

## **ENGAGING STUDENTS IN WRITING CLASS BY USING CROSS-CULTURAL WEB PAGE**

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### **ABSTRACT**

Students usually face some difficulties in writing class because the topics are mostly irrelevant to their daily lives. Nowadays, students prefer digital media to the analog ones. Therefore, this study intertwines cross-cultural web page namely Ibunka to engage students in writing class. Moreover, this study intends to investigate the students' engagement in writing class by using cross-cultural web page. Furthermore, it is also to find students' responses when using cross-cultural web page in writing class. This study used descriptive qualitative method and involved 20 students in the writing class. The data were gathered from observation and open-ended questionnaire which consisted of five questions. Afterwards, the data were analyzed qualitatively. The findings showed that the teacher used a variety of strategies to engage students in writing class and the use of cross-cultural web page successfully engaged them. Besides, students gave positive responses when using cross-cultural web page in writing class. However, they inevitably faced the internet connection issue when using web page.

**Keywords:** *Students' Engagement, Cross-Cultural Web Page, Ibunka, Writing class*

### **INTRODUCTION**

Writing is a skill that should be mastered by students because it can improve their communicative competence in the academic field and in the daily basis. As a basic need in learning language, writing ability affects students' academic achievement. This is because there are a lot of written tests that should be done by students in the process of learning the target language. Besides, writing skill supports students' future career because it is a practical need in working. However, learning writing takes a long period of time because it is a practical skill that should be trained continuously (Jurianto et al., 2016). The common problems in writing are that students could not find an idea and hardly develop it into sentences and paragraphs. It is because the topics of writing are mostly not related to their activities in the daily basis. Furthermore, they also find difficulties in making coherent paragraphs and using grammar accurately.

Therefore, teachers need to make a specific classroom that focuses on improving students' writing skill. Building students' interest and motivation in writing should be the main focus because these factors can determine students' learning achievement in writing class. Students who have higher level of motivation and interest in writing tend to give more efforts in writing class (Dhanya & Alamelu, 2019). Student engagement often influences their academic performance, since active students prefer to get better results than inactive students (Lange, 2018). Nevertheless, the difficulties faced by students in writing class can decrease their enthusiasm in learning writing.

In response to the writing issue, teachers are supposed to involve students in various writing activity formats (Blikstad-Balas, Roe & Klette, 2018). Moreover, the use of teaching-learning media can be the effective tools to engage students in writing class. However, teachers need to ensure that the teaching-learning media allow students to contribute actively in all learning writing processes. This is because students can get new experiences when teachers implement appropriate media in the writing class. Furthermore, the media also need to be related with students' daily activity. Nowadays, people frequently use technology in every setting, including school. In response to this phenomenon, using technology in classroom can be an answer for

teachers in finding a precise teaching-learning media in digital era. Teachers can create a discussion board, use a web page or application, and other technologies ewwwwwwwto improve students' satisfaction towards activity in writing class (Sani, 2016).

Some previous studies conducted by several researchers such as Annamalai and Tan (2015), Krishnapatria, Kurniati and Saefullah (2019), Yusuf et al. (2018), and Sanjaya, Apriani, and Edy (2020) have proven that implementing technology for educational purposes encourages the students' engagement in writing activities. Krishnapatria et al. (2019) claimed that Google Maps can engage students in creating a written work. Meanwhile, Sanjaya et al. (2020) stated that students prefer web blog to their books when doing a writing assignment. Besides, students show positive attitudes when writing narrative texts using Edmodo in writing class (Yusuf et al., 2018). Furthermore, Annamalai and Tan (2015) claimed that Facebook can be used as a medium to engage both teachers and students in writing. In other words, the previous studies examined Web blog, Edmodo, Facebook, and Google Maps as digital media to engage students in writing class. However, none of them use a cross-cultural web page namely Ibunka as a media for engaging students in the writing class.

As a response to the phenomenon, the researchers intend to conduct a study that apply cross-cultural web page named Ibunka as a teaching-learning media to engage students in the writing class. Furthermore, this study aims to scrutinize the students' engagement of using cross-cultural web page in the writing class. Maolida and Salsabila (2019) claim that cross-cultural web page provides chances for students to share their ideas through writing essays. In addition, the web page forum is a place where students could share their own cultures and build their interest to get involved in all writing processes (Maolida & Mustika, 2018b).

