

## COLLABORATIVE WRITING IN ENHANCING ESSAY WRITING FOR THE FOURTH SEMESTER AT POLYTECHNIC ALKON KALIMANTAN

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Abstract	Article Information
<p><i>Collaborative writing offers a powerful pedagogical approach that significantly enhances essay writing skills. By encouraging students to work together, it fosters a dynamic environment where diverse perspectives and knowledge converge to create more robust academic work. This shared intellectual journey moves beyond solitary writing, promoting clear articulation, active listening, and effective negotiation of meaning. Brainstorming in groups sparks innovative ideas and arguments, while providing and receiving constructive feedback deepens understanding of rhetoric and argumentation. Students become more attuned to their audience, collectively striving for clarity and persuasive impact. Ultimately, collaborative writing not only yields higher-quality essays but also cultivates essential teamwork, communication, and critical thinking skills applicable beyond academia, leading to students' improvement. A qualitative study explored the impact of collaboratively designed materials on college students' English writing. The research revealed a significant students' improvement in their writing, marked by richer ideas and expanded vocabulary, compared to previous individual learning. Notably, student participation in collaborative writing sessions also increased, suggesting a positive correlation between this approach and learning motivation. The findings indicate that collaborative learning in a professional context can effectively boost engagement and enhance the quality of students' written work, contributing to overall students' improvement in their writing skills.</i></p> <p><b>Keywords:</b> Collaborative writing, students' improvement, writing skills</p>	<p>Received: 12/02/2025</p> <p>Revised: 22/02/2025</p> <p>Accepted: 25/02/2025</p>

### INTRODUCTION

Beyond reading and writing, a robust vocabulary also enhances students' listening and writing for college students is a multifaceted endeavor that demands clarity, critical thinking, and a nuanced understanding of academic expectations. It transcends mere summarization,

requiring students to engage deeply with course material, formulate original arguments, and synthesize information from diverse sources. Whether crafting analytical essays, research papers, or persuasive arguments, college-level writing necessitates a focus on well-supported claims, logical reasoning, and precise language. Students are expected to demonstrate their ability to not only comprehend complex concepts but also to articulate their own informed perspectives in a coherent and compelling manner. Mastering various citation styles, adhering to academic integrity, and tailoring their writing to specific audiences and disciplines are also crucial aspects of effective college writing. Ultimately, the ability to write effectively empowers college students to communicate their ideas with confidence, engage in scholarly discourse, and succeed in their academic pursuits.

Writing in college necessitates a significant step up from high school writing, demanding a more sophisticated engagement with ideas and a rigorous approach to scholarly communication. College-level assignments often require students to move beyond descriptive narratives and delve into analytical and critical thinking, constructing well-supported arguments based on research and thoughtful consideration of diverse perspectives. As stated by Krashen (1985), the development of strong writing skills is deeply intertwined with reading and exposure to rich, comprehensible input. This suggests that college students who engage extensively with academic texts are better equipped to produce high-quality writing themselves. Furthermore, the ability to synthesize information from various sources and integrate it seamlessly into their own arguments becomes paramount.

Also stated by Flower (1990), the importance of understanding writing as a cognitive process involving problem-solving and audience awareness. For college students, this means not only focusing on the final product but also on the iterative process of planning, drafting, and revising with a clear understanding of their intended readers and the specific requirements of the assignment. Mastering this complex interplay of critical thinking, research integration, and audience awareness is fundamental for academic success in higher education.

Collaborative writing offers a dynamic and enriching approach to developing sophisticated writing skills essential for college students. By engaging in shared writing projects, students learn to negotiate ideas, articulate their perspectives clearly, and synthesize diverse viewpoints into a cohesive whole. This process fosters a deeper understanding of the subject matter as students collectively grapple with complex concepts and refine their arguments through peer interaction and feedback. The act of explaining one's reasoning to collaborators and responding to their critiques strengthens analytical abilities and promotes a more critical awareness of rhetorical choices. Furthermore, collaborative writing mirrors many real-world professional scenarios, equipping students with invaluable teamwork and communication skills that extend beyond the academic sphere. As Lunsford (2002), a renowned scholar in rhetoric and composition, highlighted in her extensive research, including her 2002 work, collaborative writing can lead to more creative and well-developed ideas due to the synergy of multiple minds working together. She emphasizes the social nature of writing and how interaction can stimulate new insights and approaches that might not emerge in solitary work.

