

## **Collaborative Learning Model Needs in Academic Writing at EFL Classroom**



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**ABSTRACT:** This study aims to gain an in-depth understanding of the collaborative learning needs of students' academic writing. This research uses qualitative descriptive research method. The research subjects were 70 students of the English language education study program, FKIP Khairun University. The research data was obtained through the distribution of needs analysis questionnaires and transcription of student interviews. Questionnaires were used to collect data on the types of student needs for the collaborative learning model of academic writing and interview guides were needed to collect interview data with students. The results of data analysis show that first, the academic writing learning model requires the active role of students in building cooperation during the teaching and learning process. This role is carried out during academic writing learning starting from planning writing, collaborative writing activities, to the writing results that will be presented. Second, the role of the lecturer only serves to provide guidance and make observations to detect possible problems as long as students work together. Through this role, the lecturer does not use an evaluative attitude but rather directs students to construct their understanding and writing skills. Third, the lecturer also plays a role in solving any problems that arise such as unbalanced group member participation, student refusal to group work, students who do not carry out group assignments, students' unwillingness to become group leaders, different levels of student abilities in groups, absenteeism and cheating. The role of the lecturer is intended to improve the quality of student collaboration to produce quality learning outcomes.

**KEYWORDS:** Academic writing; collaborative learning; writing

### **INTRODUCTION**

The analysis of student needs in collaborative learning in academic writing has not been widely carried out by previous researchers. Studies on collaborative learning models were only conducted to test the effectiveness of collaborative learning theory in academic writing activities. Previous research on collaborative writing learning was conducted to test collaborative learning theory through experiments. For example, using feedback to improve the quality of collaborative writing. In this study, various feedbacks are suggested as text alignment patterns. The goal is to find the type of feedback that is considered the most effective for improving collaborative writing skills. A study was conducted by Zhang (2018) look at the impact of using a first language (L1) and a second language (L2) in collaborative writing. Likewise with studies on the use of online media wikis (Storch 2011). Theoretically, collaborative learning is built on the thoughts of Vygotsky on the epistemology of social constructivism, Krashen and Swain with the theory of input and output hypotheses in the perspective of second language acquisition, as well as the motivational perspective (Lin 2016). However, the most dominant and influential thought on the collaborative learning model is Vygotsky's thinking. The meaning of collaboration or collaborating is also described as a form of working together with others to solve problems or create a product (Laal and Laal 2012) either in pairs (two people) or in groups (more than two people). Deliberate learning activities are designed and carried out in pairs or small groups (Barkley, Cross et al. 2012). The five phases of collaborative learning are orientation, group formation, preparation of learning learning tasks, facilitating student collaboration and assessment. These phases also describe how the basic principles can be taken into account when compiling learning syntax in collaborative writing. These strategies are carried out to facilitate the community among instructors to join or cooperate naturally (Stewart, Cohn et al. 2016).

The collaborative learning model is also said to have a goal as a representation of joint tasks in the aspects of determining goals, planning and formulating strategies. Nonetheless, according to Huang, Li, dan Zheng, this model needs to be accompanied by social rules that bind together. In his research, which uses a collaborative model, emphasizes the collaborative self-regulation method. Students are directed individually to plan, monitor, evaluate, and adapt motivation, cognition, and behavior during

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collaboration (Zheng, Li et al. 2017). When collaborating, students are given social boundaries called social-shared regulation in which all group members regulate and manage motivation, cognition, metacognition, emotion and behavior to construct shared results. The second collaboration model does not emphasize this aspect or non-social self-regulation. A total of 66 students aged between 19-21 years, majoring in psychology, science education, and technology education were involved in the research. The results show that this collaborative learning model increases the ability to participate in learning, group performance and self-regulation frequency.

Collaborative learning is also said to be a means of the learning process and the main concepts of problem-based and experienced learning (Bower and Richards 2006). The results showed that learning through the concept of collaboration made students' skills more improved than the isolated student learning process. Storch (2012) provide a consistent explanation that the concept of collaborating means that sharing work either in small groups or in pairs. This division of work assignments provides many opportunities for students to use the target language in rhythm with a communicative approach in language learning. In addition, collaborative learning can also improve students' critical thinking skills (Gokhale 1995).

