

EXPLORING SECONDARY STUDENTS' ENGAGEMENT OF THE COLLABORATIVE WRITING APPROACH TO LEARNING IN WRITING DESCRIPTIVE TEXT

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Abstract

Student engagement encourages the advancement of writing skills, such as the ability to compose descriptive language. The evaluated students' writing abilities are determined by their behavioral, emotional, and cognitive engagement. However, the purpose of this study is to investigate and learn about the utilization of collaborative writing styles when completing descriptive writing. This study used the descriptive qualitative method and engaged six students in writing descriptive text in the group. The data was gathered through semi-structured interviews. To fill a gap in the research on student engagement in collaborative writing approaches. The findings show how collaborative writing approaches improve student involvement and help students overcome problems when producing descriptive writing. Furthermore, collaborative writing enhanced students' enthusiasm for creating descriptive texts as well as their ability to communicate with other students. As a result, students regard the complicated process of collaborative writing as challenging. Students' behavioral, affective, emotional, and cognitive skills are all enhanced as a result of collaborative writing. The other researcher discovered low affective engagement as a result of students' uncertainty regarding collaborative writing during the writing process of descriptive texts.

Keywords: Student Engagement; Collaborative Writing Approach; Writing Descriptive Text

INTRODUCTION

There are several problems students have when written descriptive texts due to student engagement, including the writing of descriptive texts, which are already required in junior high schools. The students' lack of engagement with other students while writing was the issue. They were required to write independently, and an approach or process got them to accomplish it. It might not be beneficial when there is no engagement during class exercises. Additionally, collaborative writing (CW) has been explored and assessed for competence, among other writing strategies. It is recognized that engagement is a complicated concept and can give a better understanding of how students think, perform, and feel in school than focusing on just one of those characteristics separately, which is one of its advantages. The three diverse but connected components of engagement are behavioral, emotional/affective, and cognitive engagement, as defined by the most frequently accepted academic term for engagement (Fredricks et al., 2004). Furthermore, depending on the context, student engagement patterns might change (Archambault et al., 2009). Reschly & Christenson (2012), recognize that some scholars distinguish between motivation and engagement, with engagement reflecting observable behavior, while others appear to include motivation inside the engagement meta-construct. An assessment of students' enthusiasm to learn academics in and out of class. Academics include students who put in effort, intensity, perseverance, and identification when completing academic learning responsibilities. Simple behaviors, such as finishing the current

assignment or following the rules, may result in behavioral engagement. Furthermore, Connell (in Fredericks, 2004) claims that this aspect is especially necessary for making positive choices regarding education and preventing dropouts. Christenson, et al (2012) assert that affective engagement is a level of emotional response characterized by feelings of engagement in school as a location and a collection of activities worth exploring. Affective engagement encourages students to participate in and remain involved in educational activities. Affectively engaged students feel included in the school society and that school is a significant component of their lives (belonging), and they understand that school provides them with tools for outside-of-school accomplishments (valuing). As stated by Reschly, Appleton, and Pohl (2014), cognitive engagement is defined as students' interest in and value for their learning, as well as their commitment to acquiring knowledge and making use of learning strategies to grasp material, finish assignments, acquire skills, and achieve goals.

Collaborative writing, as claimed by Harmer (2004: 73), is an approach to writing that encourages learning by letting students pick up tips from another student. This activity has a sense of shared goals, which may be quite motivating, and it allows each cooperating member to gain insight into the ideas and information of others. Furthermore, Khatib and Meihami (2015) argue that they are undertaking another collaborative piece of writing research. Their studies discovered that a group of students who participated in collaborative writing outperformed students in their educational setting who weren't engaged in collaborative writing. Mulligan and Garofalo (2011) suggested that teachers change the collaborators they give to students with the goal of preventing students from collaborating with people of diverse levels of skill. Oshima and Hogue (2007:61) assert that descriptive writing engages the senses by describing whether something appears, feels, smells, tastes, or sounds. A descriptive text is any text that serves the purpose of describing a certain person, place, or item. Students can write descriptive texts with simple present-tense verbs and adjective phrases. A descriptive text or item of writing is frequently utilized to assist writers in developing a certain feature of their work, such as to establish a specific mood or atmosphere or to describe a location so that the reader is able to see the people, setting, items, etc.

