Writing has always been a fascination essay

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Introduction

Writing has ever been a captivation and enjoyment for me as an English Language scholar since my secondary school old ages from 1999 to 2003. I still can remember rather vividly how I started to compose light verse forms, and developed my accomplishments in composing narrations and more serious pieces when I reached Form 4 and Form 5. However so, most of the clip, composing lessons in the schoolroom were more of single footing. As a affair of fact, I could non remember even a individual happening of composing an essay as a group. Since I was moderately engrossed and passionate in bring forthing single essays, I had non even thought before of what collaborative authorship had in shop for me, and for my other friends.

My personal impression is that composing is deemed as a personal experience which leads to personal satisfaction ; which is absolutely exemplified during my school yearss. As a linguistic communication scholar, I personally believe in the power of authorship in conveying frontward one ' s position and sentiment. However so, non every person finds it easy to set thoughts into words particularly in covering with a 2nd linguistic communication.

Enlightened with the thought that collaborative essays are able aid lower proficiency pupils to better their English Language accomplishments, peculiarly in the country of authorship, I therefore found a mean to research more on group or collaborative authorship in the ESL schoolroom. Hence, I

seized the chance during my practicum at a suburban secondary school in the territory of Putatan, Kota Kinabalu, Sabah from July to October 2009, to detect a Form Four Science category and employed collaborative acquisition and group undertakings to develop the scholars ' composing accomplishments and quality. I explored how group undertakings and collaborative authorship could act upon pupils ' composing accomplishments and their disposition towards collaborative undertakings.

Background Of Study

Many researches and surveies touched on the widely discussed subjects of collaborative acquisition and acquisition in groups. In a similar graduated table, assorted researches and surveies are focused on the facet of collaborative authorship and authorship in groups. In Malaysia educational scene every bit good, there are rather a figure of recent surveies done on group composing as the focal point on bettering pupils ' composing accomplishments came into consciousness. Mohammed Nor and Abd. Samad (2006) stated that group authorship is good during the composing procedure in the schoolroom and " group authorship has accomplished a function during the composing procedure lessons" . This survey indicates that when pupils write in groups, they produce Hagiographas of better quality. Indirectly, collaborative authorship trades with societal interaction between equals. Since authorship is deemed as seting one ' s ideas and thoughts into words (Chitravelu et al, 1995 ; Johari, 2004 ; Sokolik, 2002) , in group composing peculiarly, communications take topographic point in signifiers of brainstorming and idea-generation between equals. Mohamed Nor (2006) further explained in her recent survey of a ' learning

communities ' comprises of school community and the populaces, the basically critical demand for common transportations of cognition to heighten acquisition. Therefore, the importance of holding a support squad or group attempt in working on a schoolroom undertaking is undeniable in Malayan instruction system.

Problem Statement

By and large, the Form 4 pupils, despite being in a Pure Science category, lack the accomplishments in composing good essays. They have already had a preconceived impression that English Language topic is less of import compared to other nucleus topics. Therefore, the pupils pay less attending to bettering their accomplishments in authorship and loath to actuate themselves whether separately or collaboratively. Other than that, the pupils think that composing bore them because of the conventional manner of authorship and as simply a undertaking in the schoolroom and in scrutinies. Tan (2006) stated that composing assignments in Malayan schools is evaluated against taging rubrics which is based on Malayan pupils ' criterion. Many a clip, the learning methods employ and concentrate largely on single undertakings and the terminal merchandise (i. e. the concluding production of an essay) , Tran (2006) .

Research Aims

The chief purpose of this survey was to happen out how collaborative acquisition undertakings and collaborative authorship impact pupil ' s authorship quality. Other than this, this survey aimed to happen out how the pupils of Form 4 Al-Razi who ranged from lower-intermediate to lower-

advanced degrees of proficiency perceive person and collaborative authorship.

Briefly, the aims of this survey was to happen out:

a) how group or collaborative authorship undertakings impact pupils ' composing quality and criterions ; and

B) how pupils of changing degrees of English proficiencies prefer to compose in the ESL schoolroom.

Research Questions

In order for me to research more of the nature and advantages of collaborative authorship activities and undertakings in the ESL schoolroom, and specifically in Form 4 Al-Razi, I pinpointed and focused on a few critical research inquiries. These inquiries aided me to happen out more on how the collaborative authorship activities and undertakings conducted for the pupils of Form 4 Al-Razi impacted their authorship qualities. The research inquiries were as the followers:

a) What are some of the effectual collaborative activities in bring forthing quality essays and Hagiographas?

B) Does composing collaboratively better pupils ' accomplishments in authorship?

degree Celsius) What is the penchant for ESL pupils of higher and lower degrees of English proficiency in authorship?

Significance Of Study

This research is good in understanding in deepness the effects of collaborative undertakings in pupils ' composing quality. Since Malayan instruction system is still exam-oriented, albeit in lesser grade, this survey explores the pupils ' disposition towards English linguistic communication composing in schoolroom – whether authorship is given as much accent as the other linguistic communication accomplishments (i. e. hearing, speech production and reading) . This survey high spots major issues including how good and weak student-writer prefer to compose, effectual methods in carry oning collaborative authorship, and most significantly, accomplishments achieved in composing collaboratively. By carry oning this research, it is hoped that composing collaboratively improves pupils ' soft accomplishments, and non simply in scrutinies and schoolroom undertakings.

Restrictions And Boundary lines Of The Study

In transporting out this survey, several possibilities of restrictions and boundary lines were taken into consideration. Bearing in head that the practicum was merely for 13 hebdomads, excepting vacations and school interruptions, I narrowed down and specified the Scopess of my survey as followed:

a) Sample

The samples of this survey involved merely 24 Form 4 Science 1 pupils (Form 4 Al-Razi) of SMK Putatan, Penampang, Sabah. The peculiar category was chosen since I was assigned to the category during the 13-week

practicum. Other than that, this category was the best category among the Form Four categories.

