

## ONLINE COLLABORATIVE WRITING TO ENHANCE STUDENTS' WRITING MOTIVATION AND WRITING ABILITY

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### ABSTRAK

Menulis selalu menjadi keterampilan penting dalam pembelajaran bahasa Inggris. Namun, banyak siswa yang memiliki kesulitan dengan menulis. Siswa tidak dapat memikirkan apa yang harus ditulis meskipun guru memberikan topik, siswa menghabiskan terlalu banyak waktu untuk berpikir dan menggunakan kosakata yang sama berulang kali. Selain itu, siswa dianggap memiliki motivasi rendah untuk menulis dan sering menyalin paragraf yang ada. Pikiran bahwa menulis sulit bagi mereka, serta kemalasan untuk mengembangkan ide-ide mereka sendiri. Untuk mengatasi masalah menulis dan untuk menyediakan ruang kelas yang menyenangkan, penulis menerapkan metode menulis kolaboratif online melalui Aplikasi Canva untuk meningkatkan motivasi siswa, kemampuan menulis siswa, dan membantu proses belajar mengajar. Penelitian ini menggunakan siklus Penelitian Tindakan Kelas; merencanakan, bertindak, mengamati, dan merefleksikan. Dengan memberi mereka pre-test dan post-test, skor rata-rata dibandingkan untuk menentukan peningkatan apa pun dengan keterampilan menulis, Kemudian kuesioner tertutup didistribusikan untuk menyelidiki persepsi mereka terhadap strategi yang diterapkan. Penelitian ini menyiratkan bahwa strategi tersebut efektif untuk meningkatkan kemampuan dan motivasi menulis siswa. Hasil tes siswa meningkat sebesar 1,31 bersama dengan hasil kuesioner tentang persepsi mereka terhadap kolaborasi online yang hampir siswa setuju bahwa menulis kolaboratif online adalah metode untuk meningkatkan motivasi menulis mereka. Kemampuan menulis siswa meningkat dalam aspek konten, organisasi, penggunaan bahasa, kosa kata, dan mekanik.

### ABSTRACT

*Writing has always been a vital skill in English language learning. However, many students struggle with writing. Students are unable to think of what to write despite the teacher providing a topic, spend too much time thinking and use the same vocabulary repeatedly. Furthermore, students were considered to have low motivation for writing and often copied existing paragraphs. The thought of writing is difficult for them, as well as laziness to develop their own ideas. To overcome the writing problem and provide an enjoyable classroom, the author applied an online collaborative writing method through Canva Application to enhance students' motivation, writing ability, and help the teaching and learning process. This research used the cycle of Classroom Action Research; planning, acting, observing, and reflecting. By giving them pre-test and post-test, mean scores were compared to determine any improvement with writing skills, then a close-ended questionnaire was distributed to investigate their perception to the strategy implemented. This research implied that the strategy was effective to enhance students' writing ability and motivation. The results of students' tests were improved by 1.31 along with result of the questionnaire about their perception towards online collaborative that almost students agreed that online collaborative writing was a method to enhance their writing motivation. Students writing ability was increased in content, organization, language use, vocabulary, and mechanic aspect.*

**Kata kunci:** *Writing skill, Students' motivation, online collaborative writing*

## I. INTRODUCTION

Writing is an English skill that always been viewed as a vital skill in students' English language learning. The act of writing itself involves how individuals' express ideas, thoughts, and feelings in words. In essence, writing is the process of transferring information, a message, or an idea by putting it into grammatical form (Telaumbanua, 2020). Writing is one of the complex process in EFL skill which involves cognitive and metacognitive activities such as brainstorming, planning, outlining, organizing, drafting, and revising (Hadley, 1993 cited in (Alisha et al., 2019) considering the importance, writing can be found and needed in every field of study. More over As one of the skills that students in Senior High School are required to learn, this skill has been placed in the curriculum by the Indonesian government and curriculum designer (Najogi et al., 2019).

