

Investigating Dominant and Passive Students on Pair Work towards the Students' Writing Performance

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ABSTRACT

The research aims to investigate the significant difference between the mean scores of the writing performance of the students working in the dominant-dominant pairs (DDP) and those working in the dominant-passive pairs (DPP). It investigates the effectiveness of pair work to reveal in what pair the students have a better-writing performance. The experimental design using pretest-posttest design was used in this study. The writing performance of the students working in the dominant-dominant pairs (DDP) and those working in the dominant-passive pairs (DPP) was compared. The subjects of the study were the students of the English Department of private University in Madiun, East Java, Indonesia who were in their fourth semester. The current study employed the standardized proficiency writing test which was adopted from the TOEFL-Test. Descriptive statistics and inferential statistics were chosen to answer the research question. Independent t-test by using SPSS 17.0 was employed to see whether there was a significant difference in the mean scores between the students working in the dominant-dominant pairs (DDP) and those working in the dominant-passive pairs (DPP). The result shows that the students who work in the dominant-dominant pairs (DDP) perform better at writing performance than the students who work in the dominant-passive pairs (DPP). Furthermore, pair work provides the students with more opportunities to engage with one another to share ideas in writing. Thus, the teacher should arrange the best group of classification at the beginning of making a pair work before the students are asked to have a discussion in writing.

Keywords: dominant; passive; pair work; writing, argumentative essay

INTRODUCTION

There are a number of studies on pair work which have been carried out in the area of English as a second and foreign language. Baleghizadeh (2009, 2010a, 2010b) has conducted a few studies on pair work. The studies are about the conversational cloze task in EFL classes, word building task, and focus on the form of pair work in an EFL communicative classroom. The results show that pair work improves and promotes the students' overall performance on different grammatical features such as the use of the adjective, forms accurate words on writing, and shows an important role in giving instruction. Other studies have been conducted by Dobao (2012), Pae (2011), Zabihi and Rezazadeh (2013) which have focused on comparing the students' writing in pair work, group work, and individual writing. The results show that writing in pair work is better than writing individually. Furthermore, pair work has a positive effect on overall grammatical accuracy (Storch, 1999), establishes a nature of interaction with their peer (Storch 2002, Tan et al. 2010), helps the students to work effectively (Zohairy 2014), helps students to improve better performance on essay writing (Pae 2011) and has significant effect on students L2 writing on content, organization and vocabulary (Shehadeh 2011).

In the Indonesian context, the study of pair work on writing is still limited. Widodo (2013) has focused on the collaborative writing process in EFL classes. The result shows that

collaborative writing helps the EFL students to write easily through the writing process from pre-writing to post-writing. Another study has been conducted by Ghufroon and Hawa (2015) which studied the effect of collaborative writing technique in teaching argumentative essay writing. The result shows that collaborative writing is effective in reinforcing more valuable essay writing. Wati et al. (2012) has studied the effectiveness of collaborative writing in teaching writing. The result shows that the usage of collaborative writing brings a significant effect on the students' essay writing. It is effective to be used in teaching writing.

Unfortunately, the teaching of writing in the Indonesian context still has many weaknesses. Many of the teachers only give the topic and ask the students to write. The teachers focus on the final product of students' writing. This means the teachers do not guide the students in composing writing. In fact, the students' writing in the aspect of content, organization, vocabulary, grammar, and mechanics is not acceptable. The students feel the writing process is difficult. Ariyanti (2016) has found in her study that most Indonesian students find difficulty in writing because of the complex grammatical structures in English. Then, the students also often face difficulties in expressing their ideas into their essay which is caused by the different cultural backgrounds between the students' mother tongue and English. Moreover, the students find difficulty in developing the ideas as they might be lacking in their background knowledge related to the topic assigned. For example, the students do not have encouragement to state their opinion about the current issue. So, when the teachers ask the students to write an argumentative essay, it becomes difficult for them to write. The students feel difficulty starting because they have to work individually without having a discussion with their friend. In fact, having communication with their friends can provide them the chance to share their ideas and obtain feedback about their writing. Thus, pair work in writing needs to be investigated further.