B) Research Methodologies and Instrumentalities

This survey employed the qualitative research method. Methods of roll uping informations were taken in signifiers of observations, teacher ' s checklists, pupils ' essays and contemplations. The methods were conducted in existent schoolroom state of affairss during the allocated instruction periods.

degree Celsius) Collaborative Writing Activities

Sing the fact that there are a broad scope of collaborative authorship activities applicable for ESL schoolrooms, merely three (3) chief collaborative authorship activities were selected. There were the 5-paragraph method, peer response and redaction, and mock argument. The 5-paragraph method and peer response and redacting were interrelated with each other. Peer response and redacting took topographic point after the 5-paragraph method. As for the mock argument, it was a readying for pupils to compose argumentative authorship.

Operational Definitions
Some footings and abbreviations were employed and adapted in this survey. For mentions and lucidity intents, the operational definitions are stated and explained as the followers:

a) Collaborative / Group Writing

Joint undertaking in the peculiar linguistic communication accomplishment of composing which involved the pupils of Form 4 Al-Razi of SMK Putatan, Penampang.

B) ESL and ESL Learners

ESL refers to English as a 2nd linguistic communication. ESL scholars refer to the Form Four Al-Razi pupils of SMK Putatan Penampang.

degree Celsius) L2

L2 refers to 2nd linguistic communication. English Language is regarded as a 2nd linguistic communication in Malaysia and so therefore in the educational context. Second linguistic communication (L2) learners in this survey were the pupils of Form 4 Al-Razi.

vitamin D) 5-Paragraph Method

This method refers to one type of collaborative composing undertaking employed during the ESL schoolroom. Students were taught the systematic and manageable ways of composing essays (debut, organic structure, and closing) .

vitamin E) Peer Response and Editing

This method refers to one type of collaborative composing undertaking employed during the ESL schoolroom. In groups, pupils exchanged and provided responses to other group ' s errors and mistakes in their concluding essay.

degree Fahrenheit) Mock Debate

This method refers to one type of collaborative composing undertaking employed during the ESL schoolroom. This was a smaller-scaled or ' mini ' argument conducted as a pre-writing undertaking to heighten collaborative attempt among the Form 4 Al-Razi pupils.

Reappraisal Of Literature
Introduction
This chapter is organized into three (3) major subdivisions which highlight collaborative acquisition and authorship every bit good as the possible advantages of collaborative authorship in the ESL schoolroom. This chapter besides touches on the deductions of collaborative acquisition and authorship in the Malayan educational scene.

Collaborative Learning In The ESL Classroom
For rather a few decennaries, collaborative acquisition has been a topic of involvement for pedagogues and research workers. " Collaborative learning" occurs between instructor and pupils, or amongst pupils who are working in groups and portion thoughts and make a solution for a peculiar undertaking. Brown (2001) explained the term collaborative larning which implies that pupils engage with " capable others" including their instructors and equals during the learning procedure. On another note, the term " collaborative learning" is a large umbrella term embracing the full facet of linguistic communication accomplishments. Whilst the definition revolves around the significance of a group of people working together to finish a undertaking and make a solution, similarly, one linguistic communication accomplishment which requires collaborative attempt is composing accomplishment.

Writing In The ESL Classroom

Writing is one of the four linguistic communication accomplishments taught in Malayan school. In conformity to that, the aims of composing in Malayan schools had been developed by the Centre of Curriculum Development Ministry of Education since 1986. The Curriculum Specifications developed for Form 5 in 1990 specified that " students should be guided through the planning, outlining, redacting and the concluding authorship of the composition" . However, more frequently than non, in 2nd linguistic communication authorship, the concern is more towards signifiers (grammatical regulation) than maps. Students ' Hagiographas are evaluated against a set of rubric consisting of grammar, spelling, punctuations, and organisation facets (Sokolik, 2002 ; Tran, 2006) This ability to compose is considered as the overall pupils ' 2nd linguistic communication proficiency, in this instance, English linguistic communication proficiency. Equally much as that is the instance in 2nd linguistic communication state of affairss, pedagogues have been cognizant of the ' focus on maps ' in learning English as a 2nd linguistic communication (L2) . Tran (2006) shared his position of the English Language direction which puts greater accent on the ' forms ' (i. e. grammatically right sentences) in Vietnamese schools. He stated farther scholars need to accomplish the communicative competency, the ability for scholars to expressively convey thoughts and sentiments. Hence, the procedure composing attack in groups.

As " writing is a believing process" (Brown, 2001: 336) , student-writers need to be familiarized with the procedure in composing. Writing, harmonizing to Sokolik (2002) is both a ' product ' and ' process ' attack

affecting imagining, forming, outlining, redacting, reread and the concluding merchandise. Having said that, it is notable to province that composing is non a stiff procedure, alternatively it is cyclical, recursive and sometimes in a disorganised mode. In support of the merchandise and procedure attack, Johari (2004) highlight the chief focal point of both the merchandise and procedure attack in composing. Briefly explained, the effects of using both the merchandise and procedure attack in schoolroom authorship is the " collaborative attempt between instructors and pupils in doing composing a joint part of both parties" . Sharing of thoughts and sentiments in schoolroom authorship is besides supported by Sokolik (2002) as parts of the procedure attack.

Collaborative Writing Tn The ESL Classroom
Having explained on collaborative acquisition and the authorship accomplishment procedure, another term worth cognizing in relation to this research is " collaborative writing" . This term is widely used and applied in assorted schoolroom instruction and has become one of the pedagogical rules in schoolroom instructions. Murray ' s (1992) defined collaborative authorship as " those in which the bulk of the interaction occurs on paper and those in which the text is constructed through unwritten discussion." Emmons (2005) further stated that:

" The basic thought (of collaborative authorship) is that all texts are in some manner generated by groups of people… in every schoolroom act of collaborative writing… the members of the text-generating group are identified, their input is analyzed, valued and rehearsed. Through this procedure the text itself is deconstructed, its formative elements are

described, tested, and reinvented for the benefit of pupils ' apprehension of the significance, importance and pattern of writing."