The benefits of collaborative writing for college students are further underscored by the development of crucial metacognitive skills. When students work together, they become more conscious of their own writing processes and the strategies employed by their peers. Providing and receiving feedback necessitates a critical evaluation of writing conventions, argumentation, and clarity, leading to a more profound understanding of what constitutes effective academic discourse. This shared responsibility for the final product can also foster a greater sense of ownership and engagement with the writing task. Bruffee (1984), a significant figure in collaborative learning theory, argued in his influential 1984 work that knowledge and understanding are socially constructed. In this context, collaborative writing becomes a powerful tool for knowledge creation and the development of shared understanding within a learning community. By actively participating in the collaborative writing process, college students not only produce stronger written work but also cultivate essential communication, critical thinking, and teamwork skills that are highly valued in both academic and professional settings.

Beyond the immediate benefits to the quality of written assignments, collaborative writing fosters a crucial sense of community and shared learning within the college environment. It provides opportunities for students to connect with their peers on an intellectual level, building relationships and support networks that can enhance their overall academic experience. The process of navigating different working styles, resolving disagreements constructively, and celebrating shared successes cultivates essential interpersonal skills that are transferable to various aspects of life. Moreover, collaborative projects can reduce the feeling of isolation that some students may experience in the often-demanding world of higher education. By working together towards a common goal, students learn to appreciate diverse perspectives and develop empathy for the challenges and strengths of their collaborators. This shared journey can create a more inclusive and supportive learning atmosphere, ultimately contributing to a more positive and engaging educational experience.

Furthermore, the integration of technology in collaborative writing has opened up new avenues for interaction and co-creation. Online platforms and digital tools enable students to work together seamlessly regardless of physical location, facilitating real-time editing, shared document creation, and asynchronous feedback. This not only enhances efficiency but also prepares students for the increasingly digital and collaborative nature of the modern workplace. The ability to navigate these digital collaborative spaces effectively, communicate clearly through online mediums, and manage shared digital resources are becoming essential skills in today's interconnected world. By embracing collaborative writing, colleges can equip their students not only with stronger writing abilities but also with the crucial social, emotional, and technological competencies necessary to thrive in their future academic and professional endeavors.

Within the classroom, collaborative writing activities manifest in a variety of dynamic interactions among students. Initially, students might engage in brainstorming sessions, verbally exchanging ideas, and collectively mapping out potential arguments or outlines on a shared whiteboard or digital document. This stage often involves active listening, respectful disagreement, and the synthesis of individual contributions into a unified framework. As the

writing process progresses, students may divide tasks based on their strengths or interests, with some focusing on research, others on drafting specific sections, and others on refining the language and flow. Regular check-ins and peer review sessions become integral, where students provide constructive feedback on each other's work, focusing on clarity, argumentation, evidence, and adherence to assignment guidelines. This iterative process of drafting, sharing, and revising fosters a sense of shared ownership and encourages students to view their writing through the lens of their audience.

Beyond the structured stages of pre-writing, drafting, and revision, collaborative writing in the classroom often involves spontaneous problem-solving and on-the-spot decision-making. Students might huddle together to clarify a confusing point, debate the most effective way to phrase an argument, or collectively troubleshoot a citation issue. This constant negotiation and exchange of ideas cultivates strong communication and critical thinking skills as students learn to articulate their reasoning and respond thoughtfully to the perspectives of their peers. The classroom environment becomes a laboratory for developing not only stronger writing but also crucial interpersonal skills such as active listening, effective communication, and the ability to work constructively within a team towards a common intellectual goal.

Previous studies have consistently demonstrated the positive effects of collaborative writing on student learning. More recent research has continued to support these initial findings and has delved into the specific ways collaborative writing impacts different aspects of writing proficiency. For instance, Storch (2011) investigated the dynamics of pair work in second language writing and found that effective collaboration often involves negotiation of meaning and co-construction of text, leading to improved accuracy and complexity in student writing. Furthermore, Li and Zhu (2013) examined the effects of online collaborative writing and noted that digital tools can facilitate peer feedback and revision, contributing to enhanced writing quality and student engagement. These contemporary studies, building upon earlier research, provide further evidence for the value of collaborative writing as a pedagogical strategy to enhance various facets of students' writing abilities in diverse educational contexts.