## **THEORETICAL FRAMEWORKS**

### **Writing**

Writing is a skill in learning activity done by learners almost every day. Güneş (2007) cited in Balta (2018) defines writing as putting the information that is selected based on goal, method, topic, and limits down on paper by structuring it through some processes such as analyzing, ordering, associating, classifying, criticizing, matching, estimating, synthesizing, and evaluating. In other words, writing is a process of delivering information into text. According to Swedlow (1999) cited in Graham (2019) says more than 85% of the human population around the world have an ability to write their ideas in a lot of platforms. Most of people use social media, blog or web page, and journal as their platforms in expressing their ideas.

Moreover, Moses and Mohamad (2019) state that writing promotes students' penmanship as well as their critical thinking and problem solving. They also claim that writing can develop students' social and emotional sides. Besides, writing can connect students with issues around the world (Moses & Mohamad, 2019). However, Hayes (2012) cited in Graham (2019) claims that writing is a very complex skill. It causes students to have low-motivation in writing including low writing self-efficacy, low self-regulation, and high writing anxiety (Payne, 2012, cited in Balta, 2018). Furthermore, Dokchandra (2018) mentions students' weaknesses in writing, such as poor topic sentence, poor related examples, and poor support points.

There are two main styles of writing such as informal and formal. According to Mirkovic et al. (2018), informal refers to writing style that is appropriate for communication with close people whereas formal style refers to writing style that is used for communication in formal agenda such as academic field. In the context of education, students tend to express their ideas by writing quotes in social media. In formal context, students usually write essays, papers, and other form of academic writings as their assignments at school. Tardi (2010) in Azizah and Budiman (2017) claims that students tend to adopt patterns and genres of academic discourse to fulfill their tasks. It is because students in higher level education tend to have more writing practices. Brown (2001) asserts that writing is a thinking process that should be learnt step by step. Mitchell and Clark (2018) mention five steps of writing such as considering genre and topic, prescribing the target readers, determining persuasive words, putting ideas and cadence into the text, taking creative risk by putting new lens into the text to make a creative, original, and innovative text.

### **Writing Class**

Writing class is an EFL classroom that focuses on enhancing students' writing skill. According to Dixon and Hawe (2017), the main purpose of writing class is to engage and to help students in understanding the notions of quality and how it can be applied into their writing products. Teachers can create a classroom situation into the comfortable one by building communication trust in writing class. Furthermore, teachers who are committed to foster their competency and communication trust can create both public and private or formal and informal spaces in writing class. Therefore, it is important for teachers to pay attention on building trust in writing class (Dixon & Hawe, 2017).

### **Students' Engagement**

Engagement is a students' contribution to obtain their expected learning outcomes in the classroom (Hu and Kuh, 2001, cited in Ahmed, Zaman & Samaduzzaman, 2012). It requires students to emerge their feeling and sense toward learning activity (Harper & Quaye, 2009, cited in Gunuc, 2014). Moreover, engagement leads students to get better learning achievement at school while disengagement usually leads them to dropout (Archambault, Janosz, Fallu, & Pagani, 2009; Fredricks, Blumenfeld, & Paris, 2004; Reschly & Christenson, 2006; Zimmer-Gembeck, Chipuer, Hanisch, Creed, & McGregor, 2006, cited in van Uden, Ritzen, Pieters, 2014). Finn and Zimmer (2012) cited in Xu, Chen, and Chen (2020) claim that students' interaction toward their external environment produce engagement in the classroom. Therefore, teachers need to pay attention on how to engage students with their learning activity in classroom. On the other words, teachers have a role in building students' engagement. Aside from that, students also have a role in engagement because it is absolutely their choice to be engaged on classroom activity or not (Firdaus, 2015).

Students' engagement is time and effort invested by students to achieve their expected learning outcomes and it can encourage them to participate in designing activities (Kuh, 2009, cited in Ahmed et al., 2012). Moreover, Krause and Coates (2008) cited in Ahmed et al. (2012) claim that student engagement refers to students' involvement in all learning activities. Besides, student engagement can be defined as the result of students' intrinsic motivation that can lead them to give positive feeling towards their language learning process (Mandernach, 2009, cited in Farizka, Santihastuti, & Suharjito, 2020). According to Firdaus (2015), there are general characteristics of student engagement such as active participation, positive body language, high self-confidence, enjoyment, including fun and excitement during learning activity. Furthermore, specific characteristics of student engagement can be seen by knowing the types. Kahu (2011) cited in Xu et al. (2020) states that student engagement is related to the reflection of student's inner psychological states such as behavior, cognition, and emotion. It is in line with Bloom (1956) cited in Farizka et al. (2020) who divides student engagement into three dimensions such as behavioral engagement, cognitional engagement, and emotional engagement.

