

**The nature of Collaboration in Collaborative Editing Task:
Evidence of First Language (L1) Use and Patterns of Interaction**



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A *Skripsi* Submitted in Partial Fulfillment of the Requirement for the Degree of *Sarjana Pendidikan*

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF JAKARTA
2023**

ABSTRAK

AGNES VEBIAN HALOHO. 2023. Sifat Kolaborasi dalam Tugas Penyuntingan Kolaboratif: Bukti Penggunaan Bahasa Pertama (L1) dan Pola Interaksi. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Januari 2023.

Penelitian ini bertujuan untuk menyelidiki sifat kolaborasi dalam tugas penyuntingan kolaboratif EFL, khususnya bukti penggunaan bahasa pertama (L1) dan pola interaksi yang digunakan dan dibentuk oleh siswa saat mengerjakan tugas penyuntingan bagian. Penelitian ini merekrut 22 siswa kelas sebelas SMA Xaverius, Pringsewu. Studi ini mengikuti kerangka pola interaksi dyadic Storchs (2002) dan fungsi Storch dan Aldosari L1 untuk mengkode dan menganalisis datanya. Data penelitian ini adalah transkrip dari 11 pasang siswa yang berpartisipasi dalam tugas mengedit EFL. Studi ini menemukan bahwa, jumlah penggunaan bahasa pertama lebih besar dari penggunaan bahasa sasaran. Secara persentase, rata-rata siswa menghasilkan sekitar 55,7% kata dalam bahasa pertama dan 43,3% kata dalam bahasa kedua. Fungsi utama dari L1 adalah untuk pembahasan tata bahasa, diikuti oleh pembahasan kosakata (20,2% dari semua putaran L1), manajemen tugas (11,1% dari semua putaran L1), pertimbangan mekanik (5% dari semua putaran L1) dan terakhir menghasilkan ide (4,5% dari semua putaran L1). Pola interaksi utama yang digunakan peserta didik adalah pola kolaboratif (delapan dari sebelas pasang). Pasangan yang tersisa cocok untuk dominan/dominan, dominan/pasif dan Pakar/pemula untuk masing-masing pasangan.

Kata kunci : Penyuntingan kolaboratif, pertimbangan, pola interaksi, fungsi L1.

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ABSTRACT

AGNES VEBIAN HALOHO. 2023. *The nature of Collaboration in Collaborative Editing Task: Evidence of First Language (L1) Use and Patterns of Interaction*. Skripsi. English Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

This study aims to investigate the nature of collaboration in an EFL collaborative editing task, particularly the evidence of first language (L1) use and patterns of interaction that students used and formed when working with a passage editing task. The study recruited 22 student in grade eleven of SMA Xaverius, Pringsewu. The study follows the framework of Storch's dyadic interaction pattern (2002) and Storch and Aldosari L1 function to code and analyze its data. The data of this study were transcripts of 11 pairs of students participating in an EFL editing task. This study found that, the number of the first language use is bigger than the target language use. In percentage, student average produced around 55,7% word in first language and 43,3% word in second language. The main function of the L1 is for grammar deliberation, followed by the deliberations over vocabulary (20,2% of all L1 turns), task management (11,1% of all L1 turns), mechanics deliberation (5% of all L1 turns) and last is generating ideas (4,5% of all L1 turns). The main interaction pattern used by the learners was the collaborative pattern (eight out of eleven pairs). The remaining pairs fit to dominant/dominant, dominant/passive and Expert/novice for each of the pair respectively.

Keyword : Collaborative-editing, deliberations, patterns of Interaction, L1 function