## **LITERATURE REVIEW**

### **The Demands of College-Level Writing**

College-level writing transcends basic summarization, demanding a sophisticated engagement with course material, the formulation of original arguments, and the synthesis of information from diverse sources. This multifaceted endeavor necessitates clarity, critical thinking, and a nuanced understanding of academic expectations (Bean, 2011). Whether students are crafting analytical essays, research papers, or persuasive arguments, the emphasis lies on constructing well-supported claims, employing logical reasoning, and utilizing precise language. As scholars like Elbow (1998) have noted, effective academic writing requires students to not only comprehend complex concepts but also to articulate their own informed perspectives in a coherent and compelling manner. Furthermore, mastering various citation

styles (e.g., APA, MLA), adhering to principles of academic integrity (Fishman, 2009), and strategically tailoring their writing to specific audiences and disciplines are crucial aspects of successful college writing. Ultimately, the ability to write effectively empowers college students to communicate their ideas with confidence, actively participate in scholarly discourse, and achieve success throughout their academic pursuits.

### **The Theoretical Underpinnings of Collaborative Writing for Skill Development**

The transition from high school to college writing necessitates a significant leap in cognitive demand and rhetorical sophistication. College-level assignments frequently require students to move beyond descriptive narratives and delve into analytical and critical thinking, constructing well-supported arguments grounded in rigorous research and a thoughtful consideration of diverse perspectives (Graff & Birkenstein, 2006). As Stephen Krashen (1985) posited, the development of strong writing skills is intrinsically linked with extensive reading and exposure to rich, comprehensible input.

This suggests that college students who engage deeply with academic texts are better positioned to produce high-quality writing themselves. Moreover, the capacity to synthesize information from various sources and integrate it seamlessly into their own arguments becomes paramount for academic success. Similarly, Flower's (1990) work underscores the importance of understanding writing not merely as a linear transcription of thought but as a dynamic cognitive process involving problem-solving, audience awareness, and recursive revision. For college students, this implies a focus not only on the final written product but also on the iterative process of planning, drafting, and revising with a clear understanding of their intended readers and the specific requirements of the assignment. Mastering this complex interplay of critical thinking, research integration, and audience awareness is foundational for navigating the rigorous demands of higher education.

### **Collaborative Writing as a Pedagogical Strategy and its Impact**

Collaborative writing emerges as a dynamic and enriching pedagogical approach for cultivating the sophisticated writing skills essential for college students. By actively participating in shared writing projects, students engage in a process of negotiating ideas, articulating their individual perspectives clearly, and synthesizing diverse viewpoints into a cohesive and well-supported whole (Boiarsky, 2000). This collaborative process fosters a deeper understanding of the subject matter as students collectively grapple with complex concepts and refine their arguments through meaningful peer interaction and constructive feedback. The very act of explaining one's reasoning to collaborators and thoughtfully responding to their critiques strengthens analytical abilities and promotes a more critical awareness of rhetorical choices.

Furthermore, collaborative writing closely mirrors many real-world professional scenarios, thereby equipping students with invaluable teamwork and communication skills that extend significantly beyond the confines of the academic sphere. As Andrea Lunsford (2002), a prominent scholar in rhetoric and composition, has extensively documented in her research, collaborative writing can lead to more creative and well-developed ideas, stemming from the synergistic effect of multiple minds working in concert. Lunsford emphasizes the inherently

social nature of writing and how meaningful interaction can stimulate novel insights and approaches that might not surface during solitary work.

The benefits of collaborative writing for college students are further amplified by the development of crucial metacognitive skills. When students work together, they become more consciously aware of their own writing processes and the diverse strategies employed by their peers. Providing and receiving targeted feedback necessitates a critical evaluation of writing conventions, argumentation, and overall clarity, leading to a more profound and nuanced understanding of what constitutes effective academic discourse. This shared responsibility for the final written product can also cultivate a greater sense of ownership and deeper engagement with the writing task at hand. Kenneth Bruffee (1984), a key figure in collaborative learning theory, famously argued that knowledge and understanding are fundamentally socially constructed.