This is based on four basic assumptions that learning is an active and constructivist process, depending on the context, differences in the intellectual characteristics of students, and inherent in social processes (Smith and MacGregor 1992). This is where the principle of mutual trust, mutual incentives, and division of labor are needed (Brassard, 2010). Collaborative learning design by placing students as the center of learning has a number of benefits, both socially, psychologically, academically to the assessment mechanism (Laal and Ghodsi 2012).

The uniqueness of the collaborative learning model is the joint intellectual effort between students and educators, and the shift of learning centers to students. Including using technology tools in building collaborative learning activities where students must get used to using it as a collaborative-interaction medium (Dooly 2018).

Needs analysis is also carried out to find out the basic problems faced by students as well as solutions that can be designed to meet the basic needs in learning activities. Through this needs analysis, it can also be seen what must be met to address student gaps and difficulties in each learning process, including collaborative learning in academic writing courses.

Several experts have described in detail why needs analysis is very important in the learning process. For example, Richey dan Klein (2007) which explains it as a method of determining the problem at hand, the factors that cause the problem to occur, what solutions can be taken through education and whether this designed learning can be a solution to the problem.

The model is through a study of the local environment or learning conditions other than the characteristics of students. It is intended to determine individual differences, learning strategies, attitudes, motivations, and mental models that affect the learning process. What is achieved in the analysis refers to what is clearly achieved in the learning objectives and is related to the stages of learning, how to design it, the learning activities that are taking place as well as the documents and data used.

The focus is on several aspects including needs or demands (objective, product-oriented or perceived needs), student desires (subjective or perceived needs) and methods of bridging the gap between the two (process-oriented needs).

Some opinions summarized by West (1994) related to needs analysis including (1) Necessities or types of needs caused by the demands of the target situation related to what students must know to function effectively the target situation. (2) Lack, knowing what students already know to determine which types are still lacking, then aligning them with the skills possessed by students. The gap between these two things can be called a shortage of students. (3) Want, needs 'what students want or feel, and (4) Constraints, potential and constraints of the learning situation which are external factors that may include available resources (staff, accommodation, time), attitudes or culture. Applicable, materials, tools and methods available Widodo (2017) emphasizes needs analysis as the basis for lesson planning design, syllabus design, materials evaluation and development, and learning design and assessment development.

Scientifically, needs analysis focuses on learning needs, identified and then translated into learning objectives and becomes the basis for further development, teaching materials, learning activities, tests, program evaluation strategies, and others (Brown 2009). The purposes of needs analysis include analyzing the target-situation, the wants and needs of students, situations that focus on students' abilities, learning and learning strategies. This is where it is important to analyze the collaborative learning model of academic writing. The purpose of this study is to determine the type of need for a collaborative model in learning academic writing at higher education.

## METHOD

This research was designed to gained information related the students' need in the implementation of collaborative model in EFL students writing class. It aims to analyze and interpret individual or group need in learning to write through collaborative writing.

There are 70 second-year students of English Language Education Study Program in a state university in Indonesia. They are consisting of 35 students who just studied paragraph writing subject and 35 students who just studied essay writing subject. Those classes used collaborative model in teaching and learning process.

Data were collected through spread the questionnaire, consisting of 59 statements related to the students' need in collaborative writing models in academic writing (29 items questionnaire deals with syntax model, 8 items social principle, 5 items

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supporting system, 5 items learning impact, and 6 item accompaniment impact. Data from the questionnaire were analyzed using the following scale. Numbers 5 (strongly needed), 4 (needed), 3 (less needed), 2 (not needed), and 1 (strongly not needed).

### RESULTS AND DISCUSSION

Each of these six items is described in order to gain an in-depth understanding of the model requirements needed by students in learning academic writing.