An investigation by Eftekharian and Tayebipour (2015) about the four pair patterns (collaborative pairs, dominant-dominant pairs, dominant-passive pairs, and expert-novice pairs) show that among the four pairs, the two pairs (dominant-dominant pairs and dominant-passive pairs) do not bring significant improvement on the students' writing quality. It has been found that the significance value obtained was not significant. It arouses the challenging topic where the dominant-dominant pairs and dominant-passive pairs are employed in evaluating writing performance.

Based on the present progress in the field especially in the Indonesian context and unsolved problem in the previous research done by Eftekharian and Tayebipour (2015), the researcher is interested in conducting a study on pair work in order to determine which pair is effective in helping the students improve their writing performance. Thus, the research question formulated for this study is “Do the students working in dominant-dominant pairs (DDP) perform significantly better in writing performance than those working in dominant-passive pairs (DPP)?”

The present study aims to investigate the effect of dominant-dominant pairs (DDP) and dominant-passive pairs (DPP) on writing performance with regard to content, organization, vocabulary, grammar, and mechanics used in writing an essay. Having empirical evidence on the effectiveness of pair work on writing performance will verify whether dominant-dominant pairs (DDP) and dominant-passive pairs (DPP) are effective in enhancing students' writing performance. Hopefully, the result of the present study can provide more valuable information, particularly in EFL writing.

LITERATURE REVIEW

PAIR WORK

In the context of second and foreign language writing, pair work has also been investigated by many researchers. Studies conducted by Storch (1999, 2005, 2007, 2011) have focused on the effect of pair work on English as a second language learning. Storch (1999) argues that there is a positive effect of pair work on overall grammatical accuracy among ESL learners. Working in pairs gives more opportunities to communicate in the target language than in teacher-fronted classrooms. Also, Storch (2005) finds that pair work seems to help the students produce more accurate text compared to individual work. Another study by Storch (2007) has investigated the merits of pair work on a text editing task in ESL classes. The result shows that pair work provides learners with the opportunities to use the second language for a range of functions, and in turn for learning. Furthermore, Storch (2011) has focused on the context, process, outcome, and future direction of pair work writing. The result shows that the use of pair work can be useful in writing classroom. It provides the opportunities in discussion with the other peer to create good writing.

In the context of English as a foreign language, studies have also been conducted with regard to pair works. Tayjasanant and Suraratdecha (2016) have found that the students hold a more humanistic desire not only to understand and encourage but also for a relaxing and harmonious collaborative atmosphere. Baleghizadeh (2009, 2010a, 2010b) has conducted the studies to see the effect of pair work on conversational close task, on word building task, and focus on form in English foreign language communicative classroom. Baleghizadeh (2009) mentions that pair work improves the students' overall performance with varying degrees of effectiveness on different grammatical features and that pair work may promote the accuracy for certain grammatical items. In other investigation, Baleghizadeh (2010a) finds that working in pairs significantly improves the students' word-building ability. The students who benefited from sharing ideas with a peer can attach more accurate prefixes and suffixes to the given root words. Meanwhile, another study, Baleghizadeh (2010b) focuses on form in EFL communicative classroom. The form is still working on the assumption that in communicative language teaching, the learners should not be over corrected. Thus, they do not need much corrective feedback.

The study of pair work on L2 writing tasks shows a significant effect on the students' writing quality. Elola and Oskoz (2005) find the learners who work in a pair can arrange good structure, order and organization. The learners discuss extensively about the content, structure, and organization of the essay. It becomes an interactional arena where learners help each other to reflect on and engage with the L2 writing task. Dobao (2012) finds that working in a group or pair work of writing can improve the grammatical and lexical accuracy. Through pair work activities the students can engage with one another in using the language and be successful at problem-solving in language-related problems. It helps the student to produce a more linguistically accurate text. It also creates opportunities for learners to question their language use and provide both positive and negative feedback to each other.