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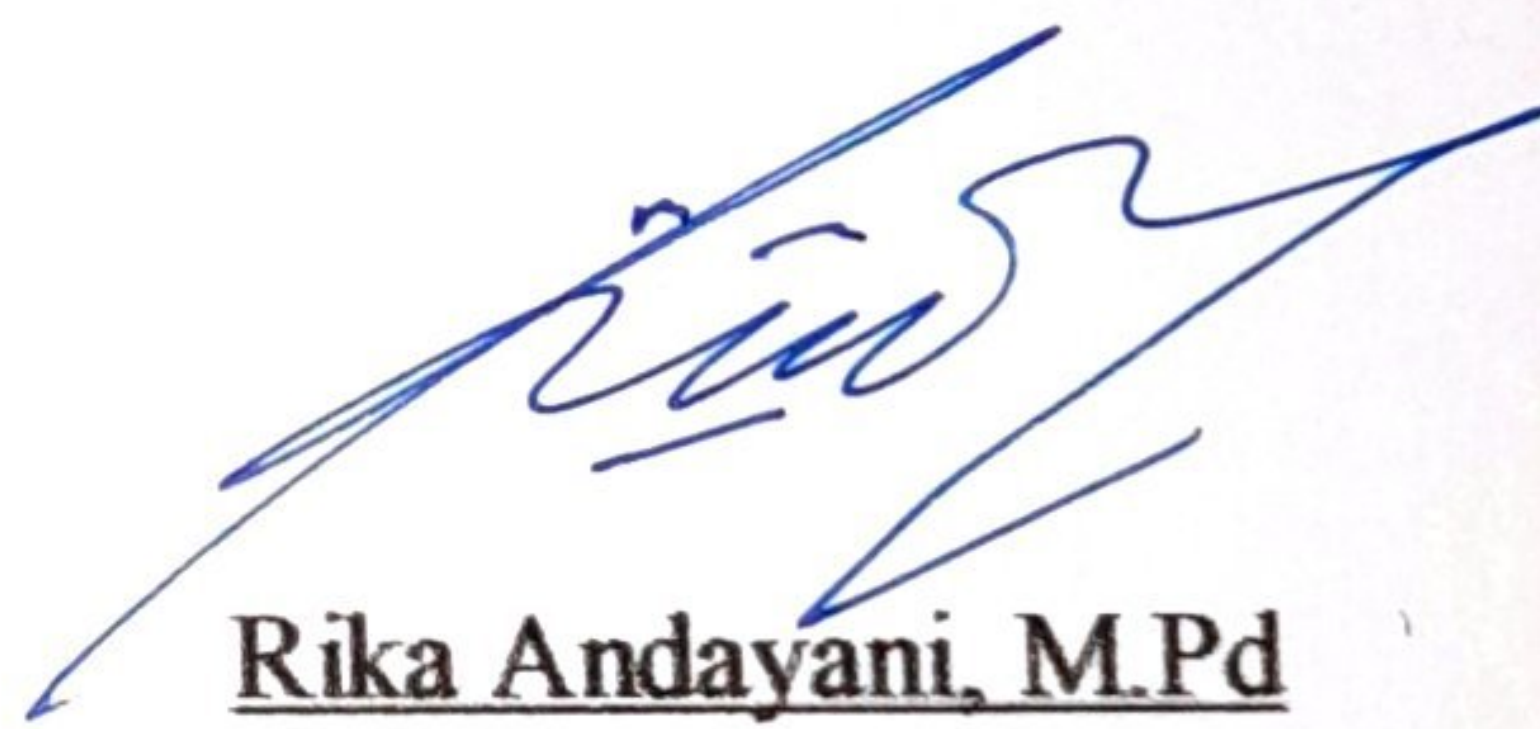
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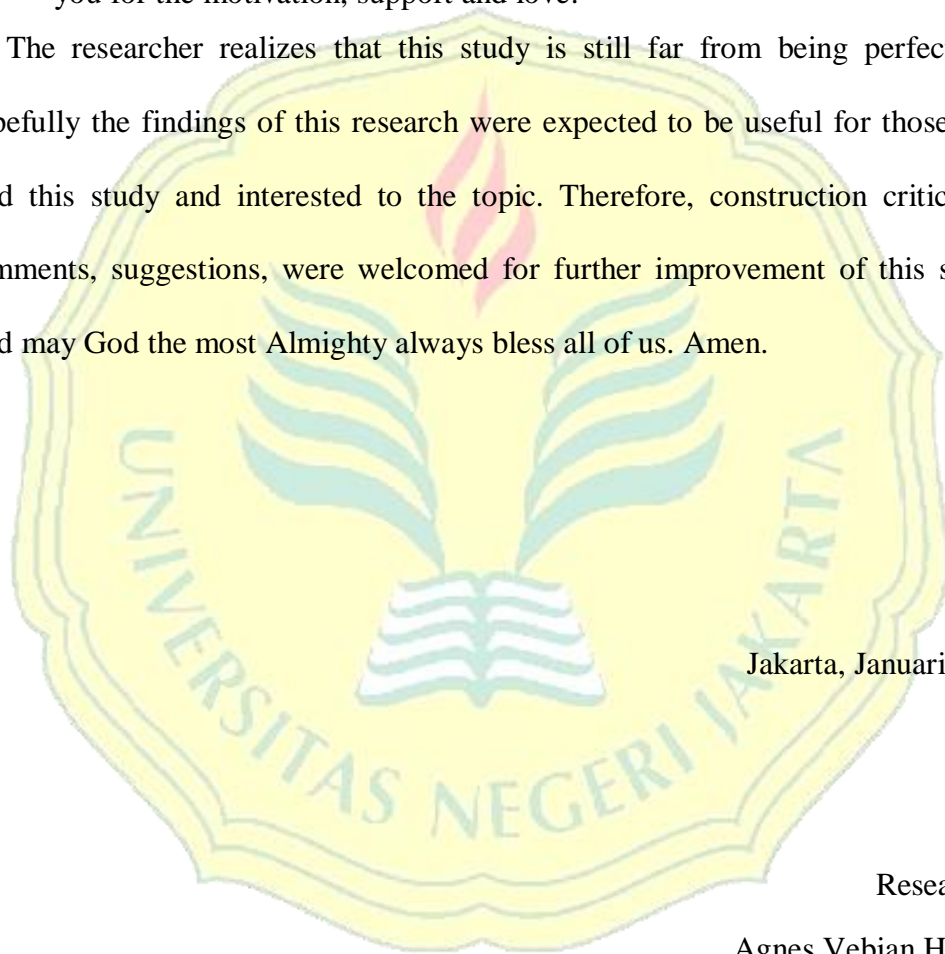
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Jakarta, Januari 2023

