

**STUDENTS' PERCEPTION TOWARD THEIR ENGAGEMENT IN  
TEACHER-ASSIGNED PAIRS OF EFL COLLABORATIVE WRITING**

**THESIS**



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**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**2023**

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**THESIS**

*Submitted to Fulfill the Thesis on the Undergraduate Program English Education  
Department in Faculty of Education and Teacher Training at Maulana Malik  
Ibrahim State Islamic University Malang*

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**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**2023**

**APROVAL SHEET**  
**STUDENTS' PERCEPTION TOWARD THEIR ENGAGEMENT IN**  
**TEACHER-ASSIGNED PAIRS OF EFL COLLABORATIVE WRITING**  
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## LEGITIMATION SHEET

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Malang, Mei 19, 2023

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*Assalamu'alaikum Wr. Wb*

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*Wassalamualaikum Wr.Wb*

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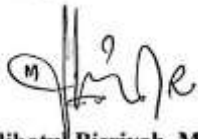
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## DECLARATION OF OUTHORSHIP

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Malang, May 14<sup>th</sup> 2023

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## **MOTTO**

Use your time wisely, because if you're lazy with your dreams, then someone else  
will hire you for their dreams.

*Naila*

## **THESIS DEDICATION**

I dedicate this thesis to my beloved family, especially my parents, who always support me in terms of material, prayer, and motivation, as well as the trust that has been given to me. My older sister, who always encourages me; my younger sister, who is always there in any condition; and my younger brother, who also encourages me. My brother-in-law, my cute nephew, aunt, and uncle who always pray for me and do not forget the friends in arms who accompany my steps during this world of college.

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In the name of Allah, the Most Compassionate and Merciful.

All praise be to Allah, who has given his grace and guidance so that the author is able to complete the thesis to fulfill the main requirements of the undergraduate degree. Shalawat and salam are always poured out to the Prophet Muhammad and his family and friends, who have guided us Muslims to the path of truth. Many parties have helped me in the process of writing this thesis.

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3. Prof. Dr. H. Nur Ali, M.Pd., as the Dean of the Faculty of Education and Teacher Training
4. Dr. H. Langgeng Budianto, M.Pd., as the Head of the Department of English Education, and also Dr. Alam Aji Putera, M.Pd., as the Secretary of the Department of English Education.
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8. Najia, who always accompanies and encourages the author during the thesis writing process from beginning to end.

9. All friends in the English Education Department who always support and share knowledge and experience during lectures

The author recognizes that this thesis is far from ideal. Therefore, the author expects constructive suggestions and input. Hopefully, this thesis can be useful for the author and the readers out there.

Malang, May, 19<sup>th</sup> 2023

The Researcher,



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## ARABIC-LATIN TRANSLITERATION GUIDELINES

The proposal's use of Arabic-Latin transliteration is based on the joint statements of the RI Ministers of Religion and Education and the RI Minister of Education and Human Development, no. 158 for the year 1987 and 0543 b/u/1987, which can be evaluated in broad terms as follows:

### A. Alphabet

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

### C. Diphtong Vocal

أَوْ = aw

أَيُّ = ay

أُوْ = û

إِيْ = î

## TABLE OF CONTENTS

<b>TITLE PAGE .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>LEGITIMATION SHEET .....</b>	<b>iii</b>
<b>THE OFFICIAL ADVISOR’S NOTE .....</b>	<b>iv</b>
<b>APPROVAL .....</b>	<b>v</b>
<b>DECLARATION OF AUTHORSHIP .....</b>	<b>vi</b>
<b>MOTTO .....</b>	<b>vii</b>
<b>THESIS DEDICATION .....</b>	<b>viii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>ix</b>
<b>ARABIC-LATIN TRANSLITERATION GUIDELINES.....</b>	<b>xi</b>
<b>TABLE OF CONTENTS .....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES .....</b>	<b>xv</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xvi</b>
<b>ABSTRAK .....</b>	<b>xvii</b>
<b>ABSTRACT .....</b>	<b>xix</b>
<b>الملخص.....</b>	<b>xxi</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Research .....	1
1.2 Research Questions .....	6
1.3 Research Objectives .....	6
1.4 Significance of the Study .....	6
1.5 Scope and Limitation of the Study.....	7
1.6 Definition of Key Terms .....	7
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>9</b>
2.1 Student Perception .....	10
2.2 Student Engagement .....	10
2.1.2 The Definition of Student Engagement .....	10
2.1.3 Types of Student Engagement .....	11
2.3 Collaborative Writing .....	12
2.3.1 The Definition of Collaborative Writing .....	12