Forming the students into pairs can be based on the gender, proficiency, types of scaffolding or interaction, and students' preferences. It can also be classified based on homogeneous and heterogeneous pair work. Maftoon and Ghafoori (2009) mention that socio-cultural theory tends to focus on heterogeneous pairs (expert-novice), in which the partners differ in their level of ability. Meanwhile, the homogeneous pair work occurs between learners who are fairly equal in terms of their level of L2 knowledge. Fauziah and Latief (2015) have conducted a study on the effect of working in heterogeneous and homogeneous pairs on the students' writing skills and they've found that working in

heterogeneous pairs is more effective than working in homogenous pairs. According to Mathew (1996), heterogeneous pair work can be successful when the students with high score help the students who have low scores in writing. This principle illustrates the development of the individual which is tied up to social interactions that cannot be separated in social life (Vygotsky 1978). Moreover, the learners in pair work first construct knowledge as a joint activity and then transform it through the processes of approximation and internalization. The cognitive processes can be a source of second language learning that is argued as co-construction learners (Swain, 2000, 2006, 2010). Thus, forming pair work can be based on the variety of terms such as gender, proficiency, interaction and students' preferences.

Based on the researches discussed here, it can be summed up that pair work provides the learners with the opportunities to communicate in the target language as the second language with the other friends. It leads the students to produce more text and, texts that are also linguistically more accurate (Dobao 2012). It improves the students' overall performance on grammatical features and promotes accuracy in writing (Baleghizadeh 2009). It also provides the students with the opportunity to give feedback to one another, so the students can share the ideas and organize their writing as well as their sentence structure (Elola & Oskoz 2005).

METHODOLOGY

RESEARCH DESIGN

The research aims to investigate the significant difference between the mean scores of the writing performance of the students working in the dominant-dominant pairs (DDP) and those working in the dominant-passive pairs (DPP). The students are categorized into the dominant-dominant pairs (DDP) and the dominant-passive pairs (DPP) based on social interaction, namely mutuality and equality. It investigates the effectiveness of pair work to see which pairings give better writing performances. Since pair work involves two students working together, it is assumed that the students share the ideas and get feedback from the other. It is a cause and effect study. Thus, the experimental design is employed.

The pretest-posttest design with a nonequivalent group was used in this study. The subjects were given a pretest on the dependent (Y1) variable (essay writing test) while the independent variables namely dominant–dominant pairs (X1) and the dominant-passive pairs (X2) were applied for the treatment. The general design of the study can be seen in the following Figure 1:

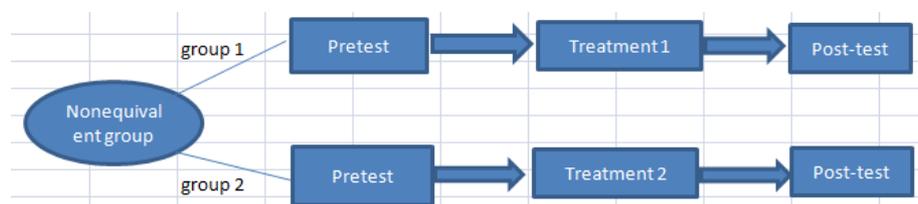


FIGURE 1. Research Design of the Study

Group 1 is the experimental group and group 2 is the comparison group. Group 1 is considered the dominant-dominant pairs (DDP) and group 2 is considered as the dominant-passive pairs (DPP). In this study, both of the groups were given the pretest, treatment, and post-test. To identify the group of dominant-dominant pairs (DDP) and dominant-passive pairs (DPP) the students were given some treatments to meet the criteria. First, the students

were given a certain topic of an argumentative essay in pair work. Second, they were asked to discuss about the essay in pairs to see the effects of the work pair in students' writing performance. Third, the students' discussion in pair work was recorded, transcribed, and analyzed. During pair work, the students' discussion was also observed by using observation checklist. The analysis of students' discussion was based on the time of the talk, suggestion, and mitigation to classify the students into dominant and passive. Moreover, the classification of dominant and passive was also based on the indicator of students' mutuality and equality. High mutuality describes an interaction that is rich in reciprocal feedback and sharing of ideas whereas low mutuality means an interaction that is lacking of reciprocal feedback and ideas sharing. Meanwhile, high equality refers to the equal distribution of turn or equal contributions and the equal degree of controlling the direction of task whereas low equality refers to the unequal distribution of turn of the degree of controlling the direction of task (Storch, 2002). Fourth, the students were given questionnaires. Thus, those treatments were used to determine the dominant and passive students.