Behavioral engagement refers to students' behavioral norms including attendance and involvement in classroom activity (Farizka et al., 2020). It focuses on how students' behavior affect them to achieve their learning outcomes. Moreover, students' behavior such as persistence, concentration, asking question, answering questions, putting effort, and actively contributing in discussion are characteristics of behavioral engagement (Birch & Ladd, 1997; National Center for School Engagement, 2006; Skinner & Belmont, 1993, cited in Xu et al., 2020). Besides, van Uden et al. (2014) assert some characteristics of student's behavioral engagement such as on time, concentrate and putting efforts when doing assignments or projects. Furthermore, Xu et al. (2020) claim that the number of postings, responding the posts, and logins are also characteristics of behavioral engagement. The out-of-classroom and social activities related to learning activity are also the scope of behavioral engagement (Fredricks et al., 2004, cited in Gunuc, 2014). On the other hand, behavioral engagement refers to all student's behavior toward classroom activity.

The second dimension of students' engagement is cognitional engagement. Cognitional engagement is students' investment in learning that can determine their needs and enjoyment toward mental difficulties during learning a topic (Gunuc & Kuzu, 2014; Fredricks et al., 2004, cited in Gunuc, 2014). Students' engagement has a strong relationship with students' motivation in learning activity. Firdaus (2015) notes that motivated students appear to demonstrate a dedication to learning, pay attention to teacher instruction and explanation, and develop their skills by taking

risks while learning. van Uden et al. (2014) mention some characteristics of cognitional engagement such as students are conscious with the importance of learning specific subjects and doing the assignments. Students are eager to get academic achievement, and able to formulate their own learning goals. Moreover, Farizka et al. (2020) claim that students who are cognitively engaged in classroom activity tend to have high self-consciousness on learning subjects.

Meanwhile, emotional engagement refers to students' emotions during learning a subject (Gunuc, 2014). Students who are emotionally engaged tend to be enthusiastic with learning activity such as demonstrate positive learning attitudes and interest to attend the class (van Uden et al., 2014). Moreover, students who have positive attitudes toward their learning activity usually have rapid progress in classroom (Syukur, 2016). Wenden (1991) cited in Syukur (2016) claims that affective attitudes have some characteristics such as 'dislike' or 'like' and 'with' or 'against'. Besides that, Farizka et al. (2020) assert that students who emotionally engaged with the class tend to show affective reactions that is enjoyment during learning activity. Students' sense of belonging and loving their school or university, and seeing himself as a part of a group are also the scope of emotional engagement (Fredricks et al., 2004, cited in Gunuc, 2014).

In order to engage students with their learning activity, teachers can apply various kinds of strategy during classroom activity. According to Windham (2005) cited in Taylor and Parsons (2011), there are five strategies in engaging students in learning activity such as interaction, exploration, relevancy, multimedia, and instruction. The foundation of L2 learning is interaction, in which students work to develop their own communicative skills as well as their social identities through cooperation and negotiation (Hanum, 2016). Furthermore, interaction is viewed as providing input and feedback in the recursive process of producing written works in process writing (Monalisa, 2017). On the other hand, students need interaction to express their opinions and to build dialogues with others.

The second strategy is exploration. Windham (2005) cited in Taylor and Parsons (2011) state that students want to have opportunity to explore and to find solutions and answers for themselves. Moreover, Taylor and Parsons (2011) explains that students learn and observe how other people are doing things, then try it by themselves. The next strategy is relevancy which related to real-life scenarios than being theoretical and text-based because students want their work to be intellectually engage and relevant to their lives (Taylor and Parsons, 2011). It means that students prefer to write texts that are related with their experiences. Moreover, Taylor and Parsons (2011) claims that learning should be related to the needs and concerns of students.