As a grammatical form of expressed ideas by an individual, there is a time when individual is not able to express their own ideas, as confirmed by (Telaumbanua, 2020) students encountered a variety of obstacles that hindered their ability to effectively achieve writing skills while learning English as a foreign language, such as grammar problems, poor vocabulary, spelling, punctuation, and layout problems. However, besides the obstacle of writing processes as mentioned before, A study conducted on the correlation between writing motivation and writing skills by Kurudayıoğlu and Karadağ (2010 as cited in Süğümlü et al., 2019) indicated that students felt bored of writing, were hesitant to write and expressed difficulty in writing, which indicated negative attitudes toward writing. Thus, Making writing an enjoyable pastime and habit is imperative for students, it is essential for educators to focus on providing students with a positive writing environment, helping them find pleasure in writing. Also, Bruning and Horn (2000 as cited in Süğümlü et al., 2019) pointed out that motivation was critical to the process of writing, and that creating and maintaining motivation was not an easy task. It appears there is a direct relationship between writing skills and writing motivation. Emphasizing the importance of motivation in writing.

Hence, the author carried out an observation to find if the writing skill problem happened in SMAN (Sekolah Menengah Atas Negeri) 16 Batam students and hindered their learning to successfully achieving EFL (English for Foreign Language) skill, especially writing skills. The author found that numerous students struggled with writing. Even the teacher has provided a topic that they must develop into a paragraph, but most of them are unable to think of what to write or do not know what to write. In addition, when students were asked to write a sentence, they took too much time to think and use the same vocabulary over and over hence, lack of vocabulary is also one of the reasons students have difficulty writing a paragraph. Then students were considered low motivation to write, often copying some existing paragraph on internet. The thought of writing is difficult was attached with them as well as laziness to develop their own ideas.

To overcome the writing problem and providing an enjoyable classroom, the author applied online collaborative writing strategy through Canva Application to enhance students' motivation, writing ability, and helped teaching and learning process. Storch (cited in Pham, 2021) defined Collaborative Writing as an activity or a method of writing that requires involvement of two or more students to collaborate, interact, negotiate, joint decisions and shared responsibility through the process in order to produce a single text. (Pham, 2021; Storch, 2013, 2019). According to Storch (2019), there are two main factors that affect the interest of collaborative writing, first is the nature of the workplace that writing is often completed in team than individually, then onset of Web 2.0 applications that making the process of collaborative easier. Technological advancements allow us to develop more advanced digital education models such as blended-learning, mobile-learning, or ubiquitous learning, In these models, learners are able to access education from anywhere and at any time.(Babo et al., 2020) As the technology develop significantly, online collaborative writing

tools popping up everywhere on the internet as developed by Microsoft (One Drive, Office 365, teams) and Google (Google Drive, Google docs), Wiki, and Padlet used as a tool to conduct online collaborative writing (Z. Abrams, 2016; Agustin & Roni, 2021; Brescó Baiges & Verdú Surroca, 2015; C., 2011; Oliveira & Terra, 2021; Pham, 2021; Rashid et al., 2019)

According to the result of study conducted by Villarreal & Gil-Sarratea (2020) stated that Collaborative Writing seems to be a promising tool to facilitate students' interaction and development in EFL classroom, collaborative writing was resulted in students' writing text which was more accurate and better in content quality, structure, the organization of ideas, fluency, etc. In addition to students' interaction, a reciprocal relationship seems to exist between the amount of output produced by the group and the level of student engagement in the task under consideration. Engaging learners leads to increased production, which in turn leads to learners becoming more involved in the ongoing process (Z. I. Abrams, 2019). Due to collaborative writing, students' writing fluency and performance increased in both collaborative and individual essays along with the motivation to write (Alwahoub et al., 2022; Pham, 2021). The same method applied by Agustin & Roni (2021) using google docs as its medium, proven that collaborative strategy was effective to increase students' motivation ensuing to develop students' writing ability based on the mean score that significantly increasing in the post test result. Likewise, research by Öz et al. (2021) the used of online tool to motivate students' to write is proven, as result in the increasement of students' efficiency and productivity.

Several previous studies have investigated the use and effectiveness of collaborative learning in higher education targeting to improve students' writing skills without considering their motivation to write. However, the objective of this research is to improve students' motivation to write as well as to enhance their writing ability by using collaborative learning in high school level, hence, by conducting Classroom Action Research, the objective is to test whether the strategy is effective or not and if there is any improvement in students after implementing the strategy, then what are their responses.

