

**IMPROVING WRITING SKILLS
USING WIKI COLLABORATIVE TASKS
AT SURABAYA INTERNATIONAL SCHOOL**

A THESIS

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A THESIS

Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of
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By

Retno Indrasari

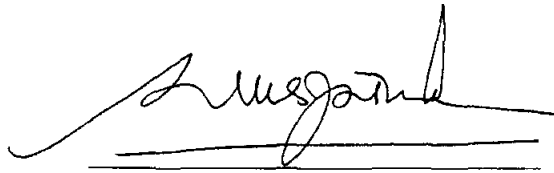
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**ENGLISH EDUCATION DEPARTMENT
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2010**

APPROVAL SHEET

(I)

This thesis entitled **Improving Writing Skills Using Wiki Collaborative Tasks at Surabaya International School** prepared and submitted by Retno Indrasari (8212708014) has been approved to be examined by the Thesis Board of Examiners.

A handwritten signature in black ink, appearing to read 'Wuri Soedjatmiko', is written over two horizontal lines. The signature is fluid and cursive.

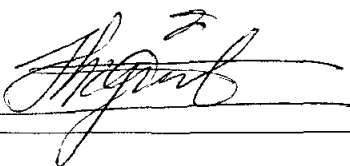
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APPROVAL SHEET

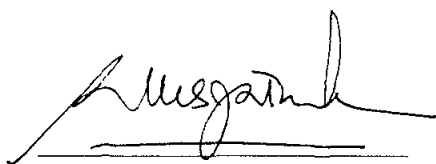
(II)

This thesis entitled **Improving Writing Skills Using Wiki Collaborative Tasks at Surabaya International School** prepared and submitted by Retno Indrasari (8212708014) has been approved and examined by the Board of Examiners.



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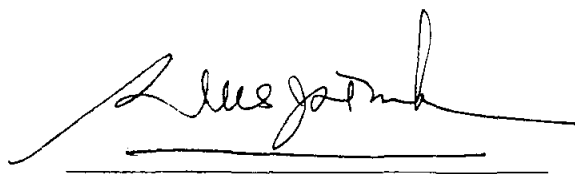
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STATEMENT OF AUTHENTICITY

I declare that this thesis/dissertation is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, June 14, 2010



(Retno Indrasari – 8212708014)

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Retno Indrasari

ABSTRACT

Abstract

Technology makes it easier for ESL students to work collaboratively with their peers to help them improve their writing. This thesis looked on the use of wikis collaboration for peer revision in the writing process to improve students writing result. Based on this idea, the study aimed at exploring and finding an effective way of using wiki-based collaborative tasks to help students revising and editing their writing piece. This study also looked into students perceptions about the use of wikis to improve writing.

Students in the class used wikis to create a better writing piece based on the 6+1 Traits of Writing. They worked collaboratively in groups to revise, edit, and give suggestions. Classroom action research was used as the research method for this study. Data analysis was performed using qualitative research to provide descriptions and to identify emerging themes. Credibility of the findings was established by using triangulation of data that includes field notes, students' reflections, questionnaire, member checks, recorded writing developments on the wiki's page history, and interviews. Results seemed congruent with previous research on technology and second language writing.

Wikis proved to be an effective tool for the writing process approach as evidenced by the benefits for its use that outweighed the drawbacks. Wiki collaborative tasks gave students different experience on writing process. Instead of working solitarily on their writing, they worked collaboratively in creating a better writing piece. Students learned to negotiate meaning, and also to give and take criticism and suggestions. They learned to use social skill to interact with peers in order to create a better writing piece. Putting students writing piece on the wiki gave real audience for the students. As such, working on wiki gave incentive for some

students to put more efforts on their writing since they realized that other people would read their works. Even though students realized that not all revisions and editing made by their friends were correct, they felt that by working collaboratively in revising and editing writing pieces, giving and getting feedback and comments, made the writing pieces better than before.