In the L2 schoolroom, ESL scholars need more counsel and scaffolding particularly in composing. They find larning the linguistic communication every bit constricted to merely in schoolrooms and as portion of the scrutinies. As Tan (2006) puts it that Malayan pupils comply with the accomplishments and schemes in replying inquiries and composing essays as what is expected by testers.

Such a manner to larning English resulted in the inactive manner of carry oning schoolroom activities. The forms of larning in Malayan instruction rely on form-focused direction, rote acquisition, and ' spoon-feeding ' . This scenario occurs non merely in secondary schools, but besides at third degree. Maesin, et Al (2009) stated that the acquisition manners adopted by Malayan pupils are largely focused on surface and dependent acquisition and therefore resulted in them confronting troubles during their third instruction. Relevant to those learning manners, third pupils therefore preferred collaborative acquisition activities particularly to heighten their linguistic communication accomplishments (listening, speech production, reading and composing) . It is shown that although L2 scholars are more inactive and are tuned in to single acquisition manners and activities, they are cognizant of the effectual manners of collaborative acquisition activities which require analytical thought and active engagement.

Writing As A Social Interaction

Fitzgerald and Stamm (1992) as cited in Mohammed Nor (2003) stated that group composing can help pupils in composing composing. Undeniably, composing in groups indirectly exposes them in societal interaction with equals. The composing procedure boots off with the pre-writing phases of which a batch of oppugning, brainstorming of thoughts, ' quickwriting ' of self-generated sentiments, and wordmapping. This scope of activities, harmonizing to Sokolik (2002) , are good during the procedure composing attack and indirectly serves as a platform for constructive communicating between equals. Similarly, Chitravelu, et Al (1995) pointed out that instructor could tie in pupils ' composing undertakings with their societal demands. Writing takes into consideration pupils ' societal demands. Therefore interaction amongst equals in the authorship undertaking is every bit much as of import to develop pupils ' idea-generation for the authorship undertakings.

Murray (1992: 103) further explained of the nature of collaborative authorship as a ' social procedure ' of which authors make an attempt to seek for ' shared apprehension ' with fellow authors or co-authors. She stated that among the schemes of collaborative composing include ; puting common end, information spread or possessing different cognition, finding the cognition of the audience, group interaction, and distancing from the text. Such schemes ideally meet the societal and interactive demands of student-writers in ESL schoolrooms.

Other than that, as has been stated earlier on ' learning communities ' , one of its intents is to supply pupils with shared acquisition and cognition and

edifice relationships. Constructing relationships include amongst the school communities and besides with the immediate surrounding and public. This ' learning communities ' reciprocally help in sharing and leaving cognition of capable affair and learning linguistic communication accomplishments (Smith and MacGregor, 1992) . Similarly, in a smaller graduated table in an L2 schoolroom, this joint attempt between pupils and instructors contribute towards active engagement. Communication takes topographic point during all phases of the authorship procedure. As antecedently mentioned, brainstorming, oppugning, feedback, redacting and revising are the of import facets of heightening composing accomplishments among pupils than the concluding merchandise (i. e. the essay) .

Advantages of Collaborative Writing
The old proverb of " two caputs are better than one" is a suited one in explicating about collaborative authorship. Research workers and pedagogues for the past decennaries have had positive say on this joint attempt of composing in schoolroom. Acerate leaf to state, there are so assorted advantages of collaborative authorship. From betterments seen in composing accomplishments to run intoing the societal and interactive demands of scholars, this joint attempt of composing surely serves a new position in L2 schoolrooms.

In a broader sense, there are assorted of activities and methods used in collaborative acquisition in English linguistic communication schoolroom. Likewise, research workers and pedagogues have reasonably late employed effectual methods in learning authorship in ESL schoolrooms. Besides, at the same clip, the findings of the researches mentioned of L2 scholars '

deficiency of motive and involvement in composing. It tends to be neglected in the English linguistic communication because the focal point is more on the signifiers (grammar) instead than the maps. There are several methods and schemes which are common and effectual to estimate pupils ' involvement in composing. These methods are frequently employed as collaborative attempt in the schoolroom.

Building And Fostering Relationships

It is widely and undeniably agreed upon that one of the advantages of collaborative authorship is in edifice and furthering relationships. The edifice of relationships could happen between students-students, and teacher-students. Johari (2004) stated that collaborative authorship establishes a supportive relationship between instructor and pupils. Other than as a tool to show acquisition in the ESL schoolroom, collaborative authorship is seen as supplying the chance for beef uping of relationships between equals when they are involved in the assorted collaborative undertakings.

The development of a ' learning community ' occurs when instructor and pupils are inclined towards the collaborative authorship activities. As McGregor (1992) stated that " the schoolroom is no longer solo instructor and single pupils – it becomes more an mutualist community " . Briefly stated, one time the schoolroom evolves into a acquisition community, spontaneously and without uncertainty, instructor and pupils likewise will further their relationships. The function of the instructor no longer is confined as a ' boss instructor ' but instead as a ' lead instructor ' who provides and offer aid. In the same manner, pupils are larning in a non-threatening environment.

Allows Peer Feedback and Response

Yet another advantage of collaborative authorship in the ESL schoolroom is peer feedback and response. Tompkins (1990) reinforced that " writing can non happen in a vacuity and must run into the demands of the readers" . Thus feedback is of import during the authorship procedure. Writers write for a intent, which are for readers. In group authorship, these readers could be another composing group reading and supplying feedback to another group ' s authorship. Davidson (1996) as cited in Krieger (2005) stated that " with many pattern, (pupils) frequently rapidly acknowledge the defects in each other ' s arguments" . This signifies how collaborative authorship undertakings are able to advance ego consciousness in acknowledging each others ' errors and mistakes made. Alternatively of the instructor rectifying them, the pupils are allowed the liberty giving feedback and reacting to their equals ' authorship.