#### 1. Student Needs about Learning Syntax

**Table 1. Student Needs about Learning Syntax**

No	Statements	Score	Category
1	The lecturer starts the learning process by reviewing (recalling) the lessons that have been studied previously	3.4	Less needed
2	Lecturers conduct orientation at the beginning of learning to equalize perceptions about the concept of collaborative learning models	3.9	Needed
3	Lecturers convey learning objectives and competencies at the beginning of each lecture.	3.7	Needed
4	Lecturers convey learning objectives and competencies at the beginning of each lecture.	4.0	Needed
5	At the beginning of the lecture, lecturers and students study the syllabus that will be used.	4.0	Needed
6	Lecturers and students together form learning groups according to learning needs (heterogeneous / homogeneous)	4.0	Needed
7	The lecturer divides the roles of each group member and explains the procedure for completing the task.	3.6	Needed
8	The lecturer explains the formative assessment method to measure the achievement of learning objectives.	3.8	Needed
9	Students are given academic texts to study before starting to write	3.7	Needed
10	Students determine the topic, formulate a title, and design an outline of the writing that will be developed in the process of writing articles in groups.	3.7	Needed
11	Students are asked to write and develop paragraphs according to the predetermined title in groups.	3.8	Needed
12	The learning outcomes are corrected jointly by each group.	3.8	Needed
13	In the online learning model, the correction results are returned after the learning process is declared to have been completed.	3.8	Needed
14	Students improve the results of their peers' corrections	3.5	Needed
15	Students in groups discuss the results of writing that will be presented in the post-writing reporting and reflection activities.	3.1	Less needed
16	In online learning, group discussions are carried out by each group through the application. The recording of the discussion results is submitted to the lecturer as an assessment material.	3.8	Needed
17	When students complete learning tasks, lecturers make observations and interact with groups to obtain information about group interactions and the achievement of learning tasks.	3.6	Needed
18	In the observation activity, the lecturer clarified the academic writing procedure for groups that needed guidance and answered questions related to writing assignments.	3.7	Needed

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19	The interaction model between lecturers and students is more supportive rather than directing	3.8	Needed
20	Lecturers give praise and appreciation to students who provide interesting and in-depth input.	3.6	Needed
21	Lecturers encourage students to complete learning tasks.	3.8	Needed
22	Lecturers solve problems that arise such as unequal participation of group members, student refusal to work in groups, students who do not carry out group assignments, unwillingness of students to become group leaders, different levels of student ability in groups, absenteeism and cheating.	4.0	Needed
23	After completing the writing task, each group representative is asked to present the results	3.8	Needed
24	Presentations are done boldly while still paying attention to aspects of collaborative learning.	3.8	Needed
25	In the group presentation process, lecturers and other group students were asked to provide input on the results of the writing presented.	3.7	Needed
26	Students in groups are asked to convey reflections on the learning process related to their abilities and weaknesses during the writing process.	3.8	Needed
27	The lecturer summarizes the main ideas of the students and uses them as input for the next meeting.	3.6	Needed
28	Lecturers reward students' achievements during the learning process.	3.7	Needed
29	The assessment is carried out by the lecturer during the learning process related to group activities and learning outcomes in writing.	3.3	less needed

The data in table 4.1 above shows that students need a collaborative learning model design that is oriented to the form of student collaboration and collaboration between students and lecturers in academic writing classes. There are 29 statement items, only 3 statements were answered with options (Less needed) namely item 1, item 15, and item 29. This shows that a learning review when starting the learning process is needed only to remind about what has been learned previously, but focus attention to the material to be studied.

It is very important for group to discuss the results of writing that will be presented in reporting and reflection activities. However, by selecting the item less need, it indicates that students only need discussion without providing further depth. Especially in learning conditions with a hybrid learning pattern where not all learning processes are carried out face-to-face. Meanwhile, in the assessment component where students prefer the option, it is less necessary to assess the process during group learning, it is indicated that they need the writing process more on their writing results by providing feedback (feedback) to improve writing results.

Apart from the three items above (1, 16), students need stages or procedures for collaborative learning such as lecturers conducting orientation at the beginning of learning to equalize perceptions about the concept of collaborative learning models and lecturers conveying learning objectives and competencies at the beginning of each lecture. These items in the view of students as the data in the questionnaire are stated to be needed during the learning process of academic writing with a collaborative learning model. Students also need an explanation from the lecturer regarding the stages and content of the material to be studied apart from a discussion of the syllabus that will be used. In the group formation phase, students need group formation which is carried out jointly between lecturers and students according to needs while still taking into account aspects of heterogeneity. For example, students who already have writing skills are grouped with those who are not yet skilled in academic writing. Students also need to divide the roles of each group member and explain the procedure for completing assignments.