## **II. METHOD**

### **A. Research Design**

Classroom Action Research was conducted (CAR) that focused on the problem in the classroom and implemented the solution in the class. Classroom Action Research (CAR) is a scientific project that involves teachers or lecturers capturing classroom phenomena with a particular method (O'Connor et al., 2006 cited in Wulandari et al., 2019). The purpose of classroom action research is to capture classroom phenomena using a specific method used by a teacher or lecturer and to evolve their teaching method.

As part of this research activity, Author looked for problems to solve and scientific solutions to solve them. Khasinah (2013 cited in Wulandari et al., 2019) emphasized the importance of classroom action research for solving classroom problems. Moreover, teachers and lecturers can apply new methods and propose innovative learning methods through classroom action research (Wulandari et al., 2019). As well helps to increase student engagement and provide a more meaningful learning experience. Additionally, classroom action research enables teachers to assess their own teaching effectiveness and adjust accordingly.

## **B. Participants / Subject / Population and Sample**

This research was conducted in SMAN (Sekolah Menengah Atas Negeri) 16 Batam and was done to the representative of tenth grade class in the school. Method used to implement was collaborative writing with the help of Canva Application as the online learning medium. Out of 12 tenth grade classes, the representative of tenth grade class was chosen as the participants of this research. There are 51 students in the class. However, everyone in the class was included in this research to measure their improvement after the implementation along with their perception to the strategy.

## **C. Instruments**

In order to conduct this research, test was distributed to students into two sections: Pre-test to measure their present writing situation and their writing motivation and Post-test to measured their writing skills after the implementation of the strategy and their perception to the technology whether it is well implemented or not, the increasement of students' score, also their perception of it. To observe the students' perception, close-ended questionnaire was given. The questionnaire was adopted from Alwaleedi (2022). The result of tests analyzed quantitatively to determine the mean score.

## **D. Data Analysis Procedures**

Classroom Action Research was conducted. Kolb (1984), Carr & Kemmis (1986) and others developed the concept of action research first conceptualized by Lewin (1952). The process involves four steps: planning, acting, observing, and reflecting. In this study, a planning steps included analysis of problems, designed strategy also prepared teaching material, lesson plan, PowerPoint Presentation, as well as assessment for students to collaborate; an action steps included the implementation of the strategy used teaching material, lesson plan, assessment and else that already designed in planning phase; an observation steps evaluated the action using appropriate methods and techniques; and an evaluation means reflecting on the evaluation and the entire research and action process (Zuber-Skerritt et al., 1991).

To implement the planned strategy, students were given pre-test first to measure their ability, after that the author applied the strategy. Then, students were given post-test aim to determine whether the implementation of the strategy is successful and the strategy that planned is successfully enhance their motivation in writing. Both results of pre-test and post-test were analyzed to determine the mean score. Then close-ended questions were distributed to observe their perception with the strategy applied that the measurement of it will be done in Likert scale (1-4). Hence, students will be assessed using this writing rubric below to measure their writing skills.