PARTICIPANTS OF THE STUDY

The participants of the study were students of the English Department of *Universitas PGRI Madiun*, East Java, Indonesia who were in their fourth semester. They were selected because of several reasons. First, they have passed several writing courses namely sentence building, paragraph writing, and essay writing. Second, they have passed several grammar courses namely basic grammar, intermediate grammar, and advanced grammar. Third, they have learned about the types of genre in the previous writing courses. So, if they have passed all these English courses, it is assumed that they would perform more valuable essay writing, as required in this study.

There were some indicators to identify whether the students belong to dominant or passive which were based on mutuality and equality as proposed by Storch (2002). Mutuality refers to the level of engagement in which they both contribute to the pair work. High mutuality describes an interaction that is rich in reciprocal feedback and sharing of ideas whereas low mutuality means an interaction that is lacking in reciprocal feedback and ideas sharing. Meanwhile, equality refers to the equal distribution of turn or equal contributions and an equal degree of control over the direction of a task. After figuring out mutuality and equality, the pair work was formed. There were two groups consisting of 12 dominant-dominant pairs (DDP) and 12 dominant-passive pairs (DPP).

There are some procedures to determine whether which students were paired into dominant or passive. First, the students were given the opportunity to have a discussion with their peer. The students were given the particular topic of writing and were allowed to discuss for about 10-15 minutes. Second, the students' discussions were recorded. Third, the result was transcribed. Fourth, the result of the transcription was analyzed based on the indicators of equality and mutuality from Storch (2002). It was used to determine the dominant and passive students. To strengthen the results of determining of the students, the researchers gave the students questionnaires and an observation checklist.

RESEARCH INSTRUMENTS

The research instruments used in this study was a standardized proficiency writing test and the aspect of measuring it. A standardized proficiency writing test was adopted from the TOEFL-Test (The Official Guide to the TOEFL Test Fourth Edition). The test was given to the students for the pretest, during the treatment, and the post-test. It was used for measuring the quality of the students' writing performance. The writing test used in this research was a test on writing an argumentative essay. The writing test was not validated by the experts since

it was a standardized test. So, the researcher employed the writing test directly to the students.

Writing rubrics were used to measure the students' writing. The aspect of the written production was constructed by the researcher based on the needs of measuring the students' writing performance. The indicators of the students' writing were measured based on the aspect of the written production of content, organization, vocabulary, grammar, and mechanics. The aspects of writing performance were validated by the experts in teaching and assessing writing. The experts were LI and VV, the lecturers of the writing class who have the same educational background. LI has been teaching writing about fifteen years and VV has been teaching writing for about ten years.

To develop the consistency of the students' writing performance, the researcher employed inter-rater reliability. The use of inter-raters was to see whether the results of the students' writing were homogenous from both of the raters and used to avoid absolute judgments on the students' writing test. The inter-raters results could be used to measure the consistency of the students' writing test. It was gained through the result of the correlation by using PPMC (Pearson Product Moment Correlation). The raters of the current study were the lecturers of the English Department who have had the experience in teaching and assessing writing. Prior to the scoring, a training on the raters was carried out which involved the explanation on how to score the writing essays based on the scoring rubric. The raters were given an explanation to have a discussion first before they scored the essay writing. It was to avoid a significant difference in scoring.

DATA COLLECTION

The data collection was obtained from the standardized test (TOEFL-Like test) of the pre-test and post-test. Before the treatment, the group of dominant-dominant pairs (DDP) and the group of dominant-passive pairs (DPP) were given the writing test as the pre-test. The pre-test was used to see that both of the groups were homogeneous.