2.3.2 Procedure in Collaborative Writing .....	13
2.4 Method of Pairing Students .....	14
2.4 Previous Studies .....	15
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>17</b>
3.1 Research Design.....	17
3.2 Subject of the Study .....	18
3.3 Research Instruments .....	18
3.3.1 Validity .....	18
3.3.2 Reliability.....	18
3.4 Data Collection .....	20
3.4.1 Questionnaire .....	20
3.4.2 Interview.....	22
3.5 Data Analysis .....	22
<b>CHAPTER IV.....</b>	<b>23</b>
<b>RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>23</b>
4.1 Research Findings.....	23
4.1.2 Students' Positive Perceptions.....	34
4.1.3 Students' Negative Perceptions.....	44
4.2 Discussion.....	44
4.2.1 Students' perceptions toward their engagement (cognitive, emotional, and behavioral) in teacher-assigned pairs.....	44
<b>CHAPTER V .....</b>	<b>49</b>
<b>CONCLUSION AND RECOMMENDATION .....</b>	<b>49</b>
5.1 Conclusion .....	49
5.2 Recommendation .....	50
<b>REFERENCES.....</b>	<b>51</b>

## LIST OF TABLES

Table 3.1 Instrument reliability coefficient category .....	20
Table 3.2 Validity Result .....	21
Table 3.3 Reliability result .....	21
Table 4.1 Tabulation data of Cognitive Engagement .....	24
Table 4.2 Tabulation data of Emotional Engagement .....	27
Table 4.3 Tabulation data of Behavioral Engagement .....	30

## **LIST OF APPENDICES**

Appendix I Research Permission Letter .....	57
Appendix II Instrument Validation Sheet .....	58
Appendix III Questionnaire Guidance .....	61
Appendix IV Interview Transcript .....	65
Appendix V SPSS Analysis Result for Validity and Reliability Data .....	78
Appendix VI Questionnaire Result of the Research Sample .....	81
Appendix VII Descriptive Analysis of the Questionnaire Result .....	82
Appendix VIII Student's Personal Identity .....	87

## LIST OF ABBREVIATIONS

Abbreviation	Meaning
A	Agree
D	Disagree
N	Neutral
SA	Strongly Agree
SDA	Strongly Disagree
EFL	English as a Foreign Language
P1	Participant 1
P2	Participant 2
P3	Participant 3
P4	Participant 4
P5	Participant 5
P6	Participant 6
P7	Participant 7

## ABSTRAK

Najihah, Wardatussani Nailatun. 2023. *Keterlibatan Siswa EFL dalam pasangan yang ditugaskan guru pada Kegiatan Collaborative Writing: Sebuah Studi Kasus*. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Maslihatul Bisriyah, M.TESOL.

**Kata Kunci :** Persepsi Siswa, Keterlibatan Siswa, *Teacher-Assigned Pairs*, Menulis Kolaboratif.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap keterlibatan mereka pada aspek kognitif, emosi, dan perilaku dalam pasangan yang ditugaskan guru pada kegiatan collaborative writing. Subjek penelitian ini adalah mahasiswa jurusan Tadris Bahasa Inggris semester 5 tahun ajaran 2022/2023.

Penelitian ini menggunakan metode survey deskriptif dengan pendekatan kuantitatif. Data dikumpulkan menggunakan angket, dan wawancara. Kemudian Analisis kuantitatif menggunakan tiga tahap analisis data, yaitu untuk mengidentifikasi tingkat respons dan bias, menganalisis data secara deskriptif untuk menunjukkan temuan-temuan utama, dan menunjukkan data hasil deskriptif untuk menunjukkan temuan-temuan utama, dan akhirnya menunjukkan hasil deskriptif.

