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COLLABORATIVE INSTRUCTIONAL SUPPORT FOR EFL LEARNERS IN ACADEMIC WRITING CLASS

A PAPER

Submitted as Partial Fulfilment of Requirement
for getting ***Sarjana Pendidikan*** Degree

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STATEMENT OF ORIGINALITY

I acknowledge that this paper entitled: **"COLLABORATIVE INSTRUCTIONAL SUPPORT FOR EFL LEARNERS IN ACADEMIC WRITING CLASS"** is really my own writing.

This paper has guided by using acceptable scientific method of writing or without copying from other papers. I make this statement according the truth. I will be responsible to any risk that happens in the future if it is proven to offend to ethic of scientific writing.

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MOTTO AND DEDICATION

"Meski dikelilingi gelap, lilin tetap memilih untuk menyala."

This thesis is lovingly dedicated to:
My beloved parents and family, for your love, prayers, sacrifices, and steady support which have been the foundation of every step I have taken. Thank you for believing in me when I doubted myself.

My supervisors and lecturers, for your invaluable guidance, patience, wisdom, and encouragement throughout my academic journey. Your commitment has not only helped me complete this thesis but has also inspired me to keep learning and growing, both as an educator and as a lifelong learner.

My friends and everyone who has walked alongside me, thank you for your kindness, motivation, support, and countless acts of help during difficult and joyful times alike. Your presence has made this journey more meaningful and far less lonely.

To all who have contributed, directly or indirectly, to the completion of this thesis, thank you for every lesson, opportunity, and word of encouragement that helped me reach this milestone.

Finally, to myself, for persisting through every challenge, uncertainty, and obstacle along the way. There were moments of exhaustion, self-doubt, and hardship, yet I chose to keep moving forward. This thesis stands as a reminder that progress is not always measured by how much I had, but by the courage to continue despite the circumstances.

This thesis is more than just an academic requirement. It is a testament to perseverance, growth, gratitude, and the collective support of all who have been part of my journey.

ABSTRACT

COLLABORATIVE INSTRUCTIONAL SUPPORT FOR EFL LEARNERS IN ACADEMIC WRITING CLASS

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This study investigates the implementation of collaborative instructional support for EFL learners in an Academic Writing class at Universitas Kuningan. Grounded in Vygotsky's Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD), the study explores how lecturer guidance, peer collaboration, and digital tools support students' academic writing development. A qualitative descriptive method was employed through classroom observations, semi-structured interviews with six students, a laboratory assistant, and a lecturer, as well as document analysis of feedback and revision records. The findings reveal that collaborative instructional support was implemented through two interconnected cycles. In Cycle 1, support focused on concept development, topic selection, proposal drafting, and initial manuscript preparation through lecturer guidance and peer discussion. In Cycle 2, support emphasized monitoring writing progress, providing feedback, conducting revisions, and integrating digital tools and AI-assisted support to improve manuscript quality. These cycles enabled students to develop a better understanding of academic writing conventions, enhance critical thinking, and refine their writing through continuous guidance and collaboration. Despite challenges such as limited instructional time and varying levels of student participation, the collaborative instructional support facilitated students' writing development and promoted a more effective learning process in higher education.

Keywords: Academic Writing, AI Integration, Collaborative Learning, EFL Learners, Instructional Support

PREFACE

As technology continues to grow and change the way we teach and learn, especially in writing, it's important to think about how we can better support students who are learning English as a foreign language (EFL). This study, **"COLLABORATIVE INSTRUCTIONAL SUPPORT FOR EFL LEARNERS IN ACADEMIC WRITING CLASS"** looks at how lecturer's insights can help students write in academic writing course.

This research focuses on the English Department at Universitas Kuningan and is set in the context of higher education. It explores the kinds of support that students need when writing in English by the lecturer's insights and feedbacks started from helping in research title recommendation until keeping updates with their writing process.

The study also looks at both the difficulties and the benefits of writing in English academically. It pays attention to how lessons are planned, how teachers give instructions, how students write, and how supporting environments or tools can be used to engage in the writing process.

Kuningan, June 2026

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