Collaborative writing strategies in journalistics: A literature review

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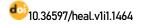Corresponding Author. Email: yunitasusiandriani@mmtc.ac.id

Abstract: This article is a literature review that explains the benefits and ways of implementing collaborative writing strategies in the field of journalism. This study was carried out by collecting data from various journals and research related to Collaborative Writing Strategies in Journalism. Collaborative Writing is useful for improving writing skills, providing an opportunity to collect ideas and providing a positive emotional and social impact. Collaborative writing in journalism involves individuals and organizations working together to create, publish, and disseminate information. This is applied well between the same media organization, between different organizations, in journalism schools, non-profit organizations, and independent journalists. In the world of work, this skill is also very valuable, because almost all journalism activities involve teamwork. Existing studies show that the collaborative writing learning strategy applied by teachers shows a good response from students, most students like and can show their creativity in collaborative writing assignments. Collaborative Writing is useful for improving writing skills, providing an opportunity to collect ideas and providing a positive emotional and social impact.

Keywords: collaborative writing, journalism, collaboration, learning strategy.

INTRUDUCTION

Collaborative writing is often described as the collective creation of written content, involving the collaboration of two or more authors (Storch, 2011). This practice has important implications in the field of journalism education, as journalism is a profession closely linked to society and the mass media, and journalists often engage in collaborative efforts when crafting content for the media. press institutions, social projects, or advertising as well as written media. publications, magazines, or online media platforms. Therefore, providing students with collaborative writing practice is essential, as this can equip them with the skills needed to work effectively in groups when they enter the world of work. Collaborative writing is an important skill, especially in the context of journalism education and related professions. Because individuals in journalism have a direct relationship with the public, and editors often work together to produce content for various media outlets. Preparing students for collaborative writing is critical. By engaging students in collaborative writing exercises, teachers can equip students with the teamwork and communication skills necessary to excel in their future careers, thereby ensuring that students are prepared. equipped to create high-quality content pro-fessionally and collaboratively. Writing skills are very important skills in language production (Hyland, 2003). However, this is often considered one of the most difficult aspects, especially in the context of English as a foreign language (EFL), that many students face.

Journalism is currently faced with the need to use technological tools to disseminate information. In this case, it could be work related to print, electronic media (radio and television), or the Web. The need to present a complete production process in various modes leads to the inevitable need for related technology training during their studies. As Gillmor

(2016) states, "With the expansion from general education to media and related disciplines, educators, aware of the realities of the 21st century, must implement fundamental changes." This shows that journalism is still relevant to study and requires analysis if necessary. Journalism also involves abilities and skills that involve high concentration. Apart from requiring high concentration and good analytical skills, journalism also includes activities such as reporting, processing, and disseminating accurate information about an event to the public. Journalism is not just about writing news but also looking for sources of factual and meaningful information. So, journalism can be explained as an activity in which journalists research, collect, and process data to produce interesting news (Shapiro et.al., 2013).

In principle, journalism requires writing skills and talent. At the same time, learning writing skills is also difficult (Barkaoui, 2007; Klimova, 2014), because writing itself is a complex process and requires mastery of linguistic, cognitive, and literary skills. socialization (Barkaoui, 2007). There needs to be strategies and techniques for teaching writing skills so that students can understand the essence of how to improve writing skills, especially in the field of journalism itself. To improve the quality of learning, collaborative writing is the best recommendation. It is generally believed that when students work together in collaborative activities, more experienced students can help their less experienced peers (Lantolf & Thorne, 2006). In addition, collaboration in the writing process encourages students to think about issues related to their language (Swain, 2000). Therefore, teachers are expected to encourage students to engage in activities that increase interaction and knowledge-construction processes (Storch, 2005, p. 154). Therefore, implementing collaborative writing in second language (L2) writing teaching is a very good idea (Dobao, 2012; Shehadeh, 2011; Soltanpour et al., 2018; Storch, 2005; Storch & Wigglesworth, 2007, 2010; Yeh, 2021).