An illustration of an effectual collaborative authorship in the ESL schoolroom is the instance of a Vietnamese secondary school of which an advanced attack to instruction of authorship was employed in heightening collaborative authorship among the pupils. They employed the authorship procedure attack which included several bill of exchanges and re-editing by a group of pupils. During the ' revision phase ' , peer redacting and peer feedback were carried out on the first and concluding bill of exchange of their equals ' authorship. Tran (2006) further explained that this sort of activity allows for equal reader-writer interaction every bit good as supplying pupils with an chance to name their errors and polish their authorship.

Encourages Debate

Another illustration of effectual collaborative authorship activity in the ESL schoolroom is argument. Generally speech production, argument is an first-class linguistic communication acquisition activity due to its pertinence in prosecuting scholars cognitively and linguistically. Teachers and pedagogues who apply the argument activity in the ESL schoolroom are decidedly cognizant of its potency in supplying meaningful hearing, speech production, and composing patterns.

On another note, apart from supplying meaningful hearing, speech production and composing patterns in general, argument undeniably occurs during collaborative authorship activity. In a smaller graduated table, schoolroom argument is another merriment yet effectual manner of working hand in glove. Baker (1999) as cited in Munneke and Andriessen (2000) opinionated that ' argumentative interactions ' occur when pupils are to compose an essay in groups. The demand to convert the other opposing squad is likened to a author who writes to convert his or her readers. Once once more, the characteristics of the procedure composing attack of brainstorming, oppugning and clear uping information are similar to the spoken schoolroom argument. Idea-generation are spontaneously being stated during the ongoing argument. This accomplishment during the pre-writing phase allows for greater ascription of effectual and good group authorship.

It can be seen that debate accomplishments are needed in persuasive address and besides composing. Hence, the incorporation of argument gages pupils ' thought accomplishments. Nisbett (2003) as cited in Kieger (2005)

stated that " debate is an of import educational tool for larning analytical accomplishments and for coercing self-aware contemplation on the cogency of one ' s ideas" . Briefly stated, collaborative authorship non merely provides ESL scholars with the chance for a mere argument in the schoolroom, it spontaneously promotes and enhances the scholars ' thought accomplishments and the ability to spread out on their argumentative thoughts and sentiments on certain capable affair.

Comprehension Of Capable Matter

In a research done by Wheeler and McDonald (1998) on utilizing composing to heighten collaborative acquisition in technology class in a Virginia Military Institute, they stated three (3) benefits on how writing enhanced coaction in the specific class ; betterments can be seen on group treatments and pupils comprehend the topic affair better, composing besides provides chance for teachers to measure pupils ' apprehension, and in conclusion collaborative attempt proves to supply greater synergism in equal response and redaction. Briefly stated, collaborative composing provide scholars of English with improved accomplishments and schemes in authorship and grok better. Other than that, instructors and pedagogues every bit good have the chance to measure how far pupils ' apprehension is in the subject-matter, as in equal feedbacks.

Deductions Of Collaborative Writing In Malaysian Schools

The Malayan instruction system certainly has been on greater land over the decennaries. Although secondary school pupils and in fact, third degree pupils are still confronting with troubles in communicative facets of English linguistic communication, the proactive attack for instructors and

pedagogues in ESL schoolroom in carry oning collaborative acquisition, specifically in composing prove to be a stepping rock towards heightening composing accomplishments and schemes. Mohammed Nor (2006) and Tan (2006) opinionated in the surveies they have carried out among upper secondary school pupils, that the procedure composing attack in composing decidedly serves as one manner of collaborate in composing amongst pupils. This attack of collaborative larning involves active engagement and treatment from equals. As Tan (2006) claimed that Malayan pupils based their composing criterion against the Malayan criterion for scrutinies, this is a common ground why pupils are on a lesser grown when it comes to communicative competency. Hence, to advance effectual authorship accomplishments and finally to be communicatively competent, joint attempt and undertakings in the schoolrooms are undeniably necessary.

Decision

In decision, assorted surveies and researches supported the incorporation of collaborative acquisition in the ESL schoolroom. Specifically, the importance of collaborative authorship in the ESL schoolroom is besides given emphasized by assorted research workers. Although this survey is concerned with how collaborative authorship activities enhance and affect pupils ' composing quality, several thoughts and impressions surface in this chapter. Among them include the important function of collaborative authorship as an agent of socialisation and as a tool for pupils to portion good thoughts and ideas. Briefly, collaborative authorship activities do non merely impact pupils ' composing quality but besides in footings of other linguistic communication accomplishments such as speech production accomplishment, every bit good

as the every bit of import component of critical and originative thought accomplishments.

The Methodology

3. 0 Introduction

This survey employed the qualitative method. The method used suited with the purpose of this survey. This survey involved a category of Form Four pupils from SMK Putatan, Penampang, a suburban school in the West Coast Division of Sabah, the territory of Putatan. In order to research collaborative acquisition undertakings and collaborative authorship in pupils ' composing quality, this survey was based on the triangulation method which included non-participant observations, certifications of pupils ' single and group essays and contemplations of instructor checklist, pupil contemplations and unwritten responses.

Samples

For the type of sampling, the purposive sampling technique was used. The samples were pupils of Form 4 Al-Razi, a pure scientific discipline category, which consists of 24 pupils of assorted genders. The pupils are 16 old ages of age. The samples were selected since I was assigned to learn the category. It was more convenient and reliable to derive informations from the category I was learning. Advancement after advancement could be observed during the class of carry oning several composing lesson with the pupils. Apart from that, the pupils ' degrees of English proficiency ranged from lower-intermediate to lower-advanced. This group of pupils reflected and exemplified typical scholars of English as a Second Language (ESL) in

Malayan secondary schools which comprised of different degrees of motives and attitudes in English acquisition.