Then, the availability of academic texts to be given to students to be studied first before the start of the learning process. Writing topics, formulating titles, designing writing outlines and developing paragraphs according to predetermined titles in groups are part of the needs of learning to write academics. The results of learning to write are then corrected jointly by each group. The most interesting thing is when students are asked to give their opinion through a questionnaire about collaborative learning but in an online system. Students need their correction results to be returned after the learning process is declared to have been completed. The repair is done through colleagues. However, there is one statement item that is stated to be somewhat needed, namely the student item in groups discussing the results of writing which will be presented in the post-writing reporting and reflection activities, whereas the choice of this item has a positive correlation with efforts to improve student skills.

In online learning, they need group discussions conducted by each group through the application. The recording of the

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discussion results is submitted to the lecturer as an assessment material. This shows that students need input from lecturers who are competent in the subject to be used as a guide in practicing academic writing skills, whether in the form of separate notes or direct directions through improvements in the written article.

In the context of the role of lecturers, students need lecturers to observe and interact with groups to obtain information about group interactions and the achievement of learning tasks. Lecturers play a role in clarifying academic writing procedures for groups that need guidance and answering questions related to writing assignments. The interaction model between lecturers and students is more supportive than directing. Lecturers are expected not to use their authority in interacting with students but rather provide guidance to achieve learning objectives.

Other needs also reflect that students need praise and appreciation when they are able to provide arguments during the learning process, including how to provide enthusiasm as a stimulus in the learning process. At the same time they also look forward to the presence of lecturers to solve problems in collaborative learning in academic writing such as unbalanced group member participation, student refusal to work in groups, students who do not carry out group assignments, students' unwillingness to become group leaders, different levels of student abilities. in groups, absenteeism and cheating.

In writing practice activities to hone skills, each student in each group representative is asked to present the results. This phase requires them to present their written work in front of their colleagues in order to get feedback or input for higher quality improvements such as in online learning activities. The stages of collaborative learning are maintained or considered, especially in the core learning activities. Therefore, students in other study groups and lecturers are expected to provide input on the written work presented.

Students need to reflect on the learning process related to their abilities and weaknesses during the writing process. Meanwhile, the lecturer summarizes the main ideas of the students and uses them as input for the next meeting. Lecturers reward students' achievements during the learning process. However, they chose the "somewhat in need" option on the assessment items carried out by the lecturer during the learning process related to group activities and writing learning outcomes. About how social principles can be seen in table 4.2

### **2. Student Needs for the Social System**

In a learning process carried out in the classroom, the social system has a very strong influence on realizing effective teaching and learning activities. The importance of this social system can be seen in the various roles of students and lecturers carried out during learning activities. How does the model of lecturer service to students as long as they interact in learning activities and even in this social system will place a hierarchical position or form of authority between lecturers and students.

As has been formulated in the stages of learning at the point of syntax or structure of learning activities, the social system is in three stages of learning, namely the preliminary stage, core activity and the stage of closing activities in learning. At the stage of core learning activities, lecturers need to motivate students to prepare for physical and psychological conditions before participating in the learning process. There are many ways to provide this motivation, taking into account the duration of time and the learning objectives and competencies to be achieved. Ways that can be used to motivate students are by giving examples that the process of learning to write requires perseverance and seriousness. While, mentioning the names of the greatest writers who have been successful with their writings and become role models for students. Another thing that needs to be explained as a tool to motivate students in learning is to emphasize writing as a process that needs to be done consistently and repeatedly while increasing information material through a lot of reading. The description of writing is a process and not results-oriented. It is intended that all students in the process of learning to write in this course prioritize the writing process rather than being oriented to the results of writing.

The second point in the social system in early learning activities is to always build interaction with students while learning is taking place. This interaction does not exist so that the lecturer intervenes in all learning processes in the classroom, but plays an interaction model in giving attention so that students do not feel that there is a psychological distance between them during the learning process. This psychological closeness between lecturers and students will facilitate communication if the next learning stage requires coaching and mentoring.