METHOD

The researcher utilized a qualitative method with a case study design. The study employed case studies as a research method to clarify the phenomena that should be considered with regard to students' engagement with the making of descriptive text in collaborative writing approaches. This study focused on the student in senior high school through collaborative writing approaches in writing descriptive text. Furthermore, this study for collaborative writing approaches took six students in writing descriptive text. In this study, direct interviews were conducted systematically with one person at a time. The researcher conducted a semi-structured interview, which gives interviewers with defined questions and instructions and may produce accurate, consistent qualitative data (Yin, 2017). This study used interviews adapted from Reschly, Appleton, and Pohl (2014) to investigate the students' perceptions of collaborative writing through descriptive text. This study uses thematic analysis by Braun and Clarke (2006). A data analysis model includes a collection of steps: (1) Familiarize with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing the themes, (5) defining and giving the name of the themes and (6) the production phase.

RESULTS AND DISCUSSION

Results

This chapter contains research findings related to how collaborative writing strategies assist students in learning how to write descriptive texts and how students perceive writing descriptive texts using these strategies. The data that showed up was examined using Braun and Clarke's (2006) thematic analysis. The author separated the data into two categories: (1) Students' engagement with producing descriptive texts using a collaborative writing approach; and (2) Students' perspectives regarding collaborative writing in writing descriptive texts.

1. Students' engagement with producing descriptive texts using a collaborative writing approach

a. Collaborative writing enables students to communicate with each other and become more engaged in creating descriptive language.

These findings pertain to the means by which collaborative writing strategies were used to increase students' engagement in writing descriptive text. Interviews with students are how the data were collected. The study's findings are based on the data gathered, which showed that the use of descriptive texts in collaborative writing approaches promoted student participation. This behavior, which has been classified as a category based on the data, is known as student engagement. During collaborative writing, students collaborate in groups and discuss while creating drafts of their writing. After conducting interviews, the researcher learned more about the behavior of the students who participated in the collaborative writing of descriptive texts. The student vignettes that follow demonstrate their behavior during collaborative writing.

Student vignette 1:

I was able to capture and comprehend the lesson on how descriptive writing texts use collaborative writing given by the teacher. [silent] The description text that I am familiar with is to draft the qualities of any details using a collaborative strategy, which means that we write concurrently and cooperate or group

Student Vignette 2:

Yes, because learning how to create descriptive texts using this collaborative writing strategy can help me and my friends. By working together to exchange the thoughts and opinions of each of its members, [silent]the process gets easier because it is performed in collaboration.

Based on the previous response, students have a perspective on how students behave while using a collaborative writing approach to write descriptive text. Students' perceptions of their behavior indicate that they engage in group discussions and interactions using collaborative writing approaches.

b. Collaborative writing encourages students to participate by motivating them to create descriptive text.

The influence of a collaborative writing approach on students' interest in writing descriptive language is related to this finding. Student interviews were used to collect the data. The study concluded that collaborative writing activities like writing descriptive texts encouraged student engagement based on the collected data. In this case, affective engagement is mentioned; this is a category that was developed with the help of data. Students demonstrate interest in the collaborative writing process by working in groups, and they attempt not to feel bored by using

descriptive writing in their texts. After the researcher learned established interview data, the students took part in the collaborative writing approach by creating descriptive texts that included emotional or affective engagement. These student incidents from collaborative writing illustrate how students' emotional engagement

Student vignette 1

in my opinion, learning to write descriptive texts through collaborative writing strategies makes me enthusiastic because my group and I can show the results of drafts of knowledge about the themes explored by the opinions in my group. [silent] I am also easily motivated because I get more ideas from some friends by combining them into a descriptive text.