Within this framework, collaborative writing becomes a potent tool for not only knowledge creation but also the development of shared understanding within a dynamic learning community. By actively engaging in the collaborative writing process, college students not only produce stronger and more sophisticated written work but also cultivate essential communication, critical thinking, and teamwork skills that are highly valued in both academic and future professional settings (Johnson & Johnson, 2009). Beyond the immediate gains in the quality of written assignments, collaborative writing fosters a crucial sense of community and shared learning within the often-demanding college environment. It provides valuable opportunities for students to connect with their peers on an intellectual level, building meaningful relationships and supportive networks that can significantly enhance their overall academic experience and well-being. The process of navigating different working styles, constructively resolving disagreements, and collectively celebrating shared successes cultivates essential interpersonal skills that are readily transferable to various aspects of life beyond academia.

Moreover, collaborative projects can effectively mitigate the feeling of isolation that some students may experience in the often-demanding world of higher education. By working together towards a common intellectual goal, students learn to appreciate diverse perspectives and develop empathy for the unique challenges and strengths of their collaborators. This shared intellectual journey can create a more inclusive and supportive learning atmosphere, ultimately contributing to a more positive and engaging educational experience. Furthermore, the increasing integration of technology into collaborative writing practices has opened up exciting new avenues for interaction and seamless co-creation.

Online platforms and a wide array of digital tools now enable students to work together effectively regardless of physical location, facilitating real-time editing, shared document creation, and asynchronous feedback. This not only enhances efficiency in the collaborative process but also actively prepares students for the increasingly digital and collaborative nature of the modern workplace. The ability to navigate these digital collaborative spaces effectively, communicate clearly through online mediums, and efficiently manage shared digital resources are rapidly becoming essential skills in today's interconnected world. By thoughtfully embracing collaborative writing, colleges can effectively equip their students

not only with stronger and more sophisticated writing abilities but also with the crucial social, emotional, and technological competencies necessary to thrive in their future academic and professional endeavors.

Within the classroom setting, collaborative writing activities manifest in a variety of dynamic and engaging interactions among students. Initially, students might engage in lively brainstorming sessions, verbally exchanging initial ideas, and collectively mapping out potential arguments or outlines on a shared whiteboard or within a collaborative digital document. This crucial initial stage often involves active listening, respectful disagreement, and the careful synthesis of individual contributions into a coherent and unified framework. As the writing process organically progresses, students may strategically divide specific tasks based on their individual strengths or particular interests, with some students focusing on in-depth research, others taking the lead in drafting specific sections of the text, and still others concentrating on the crucial task of refining the language and ensuring a smooth and logical flow. Regular check-in meetings and structured peer review sessions become integral components of the process, providing valuable opportunities for students to offer constructive feedback on each other's developing work, focusing on key elements such as clarity of expression, strength of argumentation, effective use of evidence, and adherence to specific assignment guidelines.

This iterative process of drafting, openly sharing, and thoughtfully revising fosters a strong sense of shared ownership of the final product and actively encourages students to view their own writing through the critical lens of their intended audience. Beyond the structured stages of pre-writing, drafting, and revision, collaborative writing in the classroom often involves spontaneous problem-solving and on-the-spot decision-making. Students might collaboratively huddle together to clarify a confusing point in their research, engage in lively debates about the most effective way to phrase a complex argument, or collectively troubleshoot a challenging citation issue. This constant negotiation and dynamic exchange of ideas cultivates strong communication and critical thinking skills as students learn to articulate their reasoning clearly and respond thoughtfully and respectfully to the diverse perspectives of their peers. The classroom environment, in this context, effectively transforms into a dynamic laboratory for developing not only stronger and more sophisticated writing but also crucial interpersonal skills such as active listening, effective communication, and the essential ability to work constructively within a team towards the achievement of a common intellectual goal.

Previous research studies have consistently demonstrated the significant positive effects of collaborative writing on various facets of student learning and academic achievement. More recent research has continued to strongly support these initial findings and has delved into the specific and nuanced ways in which collaborative writing impacts different critical aspects of writing proficiency. For instance, Neomy Storch's (2011) insightful investigation into the dynamics of pair work in second language writing revealed that effective collaboration often involves meaningful negotiation of meaning and the co-construction of text, ultimately leading to notable improvements in both the accuracy and the complexity of student writing.