The students were given the argumentative essay writing topic (TOEFL-Like test) in the post-test phase. It was to measure the students' writing performance on an argumentative essay. The students' papers were copied and given to the raters. The researcher was not involved in scoring the students' writing to avoid any personal bias. The raters measured the students' writing based on the scoring rubric namely content, organization, vocabulary, grammar, and mechanic. The ranges of the score were 1, 2, 3, and 4 with different weights for each component. The weight of the content was 7 while the weight of the organization, vocabulary, grammar, and mechanic was 6, 5, 4, and 3 consecutively. The maximum score of the students' writing score was 100 and the minimum of it was 25.

The data of the study was the scores on the students' argumentative essay writing. It was collected before and after treatment. The students' argumentative essay writing which was collected before treatment was scored and analyzed in term of correlation (Pearson Product Moment Correlation) by using a statistical computer of SPSS 17.0 version.

The data after the treatment (post-test) was the students' scores on argumentative essay writing. The students' writing was carried out for the dominant-dominant pairs (DDP) and the dominant-passive pairs (DPP). The students' essays were scored by the raters by multiplying the score and the weight. Moreover, it was summed up to obtain the total score each of the students' essay writing. The researcher summed up the score from the two raters and then each student's score was divided by 2 to get the final score of the student's essay.

DATA ANALYSIS

Descriptive statistics and inferential statistics were chosen to answer the research question. The descriptive statistics showed the maximum score, minimum score, mean, median, range and standard deviation. Then, the inferential statistics was used to calculate the probability of an event and then it was compared to the sample mean of population. It was employed to answer the research question: whether or not there was significant difference in the mean scores between dominant-dominant pairs (DDP) and dominant-passive pairs (DPP). The descriptive statistics and inferential statistics were carried out by using SPSS 17.0 version. Homogeneity and normality were included in the statistical assumption. Homogeneity testing was utilized to know whether dominant-dominant pairs (DDP) and dominant-passive pair (DPP) were equal in terms of their writing performance. The Lavene's test by using SPSS 17.0 version was chosen to test the homogeneity with the alpha value .05 as the level of significance. A normality test is employed to examine whether the students' writing scores are normally distributed. The normality in this study was carried out by using Shapiro-Wilk test. It is the most powerful normality test for the small sample size. Furthermore, when all of these assumptions were fulfilled, a parametric statistical analysis was chosen to test the hypothesis. It was carried out by using SPSS 17.0 version.

RESULTS

This section gives the description of the results of the study. The groups of the study are dominant-dominant pairs (DDP) and dominant-passive pairs (DPP). There are four tables in the following which can provide the results' description. Table 1 provides descriptive statistics of the post test scores of the dominant-dominant pairs (DDP) and dominant-passive pairs (DPP). Table 2 provides the results of homogeneity testing. It has shown the homogeneity of the groups of dominant-dominant pairs (DDP) and dominant-passive pairs (DPP). Table 3 provides the results of the normality testing. The two groups of dominant-dominant pairs (DDP) and dominant-passive pairs (DPP) have shown the normal data. Table 4 provides the results of hypothesis testing which describe the difference on the mean scores of the students working in the dominant-dominant pairs (DDP) and in the dominant-passive pairs (DPP).

DESCRIPTIVE STATISTICS OF THE POST TEST SCORE OF DDP AND DPP

Table 1 presents the descriptive data of the post test scores which indicates the students' writing performance of the two groups.

TABLE 1. Descriptive Statistics of the Post Test Score of DDP and DPP

Group	N	Range	Minimum	Maximum	Mean	Std. Deviation
DDP	24	16.00	75.00	91.00	82.92	4.43
DPP	24	18.00	70.00	88.00	79.92	4.84

The table shows that the minimum score of dominant-dominant pairs (DDP) is 75.00 and the range is 16.00 with the standard deviation 4.43. Then, the maximum score of dominant-dominant pairs (DDP) is 91.00. Meanwhile, the minimum score of dominant-passive pairs (DPP) is 70.00 and the range is 18.00 with the standard deviation 4.84. The maximum score of dominant-passive pairs (DDP) is 88.00. The difference of the mean of the DDP and DPP is 3.00. From the result, it can be seen that the group of dominant-dominant pairs (DDP) gain higher mean scores than dominant-passive pairs (DPP).