Student vignette 2

My opinion is that learning ways to write descriptive texts through collaborative writing is enjoyable since we get to work with a group of friends. [silent] In addition, I feel comfortable working with others, so I can do it carefully according to what I have learned; thus, the writing assignment is simple. [silent] Because my group mates are specific in their writing, the results are good, and that motivates me because I engage in discussions and don't get bored while using collaborative writing strategies.

Due to their perspectives on their collaborative writing approaches, which are based on their responses to the questions above, students who are composing descriptive texts are emotionally or affectively engaged. The positive affective responses from students' perceptions of the emotional or affective engagement demonstrate that students are enthusiastic about instruction utilizing collaborative writing approaches through writing descriptive texts and gaining draft results that conform to the knowledge obtained from a group of students. Additionally, students are not bored since they are working on descriptive texts that reflect what they have learned in an appropriate and thorough manner while using the collaborative writing approach, which results in emotional engagement.

2. Students' Perception Towards Collaborative Writing in Writing Descriptive Text

a. Students' challenges in collaborative writing approach using descriptive text

The finding has significance in that the collaborative writing approach assessed how interested students were in writing descriptive items. data acquired from student interviews by generating descriptive writings utilizing the data gathered during collaborative writing approach. In this context, data is used to discuss the previously established category of cognitive engagement. Student perceptions obtained through interviews have resulted in many issues in generating descriptive text using collaborative writing activities. Outlining sessions to make themes is challenging for cognitively engaged students, while identifying concepts for writing descriptive texts is challenging. The collaborative writing approach in editing sessions is challenging for cognitively engaged students because it requires them to work together to discuss how different words or phrases should be used. Students who engaged in a collaborative writing approach by composing descriptive texts with cognitive engagement afterwards acquired the results of the interview data. A student vignette indicating cognitive engagement in collaborative writing follows:

Student vignette 1

[silent] In my opinion, the difficulty of collaborative writing strategies with descriptive text is part of determining the theme during the collaborative writing outlining session. Because of the challenges and interests my group members have in developing ideas or themes for descriptive texts, [silent/hmm] my group mates and I study together to have different opinions so we can appreciate their thoughts in this collaborative writing.

Student vignette 2

[silent] In my opinion, the part of writing descriptive text that uses a collaborative writing strategy when editing or combining answers from all group members works because they [silent] and I work individually; therefore, the challenge for my group is to discuss the differences in the use of words or sentences in the editing process so that they become a complete and correct descriptive text.

Based on the responses from the interviews with students, which are part of the collaborative writing approach with descriptive writing, students indicate that the cognitive engagement that has been performed is that there are several sessions during the collaborative writing method that can be challenging for students to understand the work they receive. Students in the outlining session have an idea that it is difficult to write descriptive texts when identifying themes because they experience difficulties with cognitive engagement. Furthermore, students are challenged to discuss and employ sentences for an appropriate descriptive text throughout the editing phase of collaborative writing when integrating responses and thoughts from group members.

Discussion

1. Students' engagement with producing descriptive texts using a collaborative writing approach

a. Collaborative writing enables students to communicate with each other and become more engaged in creating descriptive language.

Students engage in interactions with other students while writing collaboratively on descriptive texts in response to the teacher's instructions, which also apply behavioral engagement. These findings, which are substantiated by Connel's theory by referring to Fredricks et al. (2004), argue that students who take their education seriously engage in learning activities so they may complete assignments without interruptions from teachers, which can encourage behavioral engagement. The interactions between students and the behavior of those engaged in the writing of descriptive texts convey the researcher's conclusions. Students then actively participate in collaborative writing procedures with group members to convey each other's writing outputs from drafts by conveying their individual points of view or knowledge. In line with Prasetyawati and Ardi (2020), who concluded that student engagement with the writing process is more in-depth, this can be accomplished by working together, interacting with other students, and completing assignments based on each student's preferred learning style to establish a new learning environment. The researcher also noticed that students can contact the teacher with a request in order to not miss interruptions in the teacher's activities or in their group members' interactions with other students during collaborative writing. As stated by Wahab & Aisyah (2022), activities that include the engagement of behaviors that students argue interact positively include them participating in class, contributing to performance in discussions, engaging intellectually with their knowledge, and being present in classes that focus on paying attention to the teacher in the class.

b. Collaborative writing encourages students to participate by motivating them to create descriptive text.