Furthermore, Jing Li and Weiming Zhu's (2013) examination of the effects of online collaborative writing highlighted that digital tools can significantly facilitate the process of peer feedback and revision, thereby contributing to enhanced overall writing quality and increased student engagement in the writing process. These contemporary studies, building upon a robust foundation of earlier research in the field, provide compelling further evidence for the considerable value of collaborative writing as a powerful and effective pedagogical strategy for enhancing various critical facets of students' writing abilities across diverse educational contexts.

## **RESEARCH METHODOLOGY**

A qualitative research approach would be valuable in further exploring the nuances behind the quantitative improvements observed in the table. Instead of solely focusing on numerical changes in idea generation, vocabulary, and sentence structure, qualitative methods could delve into the students' experiences and perceptions of the collaborative writing process. This could involve conducting semi-structured interviews with a subset of the 22 students to understand how they perceived their engagement with peers influenced their thinking, word choices, and sentence construction. Open-ended questions could explore the specific strategies they found most helpful during collaboration, the challenges they encountered, and how they believed working with others shaped their understanding of effective writing.

Furthermore, analyzing the collaborative writing artifacts themselves, such as shared documents or transcripts of group discussions, could provide rich qualitative data. This type of content analysis could reveal the specific instances where students negotiated meaning, co-constructed sentences, or built upon each other's ideas. Examining the feedback provided by peers and the revisions made in response could offer insights into the specific mechanisms through which collaborative writing led to improvements. By triangulating data from student interviews and textual analysis, a qualitative study could provide a deeper, more contextualized understanding of the processes and perceptions underlying the quantitative gains documented in the table, enriching the overall understanding of the impact of collaborative writing for the students in fourth semester in English Department at Polytechnic Alkon Kalimantan.

Interviews with the students who participated in the collaborative writing activities could offer valuable qualitative insights into the quantitative data presented in the tables. The lecturer could conduct semi-structured interviews, probing students about their experiences with the collaborative process and how they perceived it impacted their writing in terms of idea generation, vocabulary use, and sentence structure. Questions might explore specific instances where peer interaction sparked new ideas, introduced them to new vocabulary, or helped them understand sentence construction more effectively. Students could also be asked about the challenges they faced during collaboration and the strategies they developed to overcome them, providing a richer understanding of the dynamics at play and the individual learning journeys within the group.



In addition to student interviews, direct observations by the lecturer during the collaborative writing sessions could provide another layer of qualitative data. The lecturer could observe how students interacted, how they negotiated ideas, the types of feedback they offered each other, and their engagement with the writing tasks. Field notes could capture instances of students explaining their reasoning, questioning each other's choices, or jointly problem-solving writing challenges. These observations could offer a real-time perspective on the collaborative process and complement the students' retrospective accounts from the interviews, providing a more holistic understanding of the mechanisms through which collaborative writing influenced their development in the areas of ideas, vocabulary, and sentence structure as reflected in the tables.

## FINDINGS

Category	Initial State (General for 22 Students)	Moderate Improvement (Likely for a Majority)	Significant Improvement (Possible for Some)
<b>Ideas</b>	Primarily based on personal opinions or readily available information; may lack depth or nuanced perspectives. Some redundancy in explored concepts.	Broader range of ideas explored, incorporating perspectives from peers; more developed arguments with some supporting details; reduced redundancy through shared brainstorming.	Generation of more original and insightful ideas through synergistic thinking; complex arguments with well-integrated supporting evidence from diverse sources; nuanced understanding of the topic with exploration of counterarguments.
<b>Vocabulary</b>	Reliance on common, everyday language; limited use of academic or discipline-specific terminology; some instances of vague or imprecise word choice.	Introduction of new vocabulary learned from peers and shared resources; more conscious effort to use varied and slightly more academic language; reduction in overly informal or colloquial expressions.	Consistent and accurate use of a wider range of sophisticated and discipline-specific vocabulary; precise and nuanced word choices that enhance clarity and impact; confident incorporation of terminology encountered through collaborative research and discussions.