THE RESULTS OF HOMOGENEITY TESTING

The test of homogeneity is carried out to investigate whether the data is homogeneous for the two groups: dominant-dominant pairs (DDP) and dominant-passive pairs (DPP). To see the homogeneity of the data, Levene's test for equality of variances of the Statistical Package for Social Sciences (SPSS) 17.0 version is used. It is employed with the alpha value of .05 as the level of significance. The result of homogeneity testing is described in table 2.

TABLE 2. Homogeneity Testing

Homogeneity Testing	Levene's test statistics	Sig.	Intepretation
DDP & DPP	.167	.685	Homogeneous

The result of homogeneity testing shows .685. It is higher than the level of significance *p* value .05. This means that both of the data from the dominant-dominant pairs (DDP) and dominant-passive pairs (DPP) are homogeneous.

THE RESULTS OF NORMALITY TESTING

A normality test is employed to examine whether the students' writing scores are normally distributed. The normality of the data in this study is carried out by using Shapiro-Wilk test as has been stated earlier. The result of normality testing is described in Table 3.

TABLE 3. The result of normality testing

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Groups	Statistic	Df	Sig.	Statistic	Df	Sig.
Writing Score	DDP	.162	24	.103	.949	24	.253
	DPP	.200	24	.014	.926	24	.077

a. Lilliefors Significance Correction

Based on the table, it can be seen that the data is normally distributed. The result of the data from dominant-dominant pairs (DDP) is .253. It is higher than the level of significance *p* value .05. This means that the data of dominant-dominant pairs (DDP) is normally distributed. The result of data from dominant-passive pairs (DPP) is .077 which is also higher than the level of significance *p* value .05. This indicates that the data of dominant-passive pairs (DPP) are normally distributed.

HYPOTHESIS TESTING

The results of homogeneity and normality are fulfilled. This means that the two groups are in the same ability and the data is normally distributed. Then, parametric statistical analysis is chosen to test the hypothesis. The independent t-test is used to see the difference on the mean scores of the writing performance of the students working in the dominant-dominant pairs (DDP) and those who work in the dominant-passive pairs (DPP). It is carried out by using SPSS 17.0 version. A more detailed explanation is described in the following explanation.

THE DIFFERENCE ON THE MEANS OF STUDENTS WORKING IN THE DOMINANT-DOMINANT PAIRS (DDP) AND IN THE DOMINANT-PASSIVE PAIRS (DPP)

This section provides the result based on the question which mentions whether there is significant difference on the mean scores of the writing performance of the students working

in the dominant-dominant pairs (DDP) and those working in the dominant-passive pairs (DPP). The parametric test on independent t-test is used to see the different of the mean scores of the groups of the dominant-dominant pairs (DDP) and those working in the dominant-passive pairs (DPP). It is used because the data of the two groups is homogeneous so it fulfills the statistical assumption. The result of the analysis is presented in Table 4.

TABLE 4. The result of the analysis

Group Statistics & Test for Equality of Means						
	DPP	N	Mean	Std. Deviation	Std. Error Mean	Sig.(2 tailed)
DDP	1.00	24	82.9167	4.43226	.90473	.030
	2.00	24	79.9167	4.83571	.98708	

The table shows that there is a significantly difference in students' writing performance between the dominant-dominant pairs (DDP) and dominant-passive pairs (DPP). It shows that the samples are 24 students (N=24) for each of the two groups. The means of the two groups are significantly different. The mean score of the dominant-dominant pairs (DDP) is 82.92 and the mean score of the dominant-passive pairs (DPP) is 79.92. The mean score of the dominant-dominant pairs (DD) is higher than the mean score of the dominant-passive pairs (DPP). Moreover, the result of sig is .030 which is less than the level of significance p value.05. This means that there is a significant difference in the mean scores of the writing performance of the students working in the dominant-dominant pairs (DDP) and those working in the dominant-passive pairs (DPP).