The Research Design

For the research design, the cardinal method employed was the qualitative method. The preliminary program for the survey was selected and chosen distinctively. The choice and short-listing of the topics were determined. The sites and clip frame for informations aggregation were taken into consideration in line with the range of the survey. Subsequently, after the preliminary program of the research design had been determined, collaborative authorship activities were executed during the composing lesson in the ESL category. Three (3) chief collaborative authorship activities were employed in Form 4 Al-Razi. They were the 5-paragraph method, peer response and redaction every bit good as mock argument.

A) The Preliminary Plan

The research design was based on the qualitative research. The preliminary program for the qualitative research included the topics to be studied, sites to be studied, and clip frame for informations aggregation. For the topics or samples, participants are chosen utilizing the purposive sampling technique of which merely one category is chosen, which is a scientific discipline category. It comprises of 24 pupils of assorted genders and ability in English proficiency. Second, the research was conducted in merely one category, which was the English category I was assigned to. Form 4 Al-Razi was a pure scientific discipline category of SMK Putatan, Penampang, Sabah. Third, for the clip frame for informations aggregation, information was collected for the

period of 13 hebdomads during my practicum instruction from 13 July 2009 until 09 October 2009.

B) Collaborative Writing Activities Conducted

During the class of my survey and informations aggregation, three (3) activities were utilized in the collaborative authorship undertakings for the pupils which included the 5-paragraph method, peer response and redaction, and mock argument.

In the first collaborative activity which was the 5-paragraph method, pupils were grouped and organized into 4-5 pupils in a group. Students wrote and produced a formatted essay in group harmonizing to the 5-paragraph method taught. Beforehand, pupils were exposed to the technique and came up with a completed theoretical account essay.

In equal response and redaction, this collaborative undertaking was done after instructor ' s mold of the 5-Paragraph Method. Every group exchanged the finished essay and had the chance to react and give feedback of the other groups ' composing in footings of paragraphing, content, grammar, and mechanics (punctuations, capital letters, etc) .

For mock argument, as portion of the authorship procedure, pupils were exposed to argumentative type of composing through the debut of the mock argument. Brainstorming is an indispensable portion of the authorship procedure. Informal argument was conducted by organizing two (2) groups. An argumentative subject was given. One group was selected as the Government, while the other was selected as the Opposition. Each pupil in

every squad was provided with one point or issue. This collaborative

undertaking was an indispensable pre-writing activity for the pupils.

Research Instrumentalities

For the instrumentalities employed during the class of the survey, there were

four (4) chief instruments used.

A) Non-Participant Observation

The chief instrument which was used in the research was through teacher

observation. Observations took topographic point in the schoolroom during

the instruction and acquisition procedure. Students ' verbal and non-verbal

behaviour will be observed during the collaborative authorship undertakings.

I was the non-participating perceiver during the collaborative authorship

undertakings prepared for the pupils. However, at the same clip, I prompted

the pupils during the pre-writing activities, specifically during the

brainstorming and question-and-answer Sessionss.

B) Teacher Checklist

As portion of the non-participant observation, a written certification was

provided for the inside informations observed during every collaborative

authorship undertaking. A checklist was used to enter and document of

import things happening during every composing lesson. It was besides used

to supervise pupils ' advancement.

C) Analysis of Students ' Essaies

Essaies produced by pupils were one of the nucleus instruments used in the

survey. There were two (2) types of pupils ' Hagiographas which were

analyzed. The first 1 was single pupil essays, and besides group /

collaborative essays. As I wanted the pupils to be exposed to more systematic manner of composing an essay, the single authorship was conducted much later in Week 9 of my practicum. Students were asked to compose a descriptive essay. Meanwhile, for collaborative essays, the prominent and existent collaborative authorship undertakings occurred in Week 3 and Week 9. In Week 3, pupils collaborated to bring forth a address essay. In Week 9, pupils were asked to bring forth an argumentative and pros-and-cons type of essay in groups.

D) Students ' Contemplations and Oral Responses
During the class of the collaborative authorship undertakings, pupils ' self-generated and non-spontaneous responses were observed and recorded. Apart from that, pupils orally shared their responses on the collaborative authorship undertakings they were engaged in. Students ' responses and contemplations were appropriate beginnings to look in-depth into pupils ' penchants in collaborative authorship undertakings in the schoolroom.

Data Analysis And Interpretation
Datas obtained from instructor ' s observations and checklists every bit good as pupils ' essays and contemplations were analyzed utilizing interpretative method or ' observer feeling ' . Datas were examined, and so were interpreted based on my ain apprehension and feeling. Last the informations were summarized and summed up in the findings and treatment of findings.

Research Findings And Discussion
Introduction
As I had incorporated the three major types of collaborative authorship activities for my survey, several penetrations surfaced in relation to

collaborative authorship and the betterment in pupils ' composing qualities. The findings of my survey suggested that the choice of collaborative undertakings for ESL pupils impacted their authorship accomplishments and qualities. Apart from that, collaborative authorship activities besides provide the chance for pupils to heighten their other linguistic communication accomplishments, particularly in speech production. Another every bit of import subject is how pupils of different proficiency degrees react to collaborative composing undertakings and activities in ESL schoolroom.

Tasks Efficacy And Relevancy In Collaborative Writing
The undertakings I implemented during the collaborative authorship undertakings include the 5-paragraph method, peer response and redaction, and mock argument. Some of the inquiries I had been seeking to reply in the selecting and implementing of undertakings and schemes in category assistance in collaborative and group composing include: What could be gained from the incorporation of such undertakings and activities? Did they help the pupils to be more engrossed in the collaborative authorship? Did the choice of the undertakings and activities in line with lending some elements of collaborative authorship? Largely, the findings and treatment of this survey were based on Research Question 1: What are some of the effectual collaborative activities in bring forthing quality essays and Hagiographas?

a) 5-Paragraph Method and Peer Response/Editing

The 5-Paragraph Method (Illustration 1) of essay-writing was incorporated by me every bit early as the 3rd hebdomad. The relevance of the incorporation of this sort of essay authorship was for the pupils of Form 4 Al-

Razi to larn to associate ideas and thoughts together, and a manner to form those thoughts, every bit good as a good exposure for a complete authorship procedure. Johari (2004) strongly supported the importance of concentrating on the procedure while composing, alternatively of concentrating entirely on the terminal merchandise.