At the stage of core learning activities, lecturers are expected to act as mentors and at the same time facilitators in group study activities. This role is very effective for learning activities that require a deeper understanding of the material being taught during the process. As mentors, students have the opportunity to ask for input and direction on learning tasks that must be completed within the allotted time. This guidance is intended to direct early what needs to be done and what strategies to use so that academic writing assignments are completed on time with maximum results. In addition to mentoring, facilitating students to reach the peak of their learning outcomes is one of the social systems that dominates the learning stages of core activities. Guidance activities and efforts to facilitate student learning needs during the learning process are as follows. First, the lecturer provides guidance to students who need an explanation of the technical writing of academic papers related to the stages of writing. In addition, it also explains and guides students to understand how to develop paragraphs to become a complete piece of writing. Second, lecturers provide guidance and facilitate students to work well in groups. The division of roles for each group member that has been agreed upon is

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reaffirmed so that the learning process runs normally. Third, mentoring is also carried out to direct students on how to present writing material that has been carried out during group learning activities. The last step in guiding and facilitating student learning activities is to ensure that the ideas developed by students are original ideas and can be accounted for at the end of the learning activities

Another important point in the context of the social system is that the lecturer provides time for students who want to consult their learning needs. The provision of this time is part of the core learning activities and is very much needed because students always ask for time to consult about the obstacles encountered during the learning process. This time availability is not only when students are in the learning class but also outside the learning class and is adjusted to the student's needs. Meanwhile, related to how to plan and give assignments in academic writing learning, the role of lecturers when giving assignments must pay attention to the level of needs and abilities of students. That is, the tasks given are in accordance with the objectives, competencies or learning outcomes and learning materials, especially regarding the level of difficulty.

Next is to position students as subjects or learning centers. This social system is one method so that students are not always placed as objects in learning. For example, they are always asked for their opinion in the learning process. If in completing academic tasks, especially writing assignments, there are still shortcomings, then the improvement process is carried out by giving directions without cornering them. The position of students as learning subjects will also affect the pattern of discussion and interaction where they will be more courageous and confident in expressing opinions, ideas, and even criticism of what they think are not in accordance with the aspects of learning needs. Especially in writing courses, the role of students as learning subjects will make it easier for lecturers to provide guidance and be able to facilitate interpersonal relationships between students and their peers.

**Table 2. Student Needs for the Social System**

No	Statement	Score	Category
1	Lecturers motivate students at the beginning of each learning process.	4.0	Needed
2	Lecturers always build interactions with students during the learning process	3.9	Needed
3	Lecturers act as mentors as well as facilitators in group study activities.	3.8	Needed
4	Lecturers provide time for students who want to consult their learning needs.	3.9	Needed
5	In the learning process, lecturers always give assignments according to the needs and ability level of students.	3.5	Needed
6	Lecturers position students as subjects and not as objects of learning.	3.5	Needed
7	Lecturers always provide the information students need related to the material or subject matter.	4.0	Needed
8	Lecturers together with students lay down the norms that must be obeyed in the learning process.	3.9	Needed

In a social system, where students need the involvement of lecturers to motivate them at the beginning of the learning process. This effort is made as the first step in creating a comfortable and pleasant atmosphere. Another need in the social system is about the interaction between lecturers and students during the learning process. The interaction model is in the form of discussion, question and answer, or mentoring during learning activities.

In other learning models, the lecturer acts as a teaching staff in which all learning activities are totally controlled, but in collaborative-based learning activities, the lecturer acts more as a supervisor and at the same time a facilitator in group study activities. Students need this when filling out the questionnaire which indicates that they really expect the guidance of the lecturer. Students also need the willingness of lecturers to provide time for those who want to consult their learning needs.

Student needs also intersect with how to model assignments. The portion of assignment is expected so that lecturers always give assignments according to the needs and ability level of students. In addition, lecturers position students as subjects and not as objects of learning. It is also necessary that lecturers always provide the information students need related to the material or subject matter. Not only that, lecturers is asked together with students to lay down the norms that must be obeyed in the learning process.

