the relationship between concepts and material, able to communicate in writing, and have no difficulty when writing academic papers (Álvarez et al., 2015). Therefore, the lecturer must train students and not just teach linguistic knowledge and its details because this is not enough to gain effective writing skills (Kellogg & Raulerson, 2007). Academic writing requires rhetorical skills and textually recognition of relationship between readers and writers which is also quite important in developing academic writing skills (Yea et al., 2020). At all levels of the educational program, written communication skills enable students to participate in academic discourse (Luthy et al., 2009).

In recent years, writing workshops have been widely used to assist students in writing (Howe, 2016). While years of research exist to support the success of writing workshops, it is not clear how certain the students' writing degree is increasing. The phenomenon of workshops as interventions mostly outside the curriculum with students at high risk of being underserved, as well as unclear transferability of the workshop model to the writing population. What is sorely missing is rigorous

formal education research that quite clearly proves the usefulness of workshops and presents quantitative and qualitative data on the efficacy of workshop methods in improving writing in all students.

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

2. Significance of the Study

Teachers are at risk of making poor writing learning choices that can lead to significant educational problems. They do not realize the learning needs of students to have good academic writing skills, they make decisions to choose the wrong learning model, which can lead to inefficient time and do not provide the expected learning outcomes. The teacher chooses the writing learning model based on convenience, time, and convenience rather than learning outcomes. Poor learning outcomes due to inappropriate learning can lead to burnout, time disorganization, poor academic performance, and an increased risk of learning disorders. Teachers who are unable to understand and apply a proper learning model can get bad ratings from both colleges and students. It is very good to know the effectiveness of writing workshops for sure and make teachers feel confident and comfortable in implementing it to help students. The significance of this research is to provide enlightenment to teachers about the importance of an effective collaborative workshop writing learning model.

3. Review of Related Studies

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

Previous workshop learning had often been applied in undergraduate classes. A recent systematic literature review by Oermann (2015) found that there were 80 different publications on improving writing skills in undergraduate classes. One of those has been conducted by Troxler (2011) which aimed to identify specific approaches used to foster students' writing skills. There are two types of writing programs used, writing exercises incorporated in educational programs and independent projects. Independent projects, such as online writing training, workshops, and advanced courses,

provide a one-time opportunity for students to learn about good writing exercises but do not account for on-going meetings to enhance the actual creative cycle. Furthermore, the other program involves the integration of the entire curriculum from several writing activities to foster students' writing skills. Using workshops as a learning model has been described by Seventeen articles that can help undergraduate students to improve their writing skills. This group incorporated a pre course workshop for college undergrads (Bailey et al., 2007) and writing workshops for undergraduate students (Chandler et al., 2005; Dewar, 2012; Heinrich et al., 2004).

The largest gap in the review of the 80 papers in the systematic literature review was the absence of research on the writing program and strategy to evaluate their effectiveness and identify which one is the most effective approach to fostering students' writing skills, research on writing workshops generally uses survey instruments or case studies. Students who assess themselves with rubrics feel more confident than those who ask their peers to rate their writing (Bailey et al., 2007; Bickes & Schim, 2010; Carter & Rukholm, 2008; Clabough & Clabough, 2016; Gimenez, 2008; Peinhardt & Hagler, 2013; Richardson & Carrick-Sen, 2011; Shirey, 2013; Tarrant et al., 2008).

4. Objectives of the Study

- To find out whether there is any significant difference between the average skills before learning and after implementing collaborative workshops learning.

5. Hypotheses of the Study

- There is a significant difference between the average skills before learning and after implementing collaborative workshops learning.

6.1. Population and Sample

The population includes students of STKIP Muhammadiyah Bogor, Indonesia (Faculty Education of Muhammadiyah Bogor). The investigators used cluster sampling techniques to select 25 undergraduate students majoring in Indonesian Language education who were in the third-semester.

6.2. Statistical Techniques Used in the Present Study

Writing assessment for students are graded according to an rubrics developed and validated by Clabough (2016). Learning effectiveness was analyzed using Kirkpatrick's evaluation model (Kirkpatrick & Kirkpatrick, 2006). Mean, Standard deviation, normality test, homogeneity test, and Friedman test, were used to analyze the data.