The 5-paragraph method and theoretical account essay were besides helpful for less proficiency pupils in my ESL category. In learning the method of composing essay, I modeled an illustration of a text of a address essay (Illustration 4) to assist the less adept pupils. What I could detect was that the pupils could grok better when I showed them the theoretical account essay. Therefore, when I asked them to bring forth similar addresss essay on the same subject (" How To Keep Peace and Harmony In Our Society) , the pupils working in groups could easy come up with their essays. Chitravelu et Al (1995) supported the usage of composing theoretical accounts in the ESL schoolroom as when pupils attempt to copy a text, he or she becomes cognizant of the many characteristics of authorship. The pupils by and large understood what I taught and modeled them in the paragraphing method (Illustration 2 and 3) .

Meanwhile, for the 2nd collaborative authorship activity for the pupils of Form 4 Al-Razi, equal response and edit was done instantly a twenty-four hours after collaborative authorship activity 1 which was the 5-paragraph essay. The importance of giving immediate feedback to pupils in helping them to bring forth better plants, supplying a platform for pupils to measure and reflect on the quality of their Hagiographas, and as a motive for them is supported by Chitravelu et Al (1995) ; Porto (2000) ; Johari (2004) ; and

Tompkins (1990) . One of the important relevancy of the incorporation of equal response and equal redacting which I observed amongst the pupils of Form 4 Al-Razi was for pupils to measure their ain mistakes and errors. A set of checklist to react and redact one another ' s authorship was prepared by me before the lesson (Illustration 5) . The pupils were responsible to note on their equals ' essays. I pinpointed that:

" My aim was to do pupils understand and see what errors and mistakes they make ; instead than holding a instructor rectifying them." (TREFJ: WEEK3: pp 11)

The efficaciousness of the equal response and redaction could be observed as the activity was conducted a twenty-four hours after the pupils collaborated to bring forth a address essay entitled " How To Keep Peace and Harmony in Our Country" . Such immediate feedback and response towards pupils ' betterment and quality authorship was evident as the pupils were still familiar with the composing they produced. They even were enthusiastically looking frontward for the other composing group ' s feedback and response in the authorship they produced earlier. I observed at the terminal of the lesson with Form 4 Al-Razi that:

" After holding produced an essay, pupils should have feedback from their friends or instructor every bit shortly as possible while they are still familiar with the essay. (TREF: LP WEEK 3 A)

Based on the two collaborative activities conducted, I found out that less adept pupils particularly were engrossed in bring forthing the address essay. Although they did non lend much in the existent authorship (which was done

by their more adept equals) , I could see betterments in footings of bring forthing more organized and systematic essays, though they were still major betterments to be made in respect to their grammar.

B) Mock Debate

As Johari (2008) emphasized on the importance the authorship procedure, other than entirely concentrating on the terminal merchandise (i. e. the finished piece of essay) , I felt that the mini mock argument I introduced to Form 4 Al-Razi could function as an first-class pre-writing activity in the ESL schoolroom. I was proud to hold introduced the argument for the pupils, other than get downing off my composing activities with brainstorming Sessionss. Johari (2008) further stated that ;

" too frequently, nevertheless, instructors fail to let pupils sufficient clip for these procedures, peculiarly during the of import pre-writing phase when pupils interact with their instructor and equals to bring forth thoughts and find their subject, purpose, audience, and organisational scheme."

My observation and contemplation reflected Johari ' s (2008) impression. I wrote:

" Before choosing to integrate this mini mock argument, I took into consideration the chance for composing another type of essay, which was a more serious authorship. I saw the advantage of the mock argument in assisting pupils to compose an argumentative or pros and cons writing" . (TCHECA: MDEB A)

Hence, based on my observations every bit good as my ain contemplations and of the pupils ' , I could state that the efficaciousness and relevance of the mock argument for the collaborative authorship session was incontestable. I observed and wrote in my teacher checklist during the mock argument activity that:

" Although non all pupils managed to speak, I believe for future usage, (argument) can be a great pre-writing activity." (TCHECD: WEEK8 A)

As for the efficaciousness of the mock argument in arousing pupils ' ain thoughts and sentiments every bit good as their accomplishment in giving statements, this I perceived as lending towards their sharing of relevant thoughts and the ability to reason for their points in the collaborative argumentative essay which they produced subsequently. Munneke and Andriessen (2006) opinionated on this by saying that when an essay is written as a group, debate between the members of the group besides occurs. I observed that:

" I did non make the brainstorming as I ever had done in my old lesson. Alternatively of ' provoking ' them to originate replies, the pupils themselves worked in two groups (the Government and the Opposition) in coming up with their points to refute. (TCHECA: MDEB B)

Collaborative Writing And Levels Of English Proficiency
True to what a few researches on the advantages of collaborative authorship for pupils of lower English proficiency, the injury and disadvantages for the better-able and good pupils besides were evident. In seeking to reply Research Question 2 and 3, I summed up the findings and treatments in one

subheading of " Collaborative Writing and Levels of English Proficiency" .
How collaborative authorship undertakings and activities impacted the pupils
' composing quality is besides correlated with how adept the pupils are in the
English Language.

a) Research Question 3: What is the penchant for ESL pupils of higher and
lower degrees of English proficiency in authorship?