DISCUSSION

The results show that the students who work in the dominant-dominant pairs (DDP) are more effective in writing performances than the students who work in the dominant-passive pairs (DPP). This means classifying the students based on the social interaction (dominant and passive) affects how the students produce better writing performances. The dominant-dominant pairs (DDP) represent good interaction since the students who work with one another can share the ideas in writing performance. Through the interaction between the pair, they produce more valuable writing as well. The students also encourage each other and this helps to create more opportunities to produce prominent writing. On the other hand, the students in the dominant-passive pairs (DPP), it shows that the dominant students help the passive students but the dominant students do not get feedback in sharing the ideas and producing writing performance. It shows inequality interaction between the less capable student (passive) in the group and increasing the psychological burden for the most capable student (dominant) (Cho, 2015). Furthermore, pair work provides the students with the opportunities to engage one another to share the ideas in writing.

Based on the results presented in the previous section, the two groups show the different mean scores on the writing performance. The students in the dominant-dominant pairs (DDP) gain the highest score. They have preferable interaction with their peer. It means that both of the students have high mutuality in discussing the writing topic in pair work. There are many reasons and implications that dominant-dominant pairs (DDP) are more effective than dominant-passive pairs (DPP). The dominant students can work with one another, they can also pool and exchange their knowledge related to the topic assigned, and the students have opportunities to share the ideas for meaningful and purposeful communication. Furthermore, the following is the detailed reason and implication of the dominant-dominant pairs (DDP) which is effective on the students' writing performance.

The dominant-dominant pairs (DDP) represent the students who work with one another to share the ideas to produce their writing. This result is also relevant to the finding of a study by Storch (2002) which revealed that the students in dominant-dominant pairs (DDP) achieve language choices well by negotiating with one another. It was found that the students can scaffold one another in writing performance by working in a pair. Another result from Storch (2007) has mentioned that pair work gives the students' opportunities to explore the linguistic resources and co-construct knowledge about language. Moreover, Fung (2010) has mentioned that the success of dominant-dominant pairs (DDP) is considered as the students in that group have higher and more prominent mutual interactions. It can be seen from their discussion of the dominant students who control more over in their interaction with their friend during a discussion. The students can emphasize the importance of mutual interaction and take complementary roles as the students' plan, generate the ideas, provide the alternative ideas as well as respond to other dominant students. The students of dominant-dominant pair learn to listen to the other to broaden their perspective in writing.

The students in the dominant-dominant pairs (DDP) can work with one another to pool the ideas in writing performance. The students have encouragement and the opportunities to help each other in producing better writing performance. They work with one another to share the ideas based on their experience. By knowing their friends' experience, they are helped to get the ideas in writing. They are active in telling their experience based on the writing topic. Wigglesworth and Storch (2009) have mentioned that pair work enables the pair to generate the ideas about the content of their essay. It also provides the students with the opportunity to share ideas and pool together the knowledge more generally on different aspects of writing. The students can pool together the use of grammar verb, sentence structure, word choice, and spelling. It indicates that pair work provides students the opportunity to interact by discussing the different aspects of writing. It encourages the students to work together in generating the ideas of the content of the essay. In short, it provides the students with the opportunities to share and to poll the students' knowledge. On the other hand, the students in the dominant-passive pairs (DPP) show that the dominant students help the passive students but the dominant students do not get feedback from their pair and this affect the writing performance. The dominant students exert control over the passive students. In other words, the passive students only rely on the dominant students.

The students in the dominant-dominant pairs (DDP) have many opportunities to exchange the ideas on the components of writing. They also discuss well based on the writing topic. They can improve their knowledge and exchange information (Pae 2011). They also build social constructivism by working together. They discuss the word choice to create good content for the writing such as the evidence to support their argument in their argumentative essay. They focus on the language used in argumentative essay. Moreover, Baleghizadeh (2010) has mentioned that collaborative writing activity improves students' knowledge by exchanging information. They have opportunities to question their language use and provide both positive and negative feedback to each other. It is also relevant to a study by Dobao (2012) which has found that working in a group or pair work of writing can improve grammatical and lexical accuracy. It supports the use of pair work and collaborative writing tasks in the L2 classroom.