Hasil penelitian ini menunjukkan; (1) Mayoritas siswa menunjukkan persepsi positif pada ketiga aspek kognitif, emosi, dan perilaku (2). Persepsi positif siswa pada keterlibatan kognitif ditunjukkan dengan siswa termotivasi menulis kolaboratif bersama pasangan, memiliki strategi khusus, mampu menyelesaikan permasalahan akademis, memiliki kemauan belajar didalam dan diluar kelas, dan belajar dengan giat untuk menyelesaikan tugas yang diberikan. Disisi lain beberapa siswa juga menunjukkan persepsi negative mereka merasa tidak memiliki motivasi karena pasangan yang minim kontribusi, beberapa siswa juga merasa malas karena adanya perbedaan opini antar siswa dengan pasangan.

Pada aspek emosional persepsi positif ditunjukkan dengan siswa tertarik dengan topic yang mereka pilih, siswa merasa senang mengerjakan project dengan pasangan, siswa senang dengan pasangan yang dipilih oleh dosen, dan menikmati tugas yang diberikan dosen. Disisi lain, persepsi negative siswa antara lain siswa tidak tertarik menulis kolaboratif mereka merasa tidak dekat dengan pasangan, perbedaan gender, dan tidak menikmati tugas yang diberikan dosen karena deadline pengumpulan tugas yang pendek.

Pada aspek behavioral persepsi positif siswa ditunjukkan dengan siswa selalu meluangkan waktu dan tenaga untuk berdiskusi bersama pasangan mereka, selalu mengonsultasikan tugas kepada dosen, dosen juga selalu memotivasi siswa, dan memberikan umpan balik yang membantu siswa dalam penulisan artikel mereka.

## ABSTRACT

Najihah, Wardatussani Nailatun. 2023. Student Engagement in Teacher-Assigned Pairs of EFL Collaborative Writing: A Case Study. Undergraduate Thesis of English Education Department at the Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor: Maslihatul Bisriyah, M.TESOL.

**Keywords :** Students' Perception, Student Engagement, Teacher-Assigned Pairs, Collaborative Writing.

The purpose of this study was to determine students' perceptions of their involvement in cognitive, emotional, and behavioral aspects in teacher-assigned pairs in collaborative writing activities. The subjects of this study were students majoring in English Education in the 5th semester of the 2022/2023 academic year. This research used a descriptive survey method with quantitative approach. Data were collected using questionnaires, and interviews. Then the quantitative analysis used three stages of data analysis, namely to identify the level of response and bias, analyze the data descriptively to show the main findings and show the descriptive results data to show the main findings, and finally show the descriptive results.

The results of this study show; (1) The majority of students showed positive perceptions in all three aspects of cognitive, emotional, and behavioral (2). Students' positive perceptions of cognitive engagement are shown by students being motivated to write collaboratively with a partner, having specific strategies, being able to solve academic problems, having a willingness to learn in and out of class, and studying hard to complete the assigned tasks. On the other hand, some students also showed negative perceptions. They felt unmotivated because of the minimal contribution of the partner, some students also felt lazy because of the differences in opinions between students and partners.

In the emotional aspect, positive perceptions are shown by students being interested in the topic they choose, students feel happy working on projects with a

partner, students are happy with the partner chosen by the lecturer, and enjoy the assignments given by the lecturer. On the other hand, students' negative perceptions include students not being interested in collaborative writing. They do not feel close to their partners, gender differences, and do not enjoy the assignments given by lecturers because of the short deadline for submitting assignments.

In the behavioral aspect, students' positive perceptions are shown by students always taking the time and energy to discuss with their partners, always consulting assignments with lecturers, lecturers also always motivate students, and provide feedback that helps students in writing their articles.

## المخلص

ناجحه ورداتوساني نيلا تون. 2023. مشاركة طلاب اللغة الإنجليزية كلغة أجنبية في أزواج يعينها المعلم في أنشطة الكتابة التعاونية: دراسة حالة. أطروحة ، قسم اللغة الإنجليزية تدريس ، كلية التربية وتدريب ، Maslihatul Bisriyah :المعلمين ، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المستشار M.TESOL