The fourth strategy is multimedia which help students in understanding English as a foreign language. Aloraini (2012) claims that multimedia refers to the applications of technology. Moreover, he declares that multimedia provides different stimuli in presentations because it usually consists of text, sound, music, graphics, animation, and picture. Taylor and Parsons (2011) represent a few technical tools, such as WebQuests, blogs, YouTube and other, which can help students engage with their learning activities. However, technology needs internet connection. Dogruer, Eyyam and Menevis (2011) explain that students may use internet to find information and think critically and creatively. Meanwhile, the last strategy is instruction. Constructivist instruction requires strong respectful relationships and safe learning environments, especially as teacher-students relationships shift from expert-disciple towards peer-based collaborative learning (Taylor and Parsons, 2011).

### **Ibunka: Cross-Cultural Webpage**

Ibunka is a cross-cultural web page that is used to facilitate students from different cultural background to exchange their views toward a specific topic (Watanabe et al., 2007). The cross-cultural web page provides three main topics such as school life, cultures, and social issues or world peace (Maolida & Mustika, 2018b). Watanabe et al. (2007) assert that there are numbers of sub-topics in Ibunka. Thus, students can choose one of them as their essays' topic. Moreover, there are three main activities in Ibunka such as text-bulletin board discussion, chat session, and video letter exchange (Maolida & Salsabila, 2019). Students post their essays in text-bulletin board, so they can get feedbacks in the form of comments from other students. Besides, they also have opportunities to chat with other students in chat session. In the end of the project, students need to make a video about their experiences of using Ibunka as a medium in learning writing. Other than

that, students have opportunities to get 'best posts of the week' title in Ibunka (Maolida & Mustika, 2018b).

Furthermore, Huang (2004) cited in Maolida and Mustika (2018a) states that students prefer to write in online forum rather than paper because they can get more opportunities to interact and think. Moreover, he claims that online writing project can increase students' participation (Huang, 2004, cited in Maolida & Mustika, 2018). However, Ibunka cannot fully replace a face-to-face course because it is only a part of it (Watanabe et al., 2007). Partner teacher usually observes students' interaction and postings in Ibunka by using their own accounts that are different with what the students have (Maolida & Mustika, 2018b). Besides, partner teacher determines how much students should contribute on writing essays in Ibunka (Watanabe et al., 2007). In the end of the project, students who actively interact in Ibunka will get certificates as a reward of their active participation.

## **METHOD**

The researcher used qualitative research as consideration to answer the aims of this study. Qualitative research is descriptive since the researcher is interested in process, meaning, and understanding through word or picture (Creswell, 1994). The purpose of qualitative research is to explain phenomena from the point of view of individual or group being studied and to generate news concepts or theories (Mohajan, 2018). Moreover, Arifin (2012) cited in Yuana (2016) claims that qualitative research is conducted in accordance with the ground's natural condition without any manipulation.

This study involved 20 students of English Education Department. The data were gathered from observation and open-ended questionnaire. The researchers used the result of observation to explain the use of cross-cultural web page in engaging students in writing class. Meanwhile, open-ended questionnaire and some notes from observation used by the researchers to describe students' engagement in writing class by using cross-cultural web page namely Ibunka.

There are three techniques of data analysis such as data reduction, data display, and conclusion drawing and verification (Miles and Huberman, 1994). In data reduction, the researchers summarized and focused on the important things. Besides, the researchers discharged the irrelevant data that were not related to this study. Then, the data were organized and structured based on the sequence of the aims of this study. After that, the researchers displayed the data and took some examples from it. In addition, the researchers drew a conclusion based on the findings of this study.

## **FINDINGS AND DISCUSSION**

### **The Use of Cross Cultural Web Page on Engaging Students in Writing Class**

Based on the result of the observation, the researchers found that teacher used strategies to engage students with their learning writing activities. There are five strategies that can be used as tools to engage students in writing such as interaction, exploration, relevancy, multimedia, and instruction (Windham, 2005, cited in Taylor & Parsons, 2011). The researchers found that teacher built interaction in writing class by giving chances to make their own essays' titles. When students wrote their titles on whiteboard, teacher invited other students to give feedbacks on it. Monalisa (2017) views interaction as allowing others to give feedbacks during all steps of writing. Moreover, students who uploaded their essays in Ibunka were actively commenting one another. It is relevant with Brown (2001) cited in Hanum (2016) who claims that interaction engages students in improving their communication ability and constructing identity through negotiation and collaboration. The researchers also found that students asked and answered questions by expressing opinions related to the topics on the text-bulletin board in Ibunka. It is line with Maolida and Salsabila (2019) who assert that one of Ibunka main activities is text-bulletin board discussion.