Aspect of Writing	Level	Score	Criteria
<b>Content (Logical development)</b>	Excellent to very good	24-30	<ul style="list-style-type: none"> <li>• Provide detailed information related to the assigned topic.</li> <li>• Fits the text's social purpose.</li> </ul>
	Good to average	16-23	<ul style="list-style-type: none"> <li>• Mostly related to topic but detail information is lacking.</li> <li>• Fits the text's social purpose but lacks detail.</li> </ul>
	Fair to poor	8-15	<ul style="list-style-type: none"> <li>• Topic is not adequately developed</li> <li>• Almost fits the text's social purpose</li> </ul>
	Very poor	1-7	<ul style="list-style-type: none"> <li>• Not related to topic</li> <li>• Does not fits the text's social purpose</li> </ul>
<b>Organization</b>	Excellent to very good	16-20	Well organized
	Good to average	11-15	The text is loosely organized, but the main ideas are clear.
	Fair to poor	6-10	Ideas unclear
	Very poor	1-5	No organization
<b>Vocabulary</b>	Excellent to very good	16-20	<ul style="list-style-type: none"> <li>• Words are used effectively.</li> <li>• Mastering word forms</li> </ul>
	Good to average	11-15	Word form, choice, or usage errors occasionally occur, but meaning is maintained
	Fair to poor	6-10	<ul style="list-style-type: none"> <li>• Frequently using incorrect word forms, choices, or usages</li> <li>• Occupied meaning</li> </ul>
	Very poor	1-5	Word form, choice, or usage knowledge is limited.
<b>Language use</b>	Excellent to very good	19-25	Few errors of agreement, tense, word order, article, pronoun, preposition
	Good to average	13-18	<ul style="list-style-type: none"> <li>• Several errors of agreement. Tense, word order, articles, pronoun, preposition.</li> <li>• A rarely obscured meaning</li> </ul>
	Fair to poor	7-12	<ul style="list-style-type: none"> <li>• Frequently using incorrect of agreement. Tense, word order, articles, pronoun, preposition.</li> <li>• Meaning unclear</li> </ul>
	Very poor	1-6	<ul style="list-style-type: none"> <li>• Dominated by errors</li> <li>• Insufficient to evaluate</li> </ul>
<b>Mechanics</b>	Excellent to very good	5	<ul style="list-style-type: none"> <li>• Shows mastery over conventions</li> <li>• The text contains few errors of spelling, punctuation, capitalization, and paragraphing</li> </ul>
	Good to average	4	<ul style="list-style-type: none"> <li>• A few spelling, punctuation, capitalization, and paragraphing errors can be found</li> </ul>
	Fair to poor	3	<ul style="list-style-type: none"> <li>• A number of errors in spelling, punctuation, capitalization, and paragraphing are present</li> <li>• Handwriting is poor</li> </ul>
	Very poor	2	<ul style="list-style-type: none"> <li>• No mastery of convention</li> <li>• Dominated by errors of spelling, punctuation, capitalization, and paragraphing.</li> <li>• Illegible handwriting</li> </ul>

**Table 1: Scoring scheme of writing in five components adapted from Brown & Bailey (1984) in H. D. Brown (2004)**

### III. FINDING AND DISCUSSION

As part of Classroom Action Research (CAR), first step; planning which included analysis of problem and designing strategy was last for one week in one of tenth grade student in the school, During the observation students was found to be lacking in writing. Students were too lazy to write a single sentence and were not motivated at all to develop text, they were often copied some existing paragraph on the internet. Moreover, they lacked vocabulary, this resulted in their writing text that poor of content, organization, and language use. To cope with the situation, the author applied Online Collaboration Strategy. Afterward, second step: planning, included process of designing instrument that used; pretest, posttest, and questionnaire, also teaching material, lesson plan and assessment. Third step; action, this involved pretest session, students were given a worksheet to measure their current writing ability, 51 of students' worksheet paper were collected.

Aspect	Pre test	Category
<b>Content</b>	21.80	Very good
<b>Organization</b>	15.41	Average
<b>Vocabulary</b>	15.84	Average
<b>Language use</b>	17.96	Good
<b>Mechanics</b>	3.72	Poor
<b>AVERAGE</b>	<b>14.94</b>	<b>Average</b>

Table 2: Result of students' average pre-test

Though the result in pretest showed that students' writing at an average level the aim was to investigate the improvement of students writing ability and students' motivation to write due to Online Collaborative Writing (OCW) strategy. Subsequently, a post-test session was conducted. Each student was asked to write a minimum of two sentences. The topic was decided by the author and provided a picture of a technology device. It was a television picture since the material was about technological report text. Students were asked to write the sentence on Canva alternately because this was a one-class project, then sentences that given by student assessed based on the rubric. As part of the process, students were expressing their opinions freely and providing their friends with comments and feedback. The table below showed the result of posttest compare to pretest.