TABLE OF CONTENTS

Table of Contents

APPROVAL SHEET	i
APPROVAL SHEET (2)	ii
STATEMENT OF AUTHENTICITY	iii
ACKNOWLEDGEMENTS	iv
Abstract	v
Table of Contents	vii
Chapter 1	1
Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Theoretical Framework	5
1.5 The Significant of the Study	5
1.6 The Scope and Limitation of the Study	5
1.7 Assumptions	6
1.8 Definition of Key Terms	6
Chapter 2	9
Literature Review	9
2.1 Second Language Teaching Writing	9
2.2 6+1 Traits of Writing	12
2.3 Collaborative Task	25
2.4 Revising and Editing	25
2.5 Technology in Teaching Writing	28
2.7 Designing Wiki-based Collaboration Tasks	32



2.8 Collaboration in Wiki.....	33
2.5 Previous Studies on Wikis	34
Chapter 3	37
Research Method	37
3.1 Research Design.....	37
3.2 Research Site Description	40
3.3 The Use of Wiki in Fifth Grade	42
3.5 Strategy for Validating Findings.....	53
3.6 Anticipated Ethical Issues	54
3.7 Preliminary Pilot Studies.....	54
3.8 Participants.....	54
Chapter 4.....	59
Description and Analysis	59
4.1 First Cycle	60
4.2 Second Cycle.....	71
4.3 Third Cycle.....	75
4.4 Description and Analysis of the Five Participants	82
4.5 Discussions.....	89
4.6 Conclusions	94
Chapter 5	96
Conclusions, Implications, Recommendations.....	96
Bibliography	100
Appendix.....	106
Appendix 1: 6+1 Traits of Writing Rubric simplified – students’ version.....	106
Appendix 2: 6+1 Traits of writing rubric – teacher’s version	107

Appendix 3: students' work for the introduction task – Fix It in Wiki	109
Appendix 4: Wiki notifications.....	113
Appendix 5: Second task for Ani's group – The 3 Little Dogs	114
Appendix 6: Second task for Ani's group – the final result	116
Appendix 7: Revisions for Ani's group fiction	118
Appendix 8: Ratings and comments for The 3 Little Dogs	127
Appendix 9: Ely's group first draft.....	128
Appendix 10: Ely's group fiction story – final draft	130
Appendix 11: Ratings and comments for Ely's group fiction story	132
Appendix 12: Ely's Young Author task	134
Appendix 13: Ely's Young author – revising and editing	136
Appendix 14: Ely's Young author – revision counts.....	139
Appendix 15: Ely's group fiction story – revision counts	140
Appendix 16: Ely's reflections	141
Appendix 17: Ely's research paper.....	142
Appendix 18: Ely's research paper – revising and editing	146
Appendix 19: Ratings and comments for Ely's research paper.....	149
Appendix 20: Wely's group fiction story	151
Appendix 21: Ratings and comments for Wely's group fiction story	154
Appendix 22: Wely's reflections	156
Appendix 23: Wely's young author story.....	157
Appendix 24: Wely's Young author – revising and editing	159
Appendix 25: Wely's Young author revision counts.....	161
Appendix 26: Wely's group fiction – revision counts.....	162
Appendix 27: Wely's research paper.....	163

Appendix 28: Wely’s research paper – revising and editing	166
Appendix 29: Ratings and comments for Wely’s research paper.....	170
Appendix 30: Daisy’s group fiction story.....	172
Appendix 31: Ratings and comments for Daisy’s group fiction story.....	175
Appendix 32: Daisy’s group fiction story – revision counts	177
Appendix 33: Daisy’s reflections	179
Appendix 34: Daisy’s young author story	180
Appendix 35: Daisy’s young author story – revising and editing	183
Appendix 36: Daisy’s research paper	187
Appendix 37: Daisy’s research paper – revising and editing	191
Appendix 38: Ratings and comments for Daisy’s research paper	194
Appendix 39: Yulius’ group fiction story.....	195
Appendix 40: Yulius’ group fiction story – revision counts	198
Appendix 41: Ratings and comments for Yulius’ group fiction story.....	200
Appendix 42: Yulius’ young author story	202
Appendix 43: Yulius’s young author story – revising and editing.....	204
Appendix 44: Yulius’s reflections	206
Appendix 45: Yulius’ research paper	207
Appendix 46: Yulius’ research paper – revising and editing.....	210
Appendix 47: Ratings and comments for Yulius’ research paper	215
Appendix 48: Doni’s group fiction story	217
Appendix 49: Doni’s group fiction story – revision counts.....	219
Appendix 50: Ratings and comments for Doni’s group fiction story.....	220
Appendix 51: Doni’s young author story	222
Appendix 52: Doni’s young author story – revising and editing.....	223

Appendix 53: Doni’s reflections.....	224
Appendix 54: Doni’s research paper	225
Appendix 55: Doni’s research paper – revising and editing.....	229
Appendix 56: Ratings and comments for Doni’s research paper	233
Appendix 57: All students’ reflections on Group fiction task.....	235
Appendix 58: All students’ reflection on Young author task	239
Appendix 59: Interview transcripts.....	243
Appendix 60: Survey result	263
Appendix 61: Field notes.....	272