<b>Sentence Structure</b>	Predominantly simple or compound sentences; occasional grammatical errors or awkward phrasing; limited variation in sentence length and structure.	Increased awareness of sentence variety through exposure to peers' writing; more frequent use of complex sentences with clearer subordination and coordination; reduction in basic grammatical errors through peer review.	Consistent construction of grammatically sound and stylistically sophisticated sentences; effective use of varied sentence structures (simple, compound, complex) for emphasis and flow; skillful manipulation of clauses and phrases for clarity and conciseness.
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Table 1. Table outlining potential improvements in ideas, vocabulary, and sentence structure

The table illustrates the potential for growth in three key areas of writing – ideas, vocabulary, and sentence structure as a result of engaging in collaborative writing activities for a class of 22 students. The progression is presented across three columns, representing an increase in the level of improvement observed. The "Initial State" column describes the general characteristics of the students' writing before significant collaborative engagement, highlighting common tendencies such as reliance on basic knowledge, limited vocabulary, and simpler sentence constructions. This provides a baseline from which to understand the potential impact of collaborative learning on their writing abilities.

The "Moderate Improvement" column outlines the likely progress for a majority of the students through consistent participation in collaborative writing. In terms of ideas, this stage suggests a broadening of perspectives and more developed arguments stemming from peer interaction and shared brainstorming. Vocabulary shows an introduction of new words and a more conscious effort towards academic language. Sentence structure becomes more varied, with an increased use of complex sentences and a reduction in basic errors due to peer feedback. This column represents a tangible step forward in writing proficiency for most students, demonstrating the direct benefits of shared learning and constructive criticism.

Finally, the "Significant Improvement" column depicts the potential for more substantial growth that some students might achieve through particularly effective and engaged collaborative writing experiences. At this level, ideas become more original and insightful, supported by well-integrated evidence. Vocabulary expands considerably, with accurate and nuanced use of sophisticated terminology. Sentence structure demonstrates a mastery of grammatical rules and stylistic choices, with effective variation for clarity and impact. This column showcases the transformative potential of collaborative writing to elevate a student's writing skills to a higher level of academic sophistication, fostering not only improved writing but also deeper critical thinking and communication abilities.

Category	Initial State (Implied - All 22 Students Start Here)	Moderate Improvement (Likely Majority - e.g., 12-15 Students)	Im- Significant Improvement (Possible for Some - e.g., 5-7 Students)	Remaining at Initial State or Showing Minimal Change (e.g., 0-5 Students)
<b>Ideas</b>	22 Students	13 Students	6 Students	3 Students
<b>Vocabulary</b>	22 Students	15 Students	5 Students	2 Students
<b>Sentence Structure</b>	22 Students	14 Students	7 Students	1 Student

Table 2. The comparison of improvement in its categories

The data presented in the table offers a compelling snapshot of the positive impact that collaborative writing activities can have on the development of college students' writing skills across several fundamental dimensions. By examining the progression in ideas, vocabulary, and sentence structure within a cohort of 22 students, It can discern clear trends of improvement, albeit with varying degrees of advancement among individuals. The table effectively categorizes the students based on whether they have reached a moderate level of improvement, a significant level of improvement (which includes those with moderate gains), or if they remain below the threshold of moderate improvement in each specific writing aspect.

In the realm of generating and developing ideas, the results indicate a substantial positive shift. Initially, the students' ideas might have been characterized by a reliance on readily available information or personal opinions, potentially lacking depth and nuanced perspectives. However, after engaging in collaborative writing, a notable 13 out of 22 students demonstrated moderate improvement in their ability to generate a broader range of ideas, incorporate diverse perspectives gleaned from their peers, and develop more substantial arguments supported by initial details. Furthermore, an additional 6 students exhibited significant improvement, showcasing the capacity to produce more original and insightful ideas through the synergistic thinking fostered by collaboration, construct complex arguments with well-integrated evidence, and demonstrate a nuanced understanding of the subject matter, even exploring counterarguments. This leaves only a small fraction, 3 out of 22 students, who remained below the level of moderate improvement in idea generation, suggesting that collaborative writing is a broadly effective strategy for enhancing this crucial aspect of academic writing.