Aspect	Pre test	Post test	Improvement	
<b>Content</b>	21.80	23.54	1.74	
<b>Organization</b>	15.41	16.72	1.31	
<b>Vocabulary</b>	15.84	16.43	0.59	
<b>Language use</b>	17.96	19.72	1.76	
<b>Mechanic</b>	3.72	4.35	0.63	
<b>Average</b>	<b>14.94</b>	<b>16.25</b>	<b>1.31</b>	<b>Good</b>

Table 3: Result of students' average pretest and posttest

From the table Online Collaborative writing (OCW) strategy appeared to improve the writing ability of students. According to the results of the pre-test, the mean score was 14.94, which indicated average levels of writing skills. However, after the implementation of OCW students' scores increased by 1.31 to 16. As shown in the table, students' scores improved which indicates that OCW is quite an effective approach for teaching writing. From the context aspect which increased by 1.74, from 21.80 to 23.54, followed by organization aspect 1.74 from 15.41 to 16.72, then vocabulary increased by 0.59 from 15.41 to 16.72, Language use increased by 1.76 from 17.96 to 19.72, mechanic aspect was increased 0.63 from 3.72 to 4.35. Even though the improvement

of students was not significant, it is enough to prove that OCW can improve students' writing skills. In line with that, a positive response was also given by the students during the learning process, almost all of them were cooperative with given tasks, and they were enthusiastic about the project. In addition to the students' score that increased, the collaborative writing strategy has also improved the students' motivation to write.

The result of the study revealed that Collaborative Writing is an effective learning method to improve student writing ability. Students writing content appeared to have increased by 1.74 compared to the pretest and posttest. In addition to the improvement of students' quality of text, the organization of the text implied to be better than before applied the strategy. Students' work showed its relevance to assigned topic, gave detailed information also matched the social purposes of the text. This in line with Villarreal & Gil-Sarratea (2020) The collaborative process resulted in more accurate and higher quality texts on measures of content, structure, and organization. This is contrary to Zhang, (2019) According to the results, the type of collaboration learners form in CW has no effect on the text quality or accuracy of their collaborative writing.

When comparing the pre-test (15.84) and post-test (16.43) results of the students, it appears that their vocabulary improved (0,59), although it was not significant. Students often made mistakes in word choice and word form also used the same vocabulary with their friends. Though, in post-test session due to peer feedback students were able to use a different word choice effectively that varied than in Pre-test session. This result is in line with the findings from Chen & Yu (2019) During the collaborative writing process, the group members considered it to be beneficial in terms of improving their vocabulary knowledge, word choices, grammar, as well as the organization and cohesion of their ideas.

Besides, students' grammar also affected due to collaborative writing which is resulted in their grammar score that can be seen in the language use aspect that was improved by 1.76 when compared to the pretest score. Students made several errors of agreement. tense, word order, articles, pronoun, preposition also the meaning of sentence is seldom obscured. While in posttest, collaborative writing helps students build their language use skills (Nggawu et al., 2022), students understood how to make the sentence effective yet, there are still a few errors with tense, word order, article, and pronouns in students' writing, but it has improved. In line with Azodi et al. (2020) revealed that students' grammar and spelling were improved by reviewing classmates' work. Otherwise, as studied by Such (2021) due to collaborative students might focus more on the meaning-making than grammar and spelling which resulted low scores of them.

While, Students had quite many errors in terms of spelling, punctuation, capitalization, and paragraphing before Online Collaborative Strategy. Nevertheless, because of the strategy, students had improvement toward their mechanic aspect which is occurred that students had less errors of spelling, punctuation, capitalization, and paragraphing than before. Online Collaborative writing facilitated students to peer feedback between them. Due to this, students were able to improve errors that were done in pre-test session. Through online collaborative writing, students could receive peer feedback from one another. Thus, students were able to improve their errors from pre-test sessions. By having their peers review their work and provide constructive criticism, students were able to identify and correct mistakes they may have otherwise overlooked. This type of peer review also helped foster a sense of collaboration among the students, which in turn helped them to better understand the material and improve their writing skills. The findings are consistent with (Kuyyogsuy, 2019), based on the results of the teaching course and peer-feedback, it was discovered that the students

were able to significantly increase their level of writing efficiency in the use of Mechanics, Language Use, and Content in the ability to achieve 'Good to Average' level.

Overall, the average mean score of Pre-test (14.94) and post-test (16.25) showed a significant difference which was increased by 1,31. By working together on assignments, students learn to refine their writing and polish their techniques. In line with study by Anggraini et al (2020) and Marsevani (2023) Collaboration can be a helpful means of helping a group of students to utilize the potential strengths of all the members of the group to achieve their goals also complete support during discussions that was provided for them, which made them understand the topic easier. The result also supported by Abahussain (2020), Collaborative Writing supported their language learning as well as their writing abilities.