Various studies have examined collaborative writing from various perspectives, including its benefits, challenges, and impact on various aspects of written texts. Additionally, collaborative writing practices have been applied in a variety of educational contexts (Speck, Johnson, Dice, & Heaton, 1999) and are becoming increasingly popular, especially in English-like second or foreign language (ESL/EFL) writing contexts (Shehadeh, 2011; Storch, 2005). Various benefits of collaborative writing have been reported by many researchers. For example, Storch (2005) studied collaborative writing and found that collaboration provided students with opportunities to jointly generate ideas and provide feedback to each other to improve the quality of their writing. This shows and proves that collaborative writing can be an alternative to a journalism learning strategy. This article is a literature review, a study carried out by collecting data from various journals and research related to Collaborative Writing Strategies in Journalism which are then identified. The main focus of this analysis is to explain how collaborative writing strategies are implemented by teachers in the field of journalism and additional information regarding important values in its implementation. The previous study regarding Collaborative Writing (Fiialka, 2021) only explains the results of Collaborative Writing from the student aspect, therefore this article explains from the teacher's perspective how to implement collaborative writing strategies that are applied by teachers in the field of journalism.

RESULTS AND DISCUSSION

Almost all journalism activities are collaborative activities; such as one reporter and editor, and perhaps a photographer, videographer, or image data manager. In addition, collaboration between journalists and editors has been practiced in various forms for more than a hundred years. One of the first journalistic collaborations between newsrooms was "The Wire" in the mid-19th century. Shmanske (1986, p. 61) (Barkaoui, 2007; Klimova, 2014).

Writing skills are a very important skill in journalism, but in practice writing journalistic texts is not simple, it requires knowledge, mastery of the material as well as appropriate practices and strategies. Journalistic script writing techniques are different from writing in general both in grammatical techniques and presentation. Not only professional journalists encounter these obstacles but students in journalism classes, face many obstacles in perfecting their writing skills, even EFL students. Writing challenges for EFL students include a lack of vocabulary, poor grammar, spelling errors, and student preparation (Fareed et al., 2016). For example, Martínez et al. (2020) stated that EFL students often have difficulty understanding the basics of sentence, paragraph, and essay structure. As a result, this complicated writing style can cause anxiety, and demotivation, and even reduce student enthusiasm. Writing itself is a complex process and requires mastery of linguistic, cognitive, and sociocultural skills (Barkaoui, 2007). All these problems often prevent EFL learners from using their grammatical knowledge for productive purposes, such as writing (Ansarimoghaddam & Tan, 2014). Apart from the difficulties students face in learning to write, teaching writing is also difficult (Barkaoui, 2007; Klimova, 2014).

Collaborative writing in journalism refers to where individuals and organizations work together to create, publish, and disseminate information. This can occur between journalists within the same organization or between different media organizations, journalism schools, non-profit organizations, and independent journalists. The relationship between journalism and collaborative writing in journalism can be seen in the following example; (1) A shampoo advertisement published in a magazine involves a photographer as the picture taker, a copywriter as the writer of the advertising content, and then hands over to the editor so that the advertisement can be corrected until it can finally be published. (2) Review of the publication of a news article entitled "BMKG Yogyakarta Predicts Strong Winds in DIY to Last the Next Week" on the online media Tribun Jogja which was broadcast on Sunday, 15 October 2023 involving informants from BMKG, news writer Miftahul Huda and Editor named Gaya Lufityanti. (3) Journalists in Indonesia collaborate in educating the public about facing the national disaster of Covid-19.

Collaborative writing can be used by teachers in journalism classes as an effective learning strategy that can motivate students, which is expected to improve quality and produce diversity in writing journalistic texts. Providing collaborative writing assignments is quite common in university lectures. For example, group assignments are increasingly often given in a course because it is a reflection of group writing that is often done in the world of work (Strauss, 2001). "Writing effectively" is one of the top two or three ranked useful or best skills that they acquire in college high (usually along with "independent learning" and "problem-solving"), outper-forming other skills related, for example, to science, the environment, and group cooperation (e.g., Krahn & Silzer, 1995). In its implications, the use of collaborative writing in the classroom demands strict collaborative involvement from students starting from pre-writing (exchanging thoughts and generating ideas based on the writing topic) to the final stage of the writing process, (revising, or practicing rewriting) (Anshu & Yesuf, 2022).

There are several benefits of collaborative writing according to experts, namely: First, Helping Weak Students: "Using collaborative writing in EFL writing classes has several benefits in that it can help weak students to learn more effectively when they work with strong partners (Gabriele, 2007; Winskel, 2008)."

Second, Benefits for Strong Students: "Second, collaboration does not have to be unidi-rectional from strong partners to weak partners, but strong students can also benefit from the contributions of weaker students (Donato, 1988, Ohta, 1995)."