How did the Form 4 Al-Razi pupils of assorted degrees of English proficiency
prefer to compose? In seeking to reply the Research Question 3, I requested
for the pupils of Form 4 Al-Razi to compose their contemplation on what they
felt about the person and group authorship every bit good as my instruction
as a whole. I found out that a few good pupils in the category felt
unenthusiastic and discouraged to compose in group. However, there were
besides those who enjoyed the collaborative activities. The more adept
pupils wrote:

" You give ill-defined direction. Necessitate to work on your voice projection.
I feel this category is boring" . (SREF: Tabun: FIJ)

" Miss Elvera is interesting. I love it when you give us interesting quotation
marks during the category. However, you need to increase your voice.
Sometimes, you give ill-defined instructions. P/S I ' m truly regretful I slept in
your category during the group activity. I do n't prefer group activities as I
feel that it is rather deadening. I prefer to compose individually." (SREF:
Sarin: ACP)

" Teacher Elvera is nice. I like her lessons, clairvoyance. the interesting games and activities and the mock argument! " (SREF: Gigahertz: Cesium)

Based on what the pupils ' written contemplations, I could see that one of the factors which led the more adept pupils to experience world-weary and unenthusiastic during the group undertakings and activities was my voice projection and instruction-giving. I should acknowledge that sometimes I felt it a spot hard to give instructions to the pupils of Form 4 Al-Razi since I ' perceived ' them to understand my instructions and comprehend them better. However so, I gained some input from their contemplations on my instruction and would seek to do betterment for my lacking. I wrote this in my day-to-day brooding diary:

" Towards the terminal of my practicum session, I did a contemplation with my pupils (Form 4 Al-Razi) ...students can be such a surprise. You ' ll acquire all kinds of replies and responses. Yet, those contemplations help me in understanding my pupils and bettering my instruction skills." (TREFJ: WEEK13: pp 45-46)

Meanwhile, the less adept pupils in Form 4 Al-Razi reflected for and against collaborative authorship undertakings during the ESL lessons. I found out that they possessed assorted feelings for the three (3) major collaborative authorship activities conducted (i. e. 5-paragraph method, peer response and redaction, and mock argument) . Some less adept pupils wrote:

" The activities merriment and interesting. I like the strip-story alot! I besides like the essay authorship in group. But teacher do n't give adequate clip to write" . (SREF: Washington: Samarium)

" You give us excessively many essays. I do n't wish English and composing essay. Its difficult for me" . (SREF: Weber: NAI)

" I do n't wish English. Its deadening clairvoyance when I have to compose essays." (SREF: WC: AAM)

An of import point to observe based on what the pupils reflected was that ample of clip given for composing activity guarantee maximal learning input for the pupils. Otherwise, the less adept pupils would non see maximized acquisition. The clip restraint during the collaborative undertakings did non happen that frequently ; it was merely for several in-class Hagiographas. I believe that there was non much advantages if authorship is done hurriedly and concentrating merely on the terminal merchandise. At the terminal, pupils would non profit during the collaborative authorship undertakings. What Silva et Al (1994) as cited in Porto (2001) claimed is true ; " writing under clip force per unit area is non congruous with the construct of composing as a recursive, synergistic, communicative and societal activity."

On similar graduated table, I perceived that for pupils of lower English degrees proficiency, the chief factor for them in their penchants for collaborative authorship undertakings during my lessons really depended on their openness and socialising accomplishment among their equals. Briefly stated, some less adept pupils might wish collaborative activities, and some might non. Arthur-Kelly (2003) noted that scholars vary in their ability to take part in concerted and collaborative based activities. Therefore, it is needfully of import for instructors to leave the accomplishments of cooperation amongst their pupils.

B) Research Question 2: Department of energies composing collaboratively better pupils ' accomplishments in authorship?

In carry oning this survey, I was peculiarly intrigued to happen out how the pupils fare in their authorship. I wanted to happen out whether or non collaborative authorship assisted the pupils in bring forthing better essays separately. In seeking to reply Research Question 2, beforehand, I engaged the pupils in a few collaborative undertakings, including group authorship. After ample acquaintance and exposure of the 5-paragraph method and collaborative authorship, I requested the pupils to separately compose a descriptive essay of 350 words during a 70-minute lesson.

a) Individual Essays

Briefly stated, during the descriptive authorship undertakings which I did with my pupil merely in the 9th hebdomad, by and large most of the intermediate and high-intermediate degrees of proficiency pupils managed to bring forth quality essays which I had expected (Illustration 6a and 6b) . For the less adept pupils ' essays (Illustration 7a and 7b) , one pupil came to me seeking for my aid in composing her essay. I offered some aid and turned out that she managed to bring forth better essay. I observed that:

" I could besides see that one of the weak pupils seeks for my aid. I offered help...she managed to bring forth an norm essay which I am proud of."
(TCHECD: WEEK 9 A)

B) Collaborative/Group Writing

As stated by Thompkins (1990) that when pupils write a composing in groups, they are provided with the chance to practise before composing a similar essays separately. The collaborative essays done by the pupils of Form 4 Al-Razi henceforth provided the chance for the less adept pupils to better their authorship accomplishment. However, I found out that, for the group essays that they produced, the 1s who put the group ideas into written words were the more adept pupils. This could be seen in Illustration 8 (a) and Illustration 8 (B) .

degree Celsiuss) Comparison of Individual And Collaborative Writing

After the completion of the collaborative authorship and single pupils ' authorship, I compared their single and group authorship. What I found out was that the more adept pupils really did write and produce the group composing. The less adept pupils maintained their function as inactive subscribers. If they did, I observed that the quality of the less adept pupils ' single authorship was instead similar with the group composing essay they produced.

However so, the less adept pupils were at an advantage as they could pattern and copy their equals ' essay – an advantage of equal support. By presenting the 5-paragraph method and peer response and edit, I could detect some betterments in pupils ' authorship in footings of organisation and thoughts coherence. In the long tally, group authorship could assist the weaker pupils to broaden their thoughts and extended them in bring forthing their ain essays. This is true as what Tran (2006) stated that " a supportive larning environment ...with the aid of a peer...could stimulate scholars '

motive and develop their assurance in writing" . This is to state that alternatively of concentrating excessively much in bring forthing right sentences, in a manner, group composing encourages pupils ' creativeness in 2nd linguistic communication authorship.