الكلمات المفتاحية: تصور الطالب ، مشاركة الطالب ، الأزواج المعينة من قبل المعلم ، الكتابة التعاونية. كان الغرض من هذه الدراسة هو تحديد تصورات الطلاب لمشاركتهم في الجوانب المعرفية والعاطفية والسلوكية في أزواج يعينها المعلم لأنشطة الكتابة التعاونية. كانت موضوعات هذه الدراسة من الطلاب الذين تخصصوا في اللغة الإنجليزية تدريس في الفصل الخامس من العام الدراسي 2023/2022. استخدمت هذه الدراسة طريقة المسح الوصفي مع منهج كمي. تم جمع البيانات باستخدام الاستبيانات والمقابلات. ثم يستخدم التحليل الكمي ثلاث مراحل من تحليل البيانات ، وهي تحديد معدلات الاستجابة والتحفيز ، وتحليل البيانات وصفيًا لإظهار النتائج الرئيسية ، وإظهار نتائج البيانات الوصفية لإظهار النتائج الرئيسية ، وأخيرًا إظهار النتائج الوصفية. تظهر نتائج هذه الدراسة ؛ (1) يظهر غالبية الطلاب تصورات إيجابية حول الجوانب الثلاثة المعرفية والعاطفية والسلوكية (2). تظهر التصورات الإيجابية للطلاب حول المشاركة المعرفية من خلال تحفيز الطلاب على الكتابة بشكل تعاوني مع الشركاء ، ولديهم استراتيجيات محددة ، والقدرة على حل المشكلات الأكاديمية ، والاستعداد للتعلم داخل وخارج الفصل الدراسي ، والدراسة الجادة لإكمال المهام المعطاة. من ناحية أخرى ، أظهر بعض الطلاب أيضًا تصورات سلبية ، وشعروا أنه ليس لديهم دافع لأن شركائهم لديهم مساهمات قليلة ، كما شعر بعض الطلاب أيضًا بالكسل بسبب الاختلافات في الآراء بين الطلاب وشركائهم. على الجانب العاطفي ، تظهر التصورات الإيجابية من قبل الطلاب المهتمين بالموضوعات التي يختارونها ، ويشعر الطلاب بالسعادة للعمل في المشاريع مع الشركاء ، ويسعد الطلاب بالشركاء الذين اختارهم المحاضر ، ويستمتعون بالمهام التي قدمها المحاضر. من ناحية أخرى ، تضمنت التصورات السلبية للطلاب عدم اهتمام الطلاب بالكتابة التعاونية ، وشعروا أنهم ليسوا قريبين من شركائهم ، والاختلافات بين الجنسين ، ولم يستمتعوا بالمهام التي قدمها المحاضر بسبب قصر المواعيد النهائية لتقديم المهام. في الجانب السلوكي ، يتم عرض التصورات الإيجابية للطلاب من قبل الطلاب الذين يأخذون دائمًا الوقت والطاقة للمناقشة مع شركائهم ، ويستشيرون دائمًا المهام مع المحاضرين ، كما يحفز المحاضرون الطلاب دائمًا ويقدمون التعليقات التي تساعد الطلاب في كتابة مقالاتهم.

## **CHAPTER I**

### **INTRODUCTION**

In this chapter presents the background of the research, research questions, research objectives, significance of the study, scope and limitation of the study, and definition of key terms.

#### **1.1 Background of the Research**

In 21st-century education, there are competencies that students must master called 6c. The 6c components are: critical thinking, collaboration, communication, creativity, culture/citizenship, and connectivity. Among the 6Cs that are often applied in the classroom is collaboration. One of the learning activities that use collaboration is collaborative writing. The term Collaborative Writing means of writing activities carried out by several people in a group or community. In line with this statement, Storch (2019) argues that collaborative writing needs involvement and the text must be written by two or more people. Besides that, Ahmad (2020) argues that collaborative writing is learning that involves partners or small groups in the decision-making process and substantive interaction in the target language to produce shared texts. According to Anggraini et al. (2020), collaborative writing has several process stages It started from the initial stage, namely brainstorming ideas/looking for topics to be raised. The second stage is to collecting information and sources in accordance with the specified topic. The third stage is compiling the writing, then revising the mistakes in writing and followed by the final stage, namely editing the writing to make a good writing.

After reading the definition of collaborative writing, it can be interpreted that writing collaboratively is when two or more people work together to create a text. In practice, collaborative writing requires discussion and collaboration to produce a good text. In addition, collaborative writing has several stages that begin with brainstorming, gathering information, compiling writing, revising and final editing.