Moreover, the researchers found that teacher gave chances for students to explore their ideas for a week. It is line with the statement of Windham (2005) in Taylor et al. (2011), he claims that students exploit opportunity to explore and find solutions and answers by themselves when teacher uses exploration strategy. Besides, students paid attention to other works to get more information and ideas that can be put as new perspectives in writing their essays. Mitchell and

Clark (2018) assert that one of writing steps is to put new lens into the text as a form of taking risk in writing class. Students also can explore and gain new knowledge by reading other essays and having chats with other students around the world during chat session in Ibunka. It is line with Moses and Mohamad (2019) who assert that writing process can connect students with issues around the world. Meanwhile, chat session is one of main activities in Ibunka (Maolida & Salsabila, 2019). The activity can be categorized as exploring because students enhance their knowledge by observing in the form of reading texts and comments in Ibunka. After that, students tried to use same vocabularies into their text or chat in Ibunka. It is relevant with Brown (2001) cited in Taylor and Parsons (2011) who states that students observe and learn by observing other people and trying to use new information into their postings.

The researchers also found that it was difficult for students to write essay that was not related to their individual experiences. Taylor and Parsons (2011) argue that students want their works to be engaged with their own experiences. Furthermore, students found difficulty in writing essay that was not in line with their interest and concern. It is relevant with Taylor and Parsons (2011) who asserts that learning activities are supposed to focus on the students' interests and concerns. However, Ibunka has limited main topics such as school life, cultures, and social issues or world peace (Maolida & Mustika, 2018b). The researchers found that some students experienced writing block phase when they knew that the topic is already determined. Nevertheless, they passed it when teacher announced that those topics consist of several sub-topics. Watanabe et al. (2007) declare that Ibunka contains numbers of sub-topic, so students can have more options to be chosen as their topics.

Furthermore, the use of Ibunka as a medium in writing class shows that teacher tried to apply multimedia strategy into writing class activity. It is line with Aloraini (2012) who asserts that multimedia means the applications of technology. The researchers found that students tend to put pictures when they post their essays in Ibunka. It is relevant with the characteristic of multimedia that is presenting idea by combining text with picture (Aloraini, 2012). Other than that, technology is an effective tool in engaging students with learning activity (Barnes, Marateo, and Ferris, 2007, cited in Taylor and Parsons, 2011). Nevertheless, the main weakness of technology is that it should be connected with internet connection. The researchers found that students were hardly log in into their Ibunka account because of unstable internet connection. Dryli and Kinnaman (1996) in Dogruer, Eyyam and Menevis (2011) assert that internet connection facilitate students to get information and vice versa. Meanwhile, the last strategy used by teacher in writing class was instruction. The researchers found that teacher's instruction played an essential role in engaging students with cross-cultural website in writing class. Teacher gave many instructions related to students' writing process during using Ibunka in writing class. Besides, teachers facilitate students to review and discuss their essays before post it in Ibunka. It is relevant with Taylor and Parsons (2011) who declare that constructivist instruction refers to teacher-students' relationship shift from expert-disciple towards peer-based collaborative learning.

### **Students' Engagement using Cross-Cultural Web Page in Writing Class**

The open-ended questionnaire and field note from observation were used to qualitatively describe students' engagement when using cross-cultural web page namely Ibunka in writing class. In order to identify the students engagement, the researchers used a theory from Bloom (1956) cited in Farizka et al. (2020). He asserts that there are three dimensions of students' engagement such as behavioral engagement, cognitional engagement, and emotional engagement. Each dimension has unique characteristics that can be recognized by the researchers.

The researchers found that students were not enthusiastic when they knew that they needed to make essays in Ibunka. Moreover, unstable internet connection was their biggest difficulty in using Ibunka. However, their interest increased when teacher mentioned that active students could get certificates as a proof of their participation on writing essays in Ibunka. It is line with van Uden et al. (2014) who claims that students who are emotionally engaged tend to be enthusiastic with learning activity. In order to manage the class, teacher gave some instructions including the number of essays that should be posted by students in Ibunka. It is relevant with Watanabe et al. (2007) who assert that teacher can determine how much students should contribute on writing essays in Ibunka. In this study, teacher instructed students to make at least an essay in

each main topic. Maolida & Mustika (2018b) state that there are three main topics in Ibunka such as school life, cultures, and social issues.