6.3. Data Analysis and Interpretation

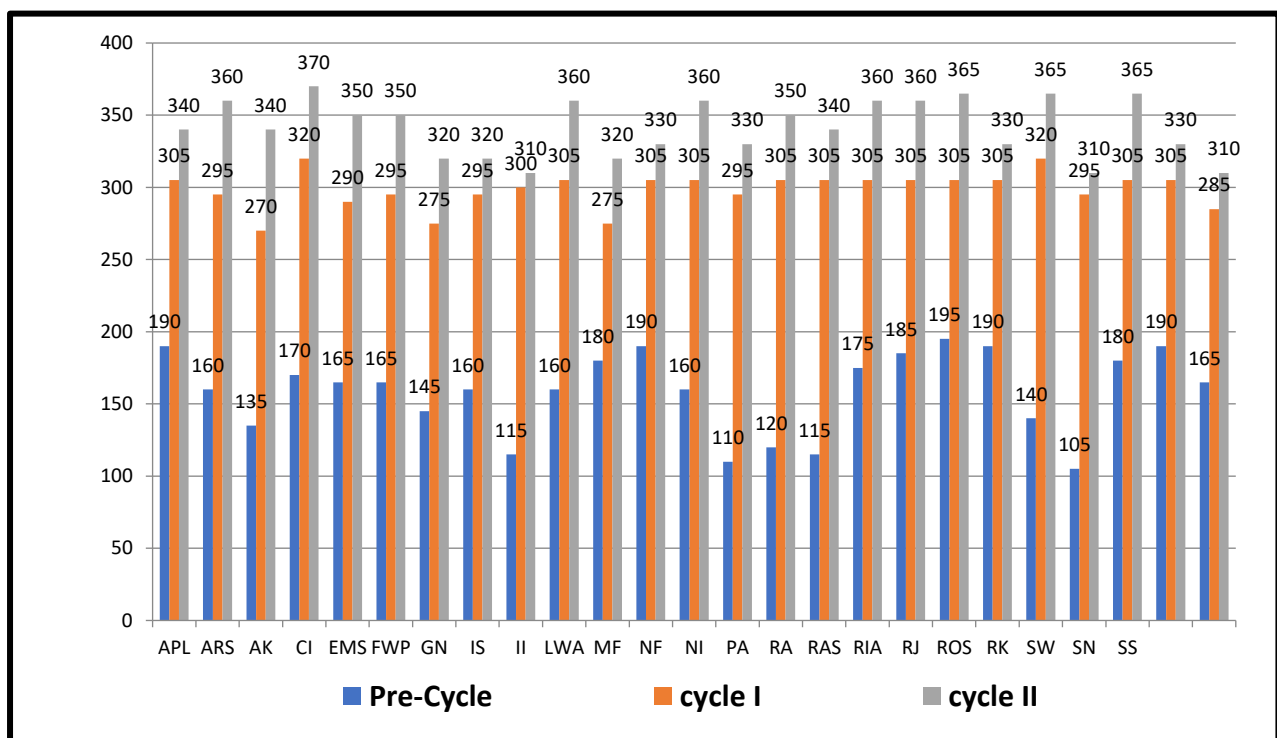
A pre-test of scientific writing skills was given before the implementation of the action. The purposes of giving this initial test were to prepare students for the lecture process, by giving the initial test, the students' minds would focus on the final demands of the course delivered and to determine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

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

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

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

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



Graph 1. Recapitulation of Writing Skills Test

Interpretation of Graph-1.

Graph 1 above shows the improvement in student's paper writing skills. Initial data, the average score of student paper writing skills is 158.6 (less criteria) with details of 12 people (48%) getting scores in the range of 81-160 (bad criteria) and 13 people (52%) getting scores in the range 161- 240 (poor criteria). In the first cycle, the average score of writing paper skills increased to 298.8. The

writing skills in first cycle are considered good criteria because they are in the 241-320 value range. In second cycle, the average value of paper writing skills increased again to 341.8, with details of 6 people (24%) getting scores in the range 241-320 (good criteria) and 19 people (76%) getting scores in the range of 321 —400 (excellent criteria).

Table 1.Descriptive Analytic

Descriptive Statistics					
	N	Minim um	Maxim um	Mean	Std. Deviation
Pretest	25	105	195	158.60	28.156
Cycle 1	25	270	320	298.80	12.356
Cycle 2	25	310	370	341.80	19.679
Valid N (listwise)	25				

Interpretation of Table-1.

Based on the data and the results of calculating descriptive statistics in table 1 using SPSS ver.25, it can be seen that the pre-test data minimum value is 105; a maximum value of 195; an average of 158.60 and a standard deviation of 28.15. Data cycle I has a minimum value of 270; a maximum value of 320; an average of 298.80 and a standard deviation of 12.356. Moreover, cycle II has a minimum value of 310; the maximum value is 370; the average is 341.80 and the standard deviation is 19.679. There was an increase in the average value of 88% between pre-test and cycle I, and there was an increase in the average value of 14% between cycles II and I. Comparative analysis is used to compare the abilities of the participants before and after the cycle. Before the comparison test was carried out, the normality and homogeneity of the data were first tested.

Table 2.Normality Test

Tests of Normality

Shapiro-Wilk				
	Statistic	df	Sig.	
PreTest	.906	25	.025	
Cycle 1	.864	25	.003	
Cycle 2	.912	25	.033	

a Lilliefors Significance Correction

Interpretation of Table-2.

Based on the results of normality testing in table 2, the p-value for the pre-test data was 0.25 and the p-value for the first cycle data was 0.03; the p-value for the second cycle data is 0.33. Two data

groups have a p-value greater than $\alpha = 5\%$ or 0.05 (p-value > 0.05), while one data group has a p-value smaller than $\alpha = 5\%$ or 0.05 (p-value < 0.05). It is known that pre-test data and cycle II data are normally distributed and cycle I data are not normally distributed.