Collaborative writing has several benefits for students in its application. By applying collaborative writing, students are able to share responsibilities between one student and another. Also, by correcting each other, students will bond with their friends. By using collaborative writing, students can enjoy the writing process well. Rahayu (2016) argued that collaborative writing is an approach that enables students to develop better writing skills because students can exchange ideas, review, and make arguments together. In line with the research conducted by Rahayu (2021) collaborative writing can increase students' motivation to write. This is caused by several reasons, one of which is that students feel more confident when writing together with their friends. The second, collaborative writing combined with learning blogs was proven to be effective in improving foreign language learning. Moreover, the results of the pre-test and post-test showed an increase in students' writing skills. This is accordance with the command of Allah SWT in Surah Al Maidah (5) verse 2 which reads:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

*“And cooperate in goodness and religion, but do not cooperate in sin aggressiveness”*

Rasulullah SAW also emphasized to Moslem the importance of writing in hadith which reads:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

*“Tie knowledge by writing it” (Abdullah bin Amr’s HR. At-Tabrani & Hakim)*

Based on the passage and hadith above, it can be concluded that writing has a very important role for Muslims. Therefore, good writing skills need to be owned by students so that the knowledge gained becomes eternal and can be shared with others. From this explanation, it is hoped that (EFL) English as a Foreign Language students will have a high awareness and be more motivated to improve their writing skills so that they become better than before. Also, Allah SWT commands His servants to help each other in goodness and avoid sin. In this study, EFL students helped each other in collaborative writing to improve their writing skills together in a group.

Based on the Ariyanti (2022), there are 3 factors that determine student success in the process of learning, namely internal, external and learning approach. Internal factors include physical (body health) and psychological conditions (interest, attention, talent and maturity and readiness), external factors include family (home atmosphere, and family relations), school environment (learning methods, curriculum, teacher-student relations, relations between students, learning media and school discipline). Ariyanti (2022) also stated, the success of the learning process does not only refer to learning achievement but also emphasizes the formation of student character at school. This is included in each dimension of student engagement. Therefore, this makes active student engagement important to consider.

Student engagement is a psychological process shown by the students' effort, interest, attention, and involvement of students in learning activities (Ariyanti et al., 2022). Student engagement is also defined as the level of student participation in the learning process both inside and outside the classroom to achieve learning objectives (Idrus, 2013). According to Zheng et al. (2022), student engagement is considered important because collaborative writing will not run effectively if it is not followed by student engagement and it functions as a guarantor of success in the learning process. This also applies to collaborative writing, where the active engagement of students in the process also influences the results of excellent and successful collaborative writing with such a good outcome. Student engagement can be seen from several aspects, namely emotional, cognitive, and behavioral engagement (Li & Zhu, 2017).

Mengying Han and Li (2019) conducted a study on the effect of face-to-face and non-face-to-face synchronously collaborative writing environment on student engagement and academic performance. Through systematic data and post-test design, students showed greater engagement in group writing tasks. The results show that the Cooperpad writing system is more helpful for increasing student engagement and improving student academic performance to a certain degree in face-to-face online learning environments compared to non-face-to-face online learning. In addition, student engagement was positively correlated with academic performance. Students have a high level of engagement with the system, which has a positive promotional effect on learning initiative and teamwork ability.

. The next research was conducted by Aubrey (2022), who investigated students' engagement in cognitive and emotional aspects during collaborative writing activities carried out online. This research investigated 16 students who conducted collaborative writing activities with 2 software tools to communicate through video and chat. The students then watched the videos back and rated their engagement on two scales: interest and focus. From the results of the study, it was found that students had significant focus and interest in video chat when doing collaborative writing compared to text chat.

Further research was conducted by Zheng et al. (2022), who examined the engagement of 3-5 EFL students in doing project-based collaborative writing. Student engagement is seen from 3 aspects (affective, cognitive, and social engagement). The results showed that there were students who initially became active collaborators and then turned into team escapers, students who became supporters in collaborative writing and became free-riders, and students who remained dedicated to writing from beginning to end. This is caused by the language needs factor, and the language ability factor of each student is different

. From the above research shows that student engagement has an important role in the success of student learning. However, research conducted by Zheng et al. (2022) showed different engagement such as students who were initially active collaborators became escapers, and students who were supporters in collaborative writing became free riders. Hence, it is important to examine students' perceptions of their engagement. Therefore, this study examined student engagement in the learning process. It is essential to study because student engagement can affect students' motivation and writing process. The researcher examined the perceptions

of 5th semester students in the English Education Department academic year 2022/2023 of their engagement because they received article writing assignments in CCU course with the teacher-assigned pairs grouping model.