In the process of writing essay, the researchers found that teacher facilitated students in reviewing their essays by giving feedbacks and further instructions as a guide for better essay quality. Then, we also found that students preferred to have another correction from teacher before they posted their essay in Ibunka. Some characteristics of cognitional engagement are students conscious with the importance of learning and doing the assignments (van Uden et al., 2014). Besides, we found that some students asked for help to their classmates in reviewing their essays. It shows that students are motivated to get better writing product. It is line with Firdaus (2015) who notes that motivated students appear to demonstrate a dedication to learning, pay attention to teacher instruction and explanation, and develop their skills by taking risks while learning. Moreover, the act of asking for help shows that students have their own learning goals and want to achieve it. van Uden et al. (2014) assert that students who are cognitively engaged with writing will be able to formulate their own learning goals. Additionally, Farizka et al. (2020) claim that students will have high self-conscious on learning subject when they are already engaged cognitively in writing class.

Moreover, the researchers found that students gave comments on one another essays. After posting an essay in the first week, teacher announced that they will have opportunities to get 'best posts of the week' title. It is relevant with Maolida and Mustika (2018b) that students who post creative and innovative essay can get 'best posts of the week' title in Ibunka. We found that mostly students tried their best to make high quality essay that led them to write in a longer time. They also attended the class on time to get first sequence on analyzing and correcting their writing products. It is the characteristic of emotional engagement because students demonstrate positive attitude and interest to attend the class (van Uden et al., 2014). Moreover, positive attitudes during learning activity lead students to get rapid progress in classroom (Syukur, 2016). The result of open-ended questionnaire also showed that most of students showed affective reactions in writing class. They enjoyed using Ibunka to communicate with people around the world and get new information from it. It is relevant with Farizka et al. (2020) who claim that students enjoy the learning activity when they are emotionally engaged with the class. On the other words, most of them are 'with' and 'like' the use of Ibunka in writing class. These affective attitudes are the characteristics of emotional engagement.

Meanwhile, behavioral characteristics occurred from the first until the last phase of learning writing using Ibunka. The researchers found that students were actively involved in all writing phases especially during review and discussion session. The number of reviews conducted by students is one of behavioral engagement' characteristics. It is relevant with van Uden et al. (2014) who declare that students' efforts and concentration in doing assignments or projects are the characteristics of behavioral engagement. Moreover, students' interest is related to emotional side while the effect of it that is attending the class is related to behavioral side. It is in line with Farizka et al. (2020) who assert that students' attendance is a part of behavioral engagement. Furthermore, the researchers found that mostly students got level 1 participation certificate after learning writing using Ibunka.

However, there were some students who did not get certificate because they did not participate actively during writing class in Ibunka. It shows that students are eager to get academic achievement in writing class when using Ibunka as learning media. van Uden et al. (2014) state that cognitional engagement is related to students' self-conscious on getting academic achievement in classroom. Besides, students' active participation during learning activity is a scope of behavioral engagement. Students' participation in classroom is a characteristic of behavioral engagement (Birch & Ladd, 1997; National Center for School Engagement, 2006; Skinner & Belmont, 1993, cited in Xu et al., 2020). On the other hand, the three dimensions of engagement are affected one another and lead to students' learning outcomes in the end of writing class.

## **CONCLUSION**

Cross-cultural web page namely Ibunka is an effective tool to engage students in writing class. In order to engage students with Ibunka, teacher used engagement strategies propose by Windham (2005) cited in Taylor and Parsons (2011). He declares that there are five engagement strategies

such as interaction, exploration, relevancy, multimedia, and instruction. The result shows that students give positive attitudes toward learning writing using Ibunka. Moreover, teacher's strategy successfully engages students with all writing activities using Ibunka.

Furthermore, the researchers used student engagement theory proposes by Bloom (1956) cited in Farizka et al. (2020) to identify the engagement during learning writing using Ibunka. According to the theory, student engagement can be categorized into three dimensions such as behavioral engagement, cognitional engagement, and emotional engagement. The result shows that all of them are interrelated in writing class. Besides, the researchers found that students give positive responses when using Ibunka in writing class. However, they face internet connection issue when using Ibunka. They also need external motivation to feel engaged in writing class.

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