Table 3. Homogeneity Test

Test of Homogeneity of Variances			
Test Result			
Levene			
Statistic	df1	df2	Sig.
8.324	2	72	.001

Interpretation of Table-3.

In view of the yield in table 3, it is realized that the sig. The Levene's test for equality of variances obtained is smaller, namely 0.001 < 0.05, which means that the pre-test, cycle I, and cycle II data are not homogeneous, so in light of the fact that the homogeneity test expressed the information is heterogeneous and there is one gathering of information not ordinarily appropriated, at that point further testing will be done with the Friedman near test.

Table 4. Friedman Test

Test Statistics ^a	
N	25
Chi-Square	50.000
df	2
Asymp. Sig.	.000

a. Friedman Test

Interpretation of Table-4.

The Friedman test is part of the non-parametric statistic, which is used to determine or test the differences between three interrelated samples.

Hypothesis test:

H₀: There is no significant difference between the average skills before learning and after implementing collaborative workshops learning;

H₁: There is a significant difference between the average skills before learning and after implementing collaborative workshops learning.

α : 5%

Test criteria:

Reject H_0 if Asymp. Sig. $< \alpha$

Accept H_0 if Asymp. Sig. $> \alpha$

Based on the results of the Friedman test in table 4 above, it is known that the p-value is $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted, in other words there is a significant difference in the average increase in writing skills of pre-test scientific papers, cycle I and cycle II. Thus, it can be concluded that collaborative workshop learning can actually improve scientific paper writing skills.

The achievement pointers in this examination are not exclusively centered around the after-effects of papers composed by understudies, that the perception discovered other good things going from fearlessness, self-action, and sensations of solace that emerge in understudies during the cycle. All data related to the learning process that is not running optimally becomes a reference for improving the learning process. This is done with the hope that students' paper writing skills can continue to be improved. Action research opens opportunities for lecturers to improve learning quality (Stringer, 2014). Learning to write scientific papers that use the collaborative workshop learning model is the right way to foster students' writing skills. Learning conditions designed by involving several observers can record learning events that occur in the classroom. Data related to learning activities are recorded by each observer and discussed after learning is complete.

Table 5. Group Scoring

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

Interpretation of Table-5.

The average result of the individual student scores increases 8% - 19% in groups as shown in table 5. This indicated that the students in the group could work together well and become a solution to various individual student problems in the writing process. A collaboration that contains substantially more meaning of cooperation is used to correct and comment on friends' writings.

Learning to write scientific papers through a collaborative workshop model applied in this research emphasizes the existence of cooperation and interaction between students, to motivate each other and help in mastering the subject matter, in this case, the skills of writing scientific papers. Through a

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

The lecturer divided students into five groups. On average, each group consisted of five students. The formation of groups in this study was an important factor. By forming groups, students could play an active role in learning activities. Each group member was mutually motivated, even encouraging students who were passive to become active. Regarding writing scientific papers, although student activities were designed in groups, the final demands were still given individually. This setting had been shown to provide significant results individually if given the right example, and also collaboratively, the group gave significant results in problem-solving (Retnowati et al., 2010, 2017). The determination of the topics appointed as the paper's title until the paper framework was carried out in groups. However, developing the paper framework into a coherent paper was carried out individually as demanded in workshop learning. The collaborative workshop model's application was well implemented to get objective results, and the quality of learning was tested. Furthermore,

Echoing with Zhang (2020) this collaborative workshop learning model could provide a better learning experience as what has been found in this study. In general, the implementation of collaborative writing workshops appears to be highly effective based on Kirkpatrick's effectiveness evaluation model.

7. Recommendations

- Teachers should pay attention to group collaboration to create a fun atmosphere.
- Do each stage of the collaborative writing workshop well so that each stage achieves maximum.
- A collaborative writing workshop should not be outside the curriculum because the time required will not be enough to achieve maximum results.
- Teachers in a collaborative workshop environment should allow as much time as possible for students to write and share.

- Feedback from the teacher will increase students' confidence in writing.
- Collective intelligence will increase when collaborative workshops are practiced

8. Conclusion

The position of the teacher is very important in helping the success of student learning. Teachers who choose the right learning model become effective teachers in learning and educating students. The collaborative writing workshops can be used as the main model in encouraging scientific writing skills to help students.

The main achievement of this collaborative writing workshop was an increase in students' certainty, which was identified with students' writing skills, and knowledge of the main logical ideas as evidenced in increasing scores in each cycle. This workshop can be said to have been of great help to students identified with scientific writing and will engage students to face future writing difficulties with less faltering but more achievement. Based on the results of research and discussion, it can be concluded that using writing workshops in class can improve students' skills in writing scientific papers. Each student's academic writing skills in writing can be improved. In future studies, the use of writing workshops for teaching will be extend to a wide range of subjects, competencies, and contexts. Regardless of what is taught in class in college, or in school. Meanwhile, shifts in research methods can help adapt to a wider variety of contexts.

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