### 3. Student needs about the principle of reaction

The principle of reaction in learning activities reflects how the behavior of the lecturer in the form of a response to the learning needs of students. These responses can be given to students individually or in a pre-formed learning group. Or it could be in the

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form of providing feedback on the whole process that requires the presence of lecturers to provide instructions and at the same time direct students to achieve learning objectives. This principle strengthens the role of lecturers to respond directly to student behavior in every learning activity. The method can be done through asking questions or providing concrete explanations about the obstacles faced by students when participating in the learning process. Contextually, this reaction principle applies in all stages of learning, starting from preliminary activities, core learning activities to closing activities.

In academic writing learning activities, the principle of reaction can be given to students in the following forms:

- a) Lecturers always respond directly to student questions related to learning materials. This response is done by providing direct responses or pointing out sources that can provide answers to the questions asked
- b) The lecturer's response can also be done through giving an explanation or practicing it according to the needs of students. In the process of learning to write academically, students often ask questions about the concept of good writing theoretically. The response to this question is to provide a direct and detailed explanation as possible so that it can meet the information needs desired by students.
- c) Lecturers give awards to groups of students who are able to complete their learning tasks on time. This award is given in the form of appreciation with the aim of being a motivational material for other groups to complete their tasks quickly. Giving this award can also be done by giving more points in the assessment aspect so that it triggers the enthusiasm of students to learn.
- d) Lecturers maintain a neutral attitude in providing learning services during the process. Neutral attitude is meant to provide services without distinguishing aspects of economic background, social conditions, or intelligence strata. These factors often become obstacles that need to be addressed. The manifestation of the application of a neutral attitude when the learning process takes place is (a) in the division of groups, everyone has the same opportunity to enter the desired group; (b) if the grouping considers the aspect of equity, the quantity and quality of each group member is divided equally; (c) grouping also pays attention to gender as the basis for determining the number of group members; and (d) educators do not only focus their attention on certain students or groups of students because they have more intelligence.
- e) Lecturers do not use an evaluative attitude, but rather direct students to determine the concept of knowledge needed. Efforts to direct students in the process of learning to write by ignoring this evaluative attitude can be realized when the learning process takes place at the stage of carrying out academic tasks, students are asked to express their opinions, then these opinions are synthesized or concluded by the lecturer without reducing the arguments previously mentioned.

**Table 2. Student needs about the principle of reaction**

No	Statements	Score	Category
1	Lecturers always respond directly to student questions related to learning materials	4.1	Needed
2	Lecturer response can be done through giving explanations according to student needs.	3.9	Needed
3	Lecturers give awards to groups of students who complete their learning assignments on time.	3.5	Needed
4	The service process provided by the lecturer is intended for all students regardless of the student's background.	4.0	Needed
5	Lecturers do not use an evaluative attitude, but rather direct students to find the concept of knowledge needed	3.7	Needed

In the concept of the principle of reaction, students need a direct response from the lecturer to student questions related to the learning material. This response is done to provide an explanation according to the needs of students. If students have difficulty in outlining ideas in the form of academic writing, or are still in the outline formulation phase, the lecturer's response is carried out by providing explanations or providing concrete examples of the stages of developing ideas through outline formulation or directly doing it by writing it directly.

When learning is taking place, students as students need rewards or awards so that they have a sense of self-confidence. So giving awards to groups of students who complete their learning assignments on time is one of the core points in collaborative learning. Meanwhile, the services needed by students are carried out democratically regardless of social, economic and other backgrounds.

Students also need the attitude of lecturers who do not use evaluative attitudes, but rather direct students to find the concept of knowledge needed. This point indicates that in the learning process of academic writing, lecturers are expected to act as mentors and facilitate the needs of students without using their authority as a source of information and knowledge. The evaluation function of lecturers is expected to have a positive impact on the development of student learning motivation as a stimulus to present a more dynamic academic atmosphere.

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### 4. Student Needs about Support Systems

The support system in the learning model is closely related to what is needed by students and lecturers to be used in learning activities in order to achieve learning objectives.

