

**ENGLISH COLLABORATIVE WRITING:
EXPLORATION OF MEMBER ROLES
IN THE DEVELOPMENT OF ENGLISH NARRATIVE TEXT
THESIS**

Submitted in partial fulfillment of the requirements for Degree of Sarjana

Pendidikan (S.Pd) in English Teaching



By

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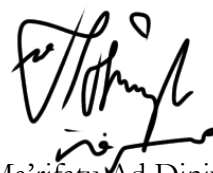
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ABSTRACT

Ad Diniyah, Ma'rifatu. (2025). English Collaborative Writing: Exploration of Member Roles in the Development of English Narrative Text. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: : Dr. Siti Asmiyah, M.TESOL, Advisor II: Fitriah Ph.D.

Keywords: Collaborative Writing, Member Roles, English Narrative Text

Collaborative writing enables students to participate actively in the process of development and promotes language engagement and develops critical thinking, communication, and collaborative abilities. This research aims to identify students' roles and contributions in the process of collaborative writing. The study used a descriptive qualitative technique, including observation of the collaborative writing process and interviews with two study groups which contained 8 students in each group. The analysis focused on the role categories during the collaboration and the writing process stages. The study found that the students play three major roles: (i) initiator, (ii) moderator, and (iii) proofreader. Students who play a role as initiators contribute at the early planning stages in generating the concept, determining the storyline, and developing the narrative framework. The moderator actively maintains the dynamic of the debate and coordinates the students. The proofreader contributes significantly at the end of the writing process by assessing language modifications, sentence structure, and coherence of the text. These functions have shown to be more than mere formality; they have a direct impact on the overall quality of the content. This research demonstrates that each member of the groups has an active and significant role in collaborative writing. The study has crucial pedagogical implications for teachers in constructing more purposeful, egalitarian, and powerful collaborative writing activities in EFL classrooms.

ABSTRAK

Ad Diniyah, Ma'rifatu. (2025). *Penulisan Kolaboratif Bahasa Inggris: Eksplorasi Peran Anggota dalam Pengembangan Teks Naratif Bahasa Inggris*. Sebuah Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dr. Siti Asmiyah, M.TESOL., Pembimbing II: : Fitriah Ph.D.

Kata Kunci: Menulis Kolaboratif, Peran Anggota, Teks Naratif Bahasa Inggris

Penulisan kolaboratif memungkinkan siswa untuk berpartisipasi aktif dalam proses pengembangan dan mempromosikan keterlibatan bahasa dan mengembangkan kemampuan berpikir kritis, komunikasi, dan kolaborasi. Penelitian ini bertujuan untuk mengidentifikasi peran dan kontribusi siswa dalam proses menulis kolaboratif. Penelitian ini menggunakan teknik kualitatif deskriptif, termasuk observasi proses penulisan kolaboratif dan wawancara dengan dua kelompok yang mana setiap kelompok terdiri dari 8 siswa. Analisis difokuskan pada kategori peran selama kolaborasi dan tahap proses penulisan. Penelitian ini menemukan bahwa para mahasiswa memainkan tiga peran utama: (i) inisiator, (ii) moderator, dan (iii) pengoreksi. Siswa yang berperan sebagai inisiator berkontribusi pada tahap perencanaan awal dalam menghasilkan konsep, menentukan alur cerita, dan mengembangkan karangan narasi. Moderator secara aktif menjaga dinamika debat dan mengkoordinasikan siswa. Korektor berkontribusi secara signifikan di akhir proses penulisan dengan menilai modifikasi bahasa, struktur kalimat, dan koherensi teks. Fungsi-fungsi ini terbukti lebih dari sekadar formalitas; mereka memiliki dampak langsung terhadap kualitas konten secara keseluruhan. Penelitian ini menunjukkan bahwa setiap anggota kelompok memiliki peran aktif dan signifikan dalam penulisan kolaboratif. Penelitian ini memiliki implikasi pedagogis yang sangat penting bagi para guru dalam membangun kegiatan menulis kolaboratif yang lebih terarah, egaliter, dan kuat di kelas EFL.

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