Talking Skill As An Advantageous Component In Collaborative Writing
Foregrounding the fact that composing is non entirely a accomplishment on its ain – nor does the other linguistic communication accomplishments of hearing, speech production and reading – I could nail and portion the relevancy of get downing each one of my composing lesson with Form 4 Al-Razi with brainstorming and idea-generation session. It is imperative to arouse pupils to speak and portion their thoughts and sentiments during the ESL authorship lessons. Before and during the collaborative authorship undertakings, I introduced every lesson in composing with brainstorming and idea-generation (Illustration 9) . This is precisely what Thompkins (1990) opinionated on the demand for pupils to speak when they write, whether separately or collaboratively:

" Students talk with their schoolmates to portion thoughts about possible authorship subjects, seek out ways to show thoughts, and inquire questions…read and respond to each other ' s composing… participates in category discussions…discuss their composings in conferences and proofread each other ' s writing" .

My findings of the incorporation of talking accomplishment as an built-in portion of collaborative authorship through my observations in Form 4 Al-

Razi were based in mention to Thompkins ' (1990) impression of " talking" as a necessary portion in pupil authorship.

a) Sharing of thoughts in collaborative authorship

Even in group authorship, it is inevitable that pupils need to interact with each other. I went around the schoolroom devising certain that the groups of four to five converse in English, though of class most of them code-switched most of the times (i. e. English to Malay Language ; Malay to English Language) . However so, I believe that code-switching and code-mixing are besides an of import portion of pupils ' interaction which leads to more serious conversation in category. It is true to what Skiba (1997) stated that though code-switching during a conversation may be seen as an inability for an person to show himself or herself, at certain point " it does supply an chance for linguistic communication development" . As for the instance in for Form 4 Al-Razi, they are able to portion and contribute thoughts though they code-switch in Malay Language. On a contrary, there is small chance to enforce the " you must speak in English all the time" regulation if the ESL pupils could non talk out their thoughts and sentiments. Even pupils of higher English proficiency code-switched when showing their thoughts to give accent and stated their points ;

" Books will stay as major beginning of information…because, you know, 1000s of old ages ago, buku-buku adenosine deaminase sudah. Internet belum lagi." (STUD: Cesium: MDEB 3)

" Our Government squad want to province our base that the Internet is the major beginning of information presents. Merely by the chink of a mouse, you can acquire everything online. Kan? " (STUD: Joule: MDEB 3)

Whatever it was, the pupils were used to sharing their ain sentiments in the beginning of the lesson, whether or non it was a authorship lesson. Henceforth, spontaneously most of the pupils of Form 4 Al-Razi " controlled" their ain sharing of thoughts and sentiments during the collaborative authorship undertakings I assigned them to. I needed non to motivate them to speak every now and so. Arthur-Kelly et Al (2003) mentioned that one of the important advantages of concerted or group acquisition is the sum of pupil control over the learning procedure. True plenty during the collaborative authorship undertakings I executed for Form 4 Al-Razi, I observed the groups were take parting and lending their thoughts without much aid from me. I maintained the function as a facilitator in order for the pupils to derive the liberty to talk up in their several groups. I wrote these in the self-reflection portion in my lesson program and the instructor checklist sing my function as a facilitator during the treatment in group:

" Voila! See what they gave me? Confidence, assurance and more assurance. I merely prompted them one time in a piece. The remainder was their ain treatment and debating." (TREF: LP WEEK8 1a)

" My function was merely as a facilitator during the treatment since the pupils themselves gave feedback." (TCHECA: PRESP A)

Similarly, in my instructor checklist, I wrote this in respect to the chance of collaborative composing lesson for pupils to portion thoughts and heighten their speech production accomplishment:

" Even, spoken words are besides considered as one ' s ain thoughts and written words spoken orally" . (TCHECKD: WEEK8 B)

B) Question-and-answer Sessionss in collaborative authorship

Another evident illustration of the incorporation of talking accomplishment among Form 4 Al-Razi was the question-and-answer session (Q and A) . The Q and A occurred non merely before the lesson started and when prompted by me, but so as hebdomads went by, I observed that the pupils were able to originate good inquiries and provided quality replies during group activities. As Porto (2000) put it that " by inquiring questions…group members played the function of readers, and found value in the piece of writing." In other words, members of a composing group respond to each other ' s inquiries, giving replies, and noticing on them. Hansen (1996: 189) as cited in Porto (2000) agreed that each members in a authorship group responded to each other truly without giving excessively much accent on the grammatical facets.

Equally far as the statement is true, I observed that although the pupils of Form 4 Al-Razi tend to discourse in Malay Language during the collaborative authorship activities, they improved somehow in seeking to arouse inquiries. Those points during the Q and A finally helped them in composing better essays.

" The pupils are besides able to originate some Q and A (during the collaborative authorship of a address essay) ." (TCHECD: WEEK2 A)

degree Celsius) Peer response and feedback in collaborative authorship

Students who comprehend better in a specific acquisition undertaking could supply some accounts for their equals who are holding troubles (Arthur-Kelly, 2003) . This type of interaction in a collaborative acquisition could be observed during the equal response/editing and mock argument activities conducted in Form 4 Al-Razi.

" Their accomplishment in giving equal feedback is tremendous...some good pupils spontaneously correct their friends. I see this as an chance for pupils to develop their speech production accomplishment. Once they ' ve developed it, composing should be no job for them." (TREF: LP WEEK8 B)

" I observed that the groups could give response, edit and nail the errors and mistakes in their equals ' writing." (TCHECA: PRESP B)

The incorporation of the three (3) collaborative activities among Form 4 Al-Razi evidently assisted non merely the more adept pupils in sharing their feedbacks among the group member. The less adept pupils were besides at an advantage since constructive feedbacks and response were given from their equals. What I could detect from their Hagiographas was that although the less adept pupils did non lend much in composing the group essay themselves, they could portion some thoughts and feedbacks in assisting their equals to build and compose the given essays. This is besides highlighted by Tran (2006) that " peer-feedback activities...help pupils

refined their bill of exchanges by naming their ain errors with the aid of a peer.