The use of pair work in dominant-dominant pairs (DDP) provides the students with the opportunities to discuss about the different aspects of argumentative essay writing. They discuss the organization of argumentative essay writing. They also discuss the use of vocabulary to make good sentences of argumentative essay. It is important to develop L2 learners' writing skills by discussing the aspects of essay writing in peer activities (Storch 2011). It can increase student participation, facilitate discussion, and improve document quality (Hernandez et al. 2000). It provides them with more opportunities to generate and

share ideas about the content of their essays during collaboration. This is also seen in this study where Storch (2002) has found that the dominant students both in the dominant-dominant pair and the dominant-passive pair have the greatest number of instances in sharing the ideas. It also provides activities to interact with a fresh environment and an interactive atmosphere (Shehadeh 2011, Storch 2005, Wigglesworth & Storch 2009). Moreover, it shows that the students have the same characteristics in keeping the opportunities in working discussion in a pair. Thus, the students keep the students' way of achieving the target language.

The effect of pair work provides the dominant students with the opportunities for meaningful and purposeful communication to achieve the target language. The result show that the students in dominant-dominant pairs (DDP) perform significantly better in writing performance than the students in dominant-passive pairs (DPP). Dobao (2012) has mentioned that the students help one another to produce accurate text. It can be seen from table 4 that the mean of the dominant-dominant pairs (DDP) is 82.92 and the mean of dominant-passive pairs (DPP) is 79.92. The mean of DDP is higher than the mean of DPP. Moreover, the result of the sig is .030 which is less than the level of significance p-value.05. Within the EFL context, the target of implementing pair work in writing classrooms is to develop better writing skill. It provides the students with the opportunities for meaningful and purposeful communication to achieve their target language (Baleghizadeh 2010). Shehadeh (2011) finds that it can provide the learners with the opportunities for meaningful and purposeful communication that might be a source of L2 learning. So, this study, therefore, is in agreement with other studies that suggest pair work as an effective strategy in writing performance.

In conclusion, this study shows the significant results; pair work affects how the students produce a better writing performance. The students in the dominant-dominant pairs (DDP) produce better writing performance than the students in the dominant-passive pairs (DPP). The students have the opportunity to engage with one another to work together, they can pool and exchange their knowledge related to the topic assigned, and the students also have the chance to share the ideas for meaningful and purposeful communication.

CONCLUSION

The result implies that the use of pair work can affect the students' writing performance optimally. It can encourage them to write actively. The study shows that students who are treated by using pair work have better writing performance particularly in argumentative essay. There is a significant difference between the mean scores of the writing performance of the students working in the dominant-dominant pairs (DDP) and those working in the dominant-passive pairs (DPP). The students who work in dominant-dominant pairs (DDP) perform significantly better in writing performance compared to the students who work in dominant passive pairs (DPP). The dominant-dominant pairs (DDP) can depict the students who engage with one another to share the ideas in writing.

The students have encouragement and the opportunities to help each other in producing better argumentative essay writing. They can also pool and exchange their knowledge related to the topic assigned, and the students have opportunities to share the ideas for meaningful and purposeful communication. They also build social constructivism by working together. The students in the dominant-passive pairs (DPP) seem to help the passive students but the dominant students do not get feedback in sharing the ideas and producing writing performance.

The future researchers are also suggested to apply another experimental research design such as a true experiment by comparing all dominant students in the dominant-

dominant pairs (DDP) with the dominant students in the dominant-passive pairs (DPP). It is also recommended to investigate further the group of dominant passive pairs (DPP) to have prominent essay writing since in this study their result does not show that they perform significantly better in writing. It would be also insightful to replicate this study with a different method of classifying the students.

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