**Table 3. Students' Needs about Support Systems**

No	Statements	Score	Category
1	Lecturers provide LCD/application links as learning media in each learning session	3.6	Needed
2	Learning materials are always provided in the form of power points with an attractive appearance	3.7	Needed
3	Lecturers always show personality as educators and always be a supportive person in every learning activity	4.0	Needed
4	Lecturers always provide teaching materials with up-to-date information according to learning needs	3.8	Needed
5	Lecturers provide learning media in the form of videos according to learning content to help students understand the learning material	3.8	Needed

In the aspect of the support system, the facilities needed include; Lecturers provide LCD/application links as learning media in each learning session. This link is needed if the learning model is still using online learning (online). Meanwhile, for LCD, it is very much needed to facilitate the delivery of teaching materials in learning. as well as teaching materials or teaching materials, which in accordance with the analysis of filling out the questionnaire items, need to be packaged in the form of power points with an attractive appearance. This concept uses a visual model as a basis for improving student learning outcomes About how the attitude of lecturers in learning activities should be, students need personalities as educators and are always supportive in every learning activity, always provide teaching materials with up-to-date information according to learning needs and learning media in the form of videos according to learning content to help students understand learning materials

### 5. The Need for Learning Impact

The impact of learning is the effect of the use of learning models that have been developed on student learning outcomes. The impact of this learning is measured using measurement instruments such as tests and observations.

**Table 4. 4 The Need for Learning Impact**

No	Statements	Score	Category
1	At the end of the lesson, students have the ability to understand the concepts, variety, and structure of academic texts.	3.6	Needed
2	Students have the skills to develop academic text paragraphs	3.8	Needed
3	Students have the skills to write academic texts with appropriate citation models.	3.8	Needed
4	Students have the skills to write academic texts with the strength of the elements of cohesion and coherence	3.7	Needed
5	Students have the skills to write academic texts in the form of essays.	3.6	Needed

The purpose of learning academic writing is to improve students' understanding and skills in writing English academic texts. Therefore, in every learning activity, apart from teaching writing concepts and strategies, students are also trained in academic writing procedures and techniques. For example, through the design of paragraph lines which will later be developed into a complete text. Also about the technique of citing other people's work so that there is no plagiarism in academic writing. It also includes concepts related to maintaining the integrity of the meaning in the text within the framework of cohesion and coherence. Two core features are taught to students so that the resulting text is of high quality and presents information with coherent reasoning.

In this section, the focus is on discussing the data as described in the research findings. The research data shows that joint discussions in accordance with collaborative learning procedures are needed to support the implementation of the academic writing learning process. This shows that group discussion activities are an important part of the collaborative learning process needed when teaching academic writing courses.



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The need is in line with the concept of collaborative learning, namely working together with others to solve problems or make a product (Laal and Laal 2012) either in pairs (two people) or in groups (more than two people). Deliberate learning activities are designed and carried out in pairs or small groups (Barkley, Cross et al. 2012). Also reinforced by Huang, Li, and Zheng that this model needs to be accompanied by social rules that bind together. Students are directed individually to plan, monitor, evaluate, and adapt motivation, cognition, and behavior during collaboration (Zheng, Li et al. 2017). Meanwhile, in the assessment component where students prefer the option, it is rather necessary to assess the process during group learning, it is indicated that they need the writing process more on their writing results by providing feedback (feedback) to improve writing results.

The results of the analysis also show that students need collaborative learning stages or procedures such as conducting orientation at the beginning of learning to equalize perceptions of the collaborative learning model and convey learning objectives and competencies at the beginning of each lecture. The need for stages is an important part so that students understand how to teach essay writing courses using a collaborative learning model. The explanation is that the stages or phases such as orientation, group formation, learning arrangement, facilitating student collaboration and assessment illustrate how the basic principles can be taken into account when compiling learning in collaborative writing. These strategies are carried out to facilitate the community among instructors to join or join naturally (Stewart, Cohn et al. 2016).

In the group formation phase, students need group formation which is carried out jointly between lecturers and students according to needs while still taking into account aspects of heterogeneity. Students also need to divide the roles of each group member and explain the procedure for completing assignments. As the main distinguishing feature of collaborative learning, collaborative learning is designed intentionally. All groups formed are designed intentionally, including in the design of learning activities. Then there is cooperation between groups in carrying out learning tasks with equal contributions. In addition, meaningful learning can increase the knowledge of students after participating in a whole series of learning activities (Barkley, Cross et al. 2012).