No	Question	Scale	Result	Percentage
1	Online collaborative writing enables me to have more confidence working in the group	Strongly Agree	7	17.5%
		Agree	29	72.5%
		Disagree	4	10%
		Strongly disagree	-	-
2	I enjoy writing more than I did before due to the online collaborative environment	Strongly Agree	6	15%
		Agree	25	62.5%
		Disagree	8	20%
		Strongly disagree	1	2.5%
3	Online collaborative writing gives me the chance to express my ideas in the group	Strongly Agree	8	20%
		Agree	28	70%
		Disagree	3	7.5%
		Strongly disagree	1	2.5%
4	OCW activities motivate me to complete tasks assigned by my instructor	Strongly Agree	7	17.5%
		Agree	29	72.5%
		Disagree	3	7.5%
		Strongly disagree	1	2.5%
5	OCW activities make me a better user of computer and technology	Strongly Agree	10	25%
		Agree	27	67.5%
		Disagree	1	2.5%
		Strongly disagree	2	5%
6.	OCW activities help me to receive useful feedback	Strongly Agree	4	10%
		Agree	30	75%
		Disagree	5	12.5%
		Strongly disagree	1	2.5%
7	OCW activities motivate me to interact with my group members outside of class	Strongly Agree	7	17.5%
		Agree	26	65%
		Disagree	6	15%
		Strongly disagree	1	2.5%
8	Overall, online collaborative writing is a worthwhile experience	Strongly Agree	4	10%
		Agree	28	70%
		Disagree	6	15%
		Strongly disagree	2	5%
9	Overall. Online collaborative writing improved my fluency in writing	Strongly Agree	10	25%
		Agree	27	67.5%
		Disagree	3	7.5%
		Strongly disagree	-	-

Table 4: Result of students' perception towards online collaborative writing ( Questionnaire was adopted from Alwaleedi (2022)).

According to the table above, it reported that their confidence increased in their writing abilities because of the collaboration. Students seemed to have more confidence in working in the group rather than working alone, it can be seen on the survey item 1 "Online collaborative writing enables me to have more confidence working in the group" total (N = 40), 17.5% (n=6) strongly agreed, 72,5% (n=27) agreed, 10% (n=4) disagreed. The total of agreement among participants (i.e., 90%) indicates a higher response when compared to the disagreement (i.e., 10%). Item 2 "I enjoy writing more than I did before due to the online collaborative environment" with total (N = 40), 15% (n=4) strongly agreed, 62,5% (n=)



agreed, 20% (n=) disagreed, 2,5% (n=) strongly disagreed, compared to the total responses of disagreement (i.e., 22,5%), positive responses seemed to be higher (i.e., 77,5%).

The same response also applied in item 3 “Online collaborative writing gives me the chance to express my ideas in the group” which indicated higher level of agreement with total (N=40) of 20% (n=8) strongly agreed, 70% (n=28) agreed, and total of disagreement 10% (n=4). Item 4 “OCW activities motivate me to complete tasks assigned by my instructor” total of (N=40) 17,5% (n=7) strongly agreed, 72,5% (n=29) agreed, 7,5% (n=3) disagreed, 2,5% (n=1) strongly disagreed. Students reported a positive attitude toward Collaborative Writing which they are motivated to write more frequently because of Collaborative Writing. Students also satisfied with the technology used in the process and it allow them to explore new ways to learn which made them a better user of technology with total (N=40) of 92,5% (n=37) agreement of students to item 5 “OCW activities make me a better user of computer and technology”. Collaborative made students become familiar with technology that can be used to improving the quality of the learning process also enhancing their motivation to write, in this case collaborative writing strategy which made them into the better user of technology. This helps them to understand how to use it more effectively and exchange knowledge and information which can lead to better quality work.