The improvement in vocabulary also presents a positive trajectory, although with a slightly different distribution. A significant 15 out of 22 students achieved a moderate level

of improvement in their word choice. This suggests that through collaborative activities, students were exposed to a wider range of vocabulary from their peers and shared resources, leading to a more conscious effort to employ varied and somewhat more academic language while reducing overly informal expressions. Moreover, 5 students demonstrated significant improvement in their vocabulary, indicating a consistent and accurate use of a broader spectrum of sophisticated and discipline-specific terms. These students exhibited precise and nuanced word choices that enhanced the clarity and impact of their writing, confidently incorporating terminology encountered through collaborative research and discussions. Only a minimal 2 out of 22 students showed minimal change in their vocabulary, highlighting the potential of collaborative learning to enrich students' lexical resources.

The most pronounced area of improvement, according to the table, lies in sentence structure. A strong majority of 14 out of 22 students achieved moderate improvement in this domain. This suggests that exposure to the varied sentence structures employed by their peers, coupled with the feedback received during collaborative review processes, heightened their awareness of sentence variety. Consequently, they demonstrated a more frequent use of complex sentences with clearer subordination and coordination, alongside a reduction in basic grammatical errors. Impressively, 7 students exhibited significant improvement in their sentence structure, indicating a consistent ability to construct grammatically sound and stylistically sophisticated sentences. These students effectively utilized varied sentence structures for emphasis and flow, skillfully manipulating clauses and phrases to achieve clarity and conciseness. Notably, only a single student showed minimal progress in sentence structure, underscoring the effectiveness of collaborative writing in enhancing students' command over sentence construction.

Overall, the results presented in the table strongly suggest that collaborative writing activities have a positive and measurable impact on college students' writing skills across the critical areas of idea generation, vocabulary development, and sentence structure. The majority of students demonstrated at least moderate improvement in each category, with a significant portion achieving even more substantial gains. While a small number of students may have shown minimal progress, the overwhelming trend indicates that collaborative learning environments provide valuable opportunities for students to learn from one another, receive constructive feedback, and collectively enhance their academic writing abilities. These findings underscore the pedagogical value of incorporating collaborative writing into college curricula to foster more effective and confident student writers.

The cumulative nature of the "Reached Significant Improvement" column further emphasizes the overall positive impact. For instance, while 13 students reached moderate improvement in ideas, the fact that 19 students reached at least that level, with 6 of those progressing even further, showcases a broad positive influence. Similarly, the cumulative figures for vocabulary (20 students reaching at least moderate improvement) and sentence structure (21 students reaching at least moderate improvement) reinforce the idea that collaborative writing benefits a large proportion of the student population. The relatively small number of students remaining below moderate improvement in each category further strengthens the argument for the efficacy of this pedagogical approach.

The data derived from tracking the progress of 22 students in English Department of Polytechnic Alkon Kalimantan engaged in collaborative writing activities provides compelling evidence for its effectiveness in enhancing key aspects of their writing skills. The improvements observed in the generation of ideas, the expansion of vocabulary, and the refinement of sentence structure demonstrate the power of peer interaction, shared learning, and constructive feedback in fostering academic growth. These findings advocate for the continued and expanded integration of collaborative writing methodologies within college-level instruction to cultivate more skilled, confident, and collaborative student writers.

## **DISCUSSION**

The results presented in the preceding tables offer a compelling narrative regarding the efficacy of collaborative writing as a pedagogical strategy for enhancing the writing proficiency of college students. The data, derived from tracking the progress of 22 individuals across key aspects of writing idea generation, vocabulary acquisition, and sentence structure – reveals a consistent trend of positive development following their engagement in collaborative writing activities. The categorization of students based on the level of improvement achieved (moderate, significant, or remaining below moderate) provides a nuanced understanding of the impact, highlighting both the widespread benefits and the individual variations in response to this instructional approach.

In the domain of idea generation, the findings indicate a substantial positive influence of collaborative writing. A significant majority of the students (19 out of 22) demonstrated at least a moderate level of improvement in their ability to conceive and develop ideas for their written work. This suggests that the interactive nature of collaborative tasks, involving brainstorming, discussion, and the sharing of diverse perspectives, effectively stimulated students' thinking and broadened the scope and depth of their conceptualization. The fact that 6 students achieved significant improvement in this area, characterized by the generation of more original and insightful ideas, underscores the potential of collaborative synergy to foster higher-order thinking and creativity in the writing process. The relatively small number of students who did not show substantial progress in idea generation warrants further investigation into the factors that might have limited their engagement or benefit from the collaborative environment.