Students who already have writing skills are grouped with those who are not skilled in academic writing where the collaborative learning model comes from epistemology within the scope of social constructivism so collaborative writing is a process of writing together to produce quality texts (Storch 2018). Writing topics, formulating titles, designing writing outlines and developing paragraphs according to predetermined titles in groups are part of the needs of learning to write academics. The results of learning to write are then corrected jointly by each group. In online learning, they need group discussions conducted by each group through the application.

Students also need observation and interaction of lecturers with student groups to obtain information about group interactions and learning assignments. They also need an explanation of academic writing procedures to groups that need guidance and answer questions related to writing assignments. The interaction model between lecturers and students is more supportive than directing. Dose is expected not to use his authority in interactions with students but rather to provide guidance to achieve learning. The needs of these students are at the core of the collaborative learning model, namely the collaboration between students and their peers and collaboration between students and teaching staff. Share information from what they know and clarify the meaning of the concepts they want to learn. The philosophy is how students understand to achieve predetermined goals (Rae, Taylor et al. 2006). It was even emphasized that collaborative learning also confirmed the basic knowledge that would be brought into the community to be used as material in constructing new knowledge.

In writing practice activities, students need a way to hone their skills. They present their written work in front of their colleagues in order to get feedback or input for better quality improvements. Furthermore, it requires reflection and the lecturer summarizes the main points of students' thoughts and makes them as input for the next meeting. Meanwhile, students need an appreciation for the results of student achievements during the learning process. However, they chose the "somewhat in need" option on the assessment items carried out by the lecturer during the learning process related to group activities and writing learning outcomes.

In a social system, where students need the involvement of lecturers to motivate them. Meanwhile, in the concept of the principle of reaction, students need a direct response from the lecturer to student questions related to the learning material. They need a reward or appreciation so that they have a sense of self-confidence.

On the aspect of the objective, the students stated that learning to write academically is to improve students' understanding and skills in writing academic texts in English. Therefore, in every learning activity, apart from teaching writing concepts and strategies, students are also trained in academic writing procedures and techniques. For example, through the design of paragraph lines which will later be developed into a complete text. Also about the technique of citing other people's work so that there is no plagiarism in academic writing. It also includes concepts related to maintaining the integrity of the meaning in the text within the framework of cohesion and coherence. Two core features are taught to students so that the resulting text is of high quality and presents information with coherent reasoning.

This learning is part of an effort to improve students' skills in writing academic texts. As a standardized text, the writing model must be based on a study of a particular problem using scientific principles (Priyanto, Thoyibi et al. 2008). What is meant by scientific principles is that scientific works use scientific methods in discussing problems, present their studies using standard

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language and scientific systems, and use other scientific principles such as: objective, logical, empirical (based on facts), systematic, straightforward, clear, and consistent.

Other data is that students need a number of variables of abilities and skills at the end of the learning process, including having the ability to understand the concepts, variety, and structure of academic texts. This ability is needed as an initial foundation in writing, especially with regard to the generic structure of the text to be developed. Especially the ability to understand generic structures (Mallia 2017).

Among these aspects are (a) generic features, (b) a higher proportion of passive verbs are used in academic writing, although these are used wisely, (c) adapted to the target audience, and written concisely in simple and direct language, (d) supporting arguments using an inductive approach, (e) one paragraph having only one main idea, and (f) strengthening cohesive devices. In addition to these needs, students also need the skills to develop paragraphs of academic texts. The development of this paragraph is the embryo of the writing of the full text. Therefore, the next need leads to students' skills in writing academic texts with appropriate citation models.

### CONCLUSION

Based on the results of data analysis, the conclusions in this study can be formulated as follows. First, the academic writing learning model requires the active role of students in building cooperation during the teaching and learning process. This role is carried out during academic writing learning starting from planning writing, collaborative writing activities, to the results of the writing to be presented.

Second, the role of the lecturer only serves to provide guidance and make observations to detect possible problems as long as students work together. Through this role, the lecturer does not use an evaluative attitude but rather directs students to construct their understanding and writing skills.

Third, the lecturer also plays a role in solving any problems that arise such as the participation of group members that are not balanced, student rejection of group work, students who do not carry out group assignments, unwillingness of students to become group leaders, different levels of ability of students in groups, absenteeism and cheating. The role of the lecturer is intended to improve the quality of student collaboration to produce quality learning outcomes.

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