In one group of students, the researcher found that students were motivated to engage in writing activities because they felt enthusiasm about learning collaborative writing skills and enjoyed the process of presenting draft results. The support is consistent with the theory of Fredericks et al. (2004), Emotional engagement of students' attitudes, interests, and values that may be related to positive or negative relationships among students, teachers, or others. As stated by Christenson et al. (2012), the level of emotional response that students have to necessary activities is what is meant by affective engagement, which promotes motivated engagement in class by requiring that students carry out their tasks in a way that will enable them to achieve goals regardless of their level of emotion. As a result, affective engagement promotes a selection of emotional responses such as attraction, boredom, sadness, and concern. In line with Prasetyawati and Ardi (2020), in this study, students are excited and encouraged to write collectively, so they are acquainted with group members in a classroom setting using the Instagram application. Furthermore, Krishnapatria, Kurniati, and Saefullah (2019) asserted that when students collaborate on creating and performing activities presented by the teacher, they are more engaged and do not feel bored, in order to ensure that students are familiar with the writing process and do not become bored when the teacher is presenting content in class.

2. Students' Perception Towards Collaborative Writing in Writing Descriptive Text

a. Students' challenges in collaborative writing approach using descriptive text

The study demonstrated data from student interviews, such as cognitive engagement, which students recognized as a challenge in collaborative writing approaches through the construction of descriptive texts. The following generated various problems for students' collaborative writing sessions, one of which was that during the outlining session, there was a reaction from students to selecting the theme through discussion. For students to develop successful collaborative writing skills, their ideas or points of view must be cognitively established. This conclusion is collaborated by Fredericks et al. (2004). Cognitive engagement to try to understand ideas and master talents that are designed to engage students in learning ways to think clearly is supported by research. In line with Farizka & Cahyono (2021), students who are cognitively engaged with their challenges while assessing writing results are substantially aware that their knowledge is based on the opinions of the engaged group. The study also found that students who were cognitively engaged in the collaborative writing strategy editing session had little trouble in the session because the ideas of students in each group were a challenge for them because they worked together individually to discuss variations in the use of words or sentences in the writing section in order to ensure the writing results were organized and in line with the topic of discussion of students in the collaborative writing. By understanding the components of descriptive text writing, this promotes students' cognitive engagement and enables them to complete assignments and manage well. This result is supported by Reschly, Appleton, & Pohl (2014). Researchers establish that cognitive engagement, a component of students' interest in learning, occurs when students concentrate on what is done by using learning strategies that assist them in comprehending the material, carrying out activities, managing their abilities, and achieving developed goals. In line with Farizka & Cahyono (2021), the author demonstrates that students are engaged in cognitive engagement by giving positive responses with students communicating assignments for learning to accomplish, correcting, and responding to difficulties in order to ensure students are challenged with excitement and enthusiasm in writing.

CONCLUSION

The purpose of this study is to analyze and clarify the conclusions that may be drawn from student engagement in collaborative writing approaches employing descriptive text writing. There are three elements that make up student engagement: behavioral, affective or emotional, and cognitive. The study also found that when collaborative writing students motivate their peers to participate by having them write descriptive texts, they experience positive emotions such as happiness, enthusiasm, and excitement rather than boredom. Even though the text is a good example of affective or emotional engagement, one drawback is that some students found it difficult to establish coherent outlines when working in groups to write a collaborative essay. Another finding based on student perceptions states that collaborative writing strategies determine the challenges of each session to make sure students engage with a high level of interest and comprehend the context of writing descriptive texts correctly and completely, which is included in the category of cognitive engagement.

ACKNOWLEDGMENTS

The researcher is quite appreciative of all the advice, assistance, and support, particularly from an institution, my parents, and my friends. The researcher also thanks to the English teacher and student who took part in the study for their cooperation and encouragement, which made it possible for the study to be completed. On the basis of education, it is intended that the results of this study would be useful to teachers, aspiring researchers, or readers.

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