Researcher

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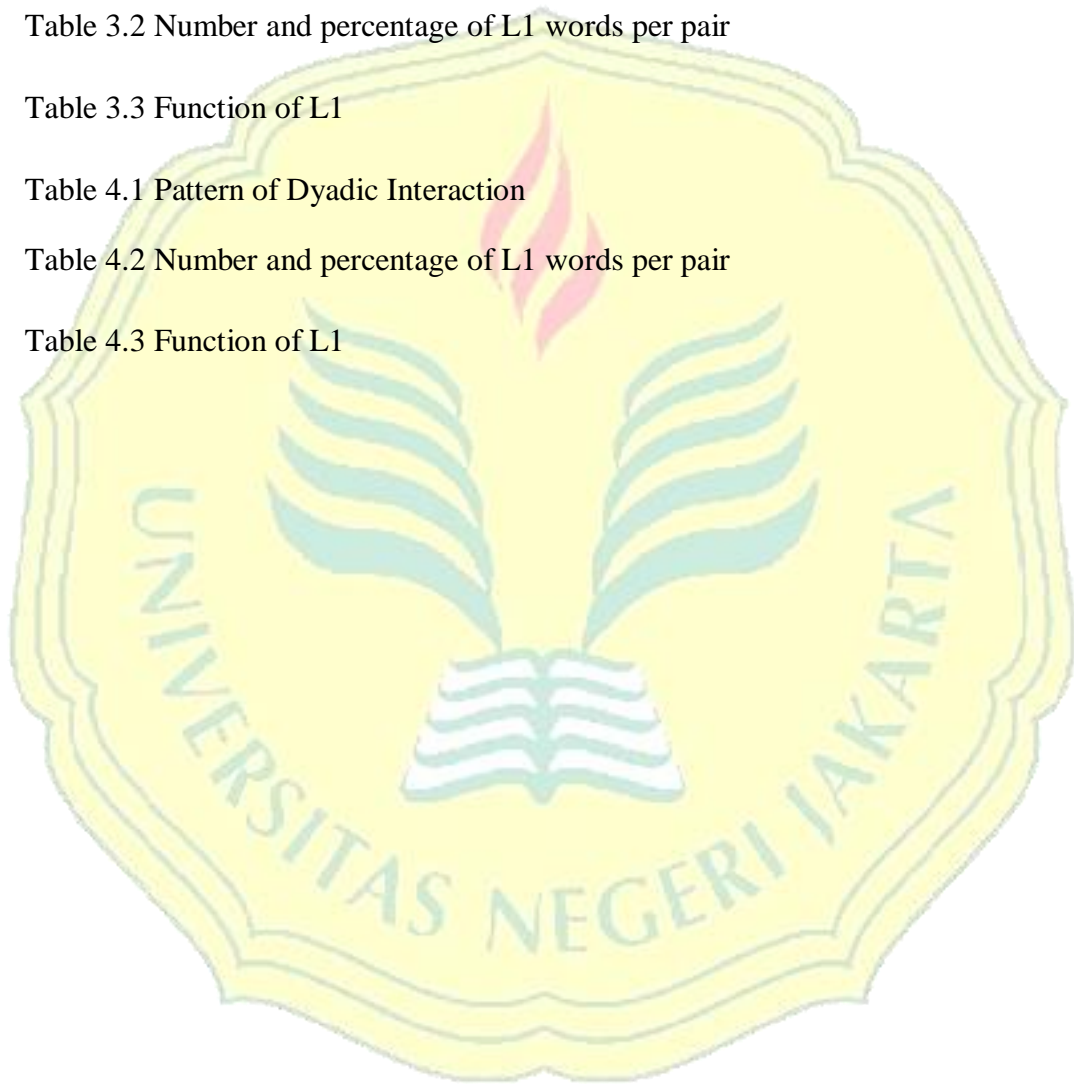
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