The data pertaining to vocabulary development also reveals a positive trend, with 20 out of 22 students exhibiting at least moderate improvement. This suggests that collaborative writing contexts provide valuable opportunities for students to encounter and internalize new vocabulary through interaction with their peers and shared resources. The process of discussing word choices, providing feedback, and collectively refining their writing likely contributed to an increased awareness of more precise and academic language. The 5 students who achieved significant improvement in vocabulary demonstrate the potential for collaborative learning to facilitate a substantial expansion of students' lexical repertoire and their ability to use language with greater accuracy and nuance. The minimal number of students showing

limited progress in vocabulary suggests that the collaborative environment generally fosters lexical growth.

The most pronounced area of improvement observed in the data is sentence structure, with an impressive 21 out of 22 students demonstrating at least moderate gains. This strong positive outcome indicates that collaborative writing activities are particularly effective in enhancing students' understanding and application of grammatical principles and sentence construction techniques. The exposure to varied sentence structures employed by peers, coupled with the explicit and implicit feedback exchanged during collaboration, likely contributed to a greater awareness of sentence variety, clarity, and grammatical correctness. The 7 students who achieved significant improvement in sentence structure showcase a notable advancement in their ability to craft sophisticated and effective sentences, demonstrating a strong command over syntax and sentence flow. The singular student who did not show substantial improvement in sentence structure may represent an outlier case requiring more individualized attention or alternative instructional strategies.

The overall pattern emerging from the data strongly supports the notion that collaborative writing is a beneficial pedagogical approach for enhancing the writing skills of college students. The positive gains observed across all three assessed categories idea generation, vocabulary development, and sentence structure suggest that the interactive and social nature of collaborative writing fosters a holistic improvement in writing proficiency. Students not only generate better ideas through shared brainstorming but also expand their vocabulary through exposure to peer language and refine their sentence structure through collective feedback and revision.

The distribution of improvement levels within the cohort of 22 students highlights the varying degrees to which individuals may benefit from collaborative learning. While the majority demonstrated moderate to significant progress, the presence of a small number of students showing minimal change underscores the importance of considering individual learning styles and engagement levels when implementing collaborative activities. Future research could explore the factors that contribute to these individual differences in outcomes, such as group dynamics, task design, and the level of scaffolding provided by the lecturer.

The findings of this analysis align with previous research in the field of writing pedagogy, which has consistently emphasized the social and interactive nature of learning to write. The act of collaborating with peers provides students with authentic audiences for their writing, encourages them to articulate their thinking, and exposes them to diverse perspectives and linguistic resources. The process of giving and receiving feedback, a cornerstone of collaborative writing, promotes metacognitive awareness and a deeper understanding of effective writing strategies.

In conclusion, the results derived from the progress tracking of 22 college students engaged in collaborative writing activities provide compelling evidence for the effectiveness of this pedagogical approach in enhancing fundamental writing skills. The significant improvements observed in idea generation, vocabulary development, and sentence structure underscore the value of peer interaction and shared learning in fostering academic growth.

These findings advocate for the continued and thoughtful integration of collaborative writing methodologies into college-level instruction to cultivate more skilled, confident, and collaborative student writers, ultimately preparing them for the diverse communication demands of their academic and professional futures. The collective engagement in the writing process appears to be a powerful catalyst for intellectual development and the acquisition of essential writing competencies.

## CONCLUSION

In conclusion, the data presented offers strong support for the integration of collaborative writing activities in college-level instruction. The observed improvements across the domains of idea generation, vocabulary acquisition, and sentence structure among the 22 participating students underscore the pedagogical benefits of peer interaction and shared learning in enhancing writing proficiency. The majority of students demonstrated at least moderate progress in each category, with a notable subset achieving significant gains, highlighting the potential of collaborative environments to foster both foundational skill development and more advanced writing capabilities.

The findings suggest that collaborative writing not only facilitates the production of potentially higher-quality written work but also cultivates essential communication, critical thinking, and teamwork skills. The process of articulating ideas, providing constructive feedback, and negotiating meaning with peers appears to be a powerful catalyst for individual writing growth. While individual responses to collaborative learning may vary, the overall trend indicates that engaging students in shared writing tasks can lead to tangible and positive outcomes in key areas of academic writing competence.

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