From item 6 “OCW activities help me to receive useful feedback”, Total (N=40) of 10% (n=4) strongly agreed, 75% (n=30) agreed, 12,5% (n=5) disagreed and 2,5% (n=1). A total of agreement 85% showed that OCW made students receive feedback that can improve their work. Furthermore, students felt more engaged and empowered to work together to create quality writing, it also motivated them to socialize more inside or outside the class. As seen from item 7 “OCW activities motivate me to interact with my group members outside of class” with total (N=40) of 17,5% (n=7) strongly agreed, 65% (n=26) agreed, 15% (n=6) disagreed, 2,5% (n=1) strongly disagreed. The response of agreement (82,5%) higher compared to the disagreement (17,5%).

Collaborative Writing motivates students to have more confidence when working in a group (Alwaleedi, 2022). Students agreed that the strategy giving them chances to express their ideas more also giving the enjoyment of learning process rather than before. In addition, students were motivated to interact with their classmates both inside and outside of the classroom. The students were able to see how their peers had organized their thoughts, and then use that information to improve their own writing. The instructor was also able to provide more specific feedback on the organization of the text, which helped the students to better result of writing. These results in line with (Chen & Yu, 2019; Rashid et al., 2019) Chen & Yu (2019) sharing and negotiating ideas was an enjoyable experience for the students. Moreover, they found collaborative writing to be enjoyable, stress-reducing, and confidence-building. They were able to communicate and learn from others who they hadn't worked with before through collaborative writing.

Item 8 “Overall. Online collaborative writing improved my fluency in writing” with total (N=40) of 10% (n=4) strongly agreed, 70% (n=28) agreed, 15% (n=6) disagreed and 5 % (n=5) strongly disagreed. Although there were some participants that disagreed with the statement however, most of students’ fluency was improved, this includes their grammar, vocabulary, language use, organization, and content. Then, item 9 “Overall, online collaborative writing is a worthwhile experience” almost all the students (92,5%, n=37) agreed with the statement. They felt that Online Collaborative Writing benefits them in many aspects of them, both abilities to write and their motivation to write. Online Collaborative strategy is a worthwhile experience that can improve their writing ability as well as their writing motivation, give better understanding through the task given, interact with other through peer review, allowing them to be more creative, exploring technology, etc. This is in line with Alwaleedi (2022) students gained greater critical thinking skills, increased

knowledge exchange, and facilitated problem-solving because of Online Collaborative Writing. On the other hand, collaborative writing may turn out to be unsuccessful. Even though collaborative writing is an promising tool to enhance student motivation, collaborative writing faced challenges in ensuring maximum student involvement (Veramuthu & Md Shah, 2020). In addition, It is important to consider how online group activities motivate English Language Learners (ELLs) (Such, 2021b).

#### **IV. CONCLUSION**

The study aimed to test whether the strategy is effective or not to enhance their motivation and if there is any improvement in students writing ability after implementing the strategy, then how are their responses. Pre-test and Post test were conducted to test the effectiveness of the strategy, also a close-ended questionnaire was distributed to investigate their perceptions of the strategy. This present study disclosed that Online Collaborative Writing was effective to improve students' writing ability which students' score improved in their post-test in every aspect of rubric. Moreover, student motivation has also been shown to increase according to the questionnaire to students about student perceptions towards collaborative writing, which indicates that almost all students agree that this strategy increases student motivation. Online collaborative writing provides students with more enjoyment when learning, especially when learning writing skills. Students felt more engaged and confident with their work, as they were able to work with peers to help each other and get feedback in real-time. This also enabled them to practice and hone their writing skills in an interactive and engaging environment. It enabled students to develop criticism of their writing so that they became more aware of their errors and mistakes before, which improved their writing.

This study is intended as a potential resource for teachers, readers, and future researchers that will be useful in applying the strategy used to help students learn writing as well as enhance their motivation. Teachers can use the strategies outlined in this article to help their students become better writers and to increase their motivation for writing assignments. Readers can use this article to gain a better understanding of how to help students learn writing effectively. Finally, future researchers can use this article as a resource for their own research and studies. However, students' engagement needs to be considered, ensuring that all of them are involved to implement the strategy successfully, as well as choosing the right learning media and creating a fun learning environment. To achieve this, it is important to use interactive tools, such as games or quizzes, to motivate the students and encourage their participation. Additionally, providing feedback and recognizing their efforts is essential for fostering a positive learning environment.

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