Third, Learn from Each Other in Each Stage of the Writing Process: "When two or more students are expected to work together to compose written text collaboratively, in each stage of the writing process such as brainstorming, organizing ideas, drafting, revising, and editing, students can get good opportunities to learn from each other (Rice & Huguley, 1994)."

Fourth, Act Socially and Cognitively: "Furthermore, Storch (2002) also stated that collaborative writing in the EFL classroom might help students to act socially and cognitively, and suggested that teachers should encourage students to engage in social activities that encourage interaction and shared knowledge construction."

Fifth, Discovering New Ideas Together: "In this regard, Graham (2005) also found that collaborative writing is beneficial for students to discover new ideas together and exposes them to a variety of opinions; encouraging them to discuss, argue, disagree, and teach each other and help them practice aspects of the process approach to writing such as generating ideas."

Sixth, Opportunities to practice language skills: "To reinforce the benefits of collaborative writing in the EFL classroom, Storch (2011) suggests that collaborative writing can create opportunities for students to practice language."

Seventh, Produces Better Texts: "In this regard, Doboa (2012) investigated that students who were exposed to collaborative writing produced better texts in terms of accuracy, fluency, and complexity than students who practiced writing assignments individually."

Accountability that Encourages Clear and Effective Writing: "This is because as Hedge (2000) highlights, collaborative writing provides students with readers and critique of their work by their peers in the class. In this way, students become as accountable as the writers in real life, and this accountability is an important incentive for clear and effective writing (Hedge, 2000)."

Judging from the existing benefits, giving collaborative writing assignments is quite common in university lectures. For example, group assignments are increasingly being given in a course because this is a reflection of group writing which is often done in the world of work (Strauss, 2001). "writing effectively" is one of the top two or three useful or best-ranked skills they acquired in college (usually along with "independent learning" and "problem-solving"), beating out other skills related, for example, to science, the environment, and group cooperation (e.g., Krahn & Silzer, 1995). Many studies in the world have found that practicing collaborative writing assignments or activities in class has a positive impact or effect on students' writing skills performance, and development of affective and social skills (Storch, 2013, 2007; Williams, 2003; Graham, 2005). This is seen as students who work collaboratively tend to be happier with their performance than students who work on writing assignments alone. Therefore, it seems that the use of collaborative writing is an effective way of teaching and learning writing skills to EFL students, and thus may be one way of improving their performance level of academic writing skills.

This collaborative writing process involves ongoing collaborative composition from planning to editing and revision. It is not just an exchange of ideas, but a negotiation process that often arises from efforts to create a written text that is shared collectively. The end product of collaborative writing is a text that is produced and shared. In its application, collaborative writing exercises provide opportunities for students to talk about what they have to do, assign roles, discuss topics and develop original ideas, develop negotiation skills, explore and discuss different solutions, and help improve problem-solving skills. Collaborative writing contributes to students' learning outcomes and prepares them for teamwork, an ability that will be very useful for them in the future when they enter the world of work.

Collaborative writing involves individuals working together harmoniously on a writing assignment. This requires strong collective engagement and synchronized efforts by all group

members throughout the writing process. Storch (2013) explains that collaborative writing includes a decision-making process that is negotiated and carried out together, fostering a sense of shared ownership of the resulting text. Additionally, the educational outcomes of collaborative writing go beyond the text produced, encompassing knowledge and skills that are best acquired through collaboration with partners. In collaborative groups, each member is expected to participate and be involved actively and ideally equally in the writing process, starting from the planning stage to editing. In the end, written texts, whether in the form of paragraphs, essays, or reports, become the collective property of each group member.

It should be noted that according to Ede and Lunsford (1990), a collaborative writing task is not only a jointly produced text, but also involves three key elements: (1) a joint contribution that is discussed and then internalized by individuals, (2) joint decision-making power and responsibility for the text, and (3) creation of a written document.

CONCLUSION

Collaborative writing is an effective approach to teaching writing, especially in the classroom. The benefits of collaborative writing in learning are: that it can help weak students, it also has benefits for strong students, and the opportunity to learn from each other in helping develop students' social and cognitive abilities. Social Interaction and Joint Knowledge Construction, language training, Learning to identify Ideas, and Text Composition, resulting in Better Text quality, giving students the responsibilities of real-life writers, which increases incentives to write clearly and effectively.

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