## **1.2 Research Questions**

This study focused on student engagement in teacher assigned pairs of EFL collaborative writing. To obtain these results, the researcher developed research questions as follows:

1. How are students' perceptions toward their engagement (cognitive, emotional, and behavioral) in teacher-assigned pairs of collaborative writing?

## **1.3 Research Objectives**

The objectives of this study stated below:

1. To find out students' perceptions toward their engagement (cognitive, emotional, and behavioral) in teacher-assigned pairs of collaborative writing.

## **1.4 Significance of the Study**

This research was conducted to benefit several parties such as students, educators, and educational institutes. For the students, this research serves to find out students' perceptions of their engagement in cognitive, emotional, and behavioral aspects in teacher-assigned pairs of EFL collaborative writing. Secondly, for educators, this research can provide new insights and help teachers in grouping students. Therefore, students feel comfortable during the learning

process. Furthermore, this research can help educators in overcoming the problems experienced by students when doing collaborative writing with partners.

### **1.5 Scope and Limitation of the Study**

The scope of this research is students majoring in English Education class 2020 5th semester. The researcher limited this study to how are students' perceptions toward their engagement in teacher-assigned pairs of EFL collaborative writing.

### **1.6 Definition of Key Terms**

To make it easier for readers and avoid misunderstanding in the terms used in this study, it is important for researcher to explain the meaning of the key terms used as follows:

#### **1. Students' Perception**

Perception is a student's opinion or view of something in the environment which can be a good or bad response to information.

#### **2. Student Engagement**

Student engagement is effort, time, and interaction between students carried out in learning activities to encourage students' active participation.

#### **3. Teacher-Assigned Pairs**

Teacher assigned pairs is the way teacher groups students consisting of 2 people to do the assignments that have been given before.

### 3. Collaborative Writing

Collaborative Writing is a writing learning strategy that is carried out in pairs or groups where students can correct each other, share knowledge, and help other students. Collaborative writing used in the learning process to make easier for students and improving students' writing skills.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter, the author explains the knowledge and theories related to this study. This chapter contains the concepts of students' perception, student engagement, types of student engagement, definition of collaborative writing, the procedure in collaborative writing, method of pairing students and previous study that described some research related to student engagement in collaborative writing.

#### **2.1 Students' Perception**

According to Tarmiji et al (2016), the meaning of student perception is a process of interpretation of an object that can evoke a response through the five senses of the individual who does it as new knowledge responses through the five senses of individuals who do so as new knowledge. Petegem et al., (2017) also stated that perception is an active process active process that includes selecting information, classifying information, and translating information. In terms of translating information, each individual is very likely to have different translation results from one another depending on the conditions of each individual others depending on the conditions of each individual.

Therefore, it can be concluded that student perception is the process of translating information provided by the environment which is then sorted out, classified with the aim of knowing whether the information provided is positive or negative in the opinion of students. The perception of each student can be

different depending on what has been experienced by the student in their life. Perception is basically subjective and depends on one's view of a particular object.

## **2.2 Student Engagement**

### **2.1.2 The Definition of Student Engagement**

Student engagement has many different definitions. Wang and Degol (2014) convey definition of student engagement as an effort that is mobilized or issued by students to complete assignments in the learning activity carried out. When students are directly involved in learning, students can immediately focus their thoughts and energy on completing tasks. Students will survive when they get into trouble. This is in line with the statement from Nakamaru (2014), student engagement is defined as the active participation of students in learning activities, such as time, energy, and thoughts given.

The explanation above is also in line with other studies. Gul et al. (2022) point out that student engagement influences student success in class. It is explained that students have intrinsic motivation, which makes them resilient, self-confident, and motivated to learn more. It is proven that students who are more involved in assignments are active, and follow the learning process well will get higher scores than students who are not involved. By varying levels of engagement for each student, it is critical for teachers to ensure active participation of students in learning so that learning objectives are appropriately met.

### **2.1.3 Types of Student Engagement**

Based on the explanation from Schindler et al (2017), there are three types of student engagement, namely:

#### **a. Cognitive Engagement**

Cognitive engagement is mastery of learning and the efforts made by students to master learning. Cognitive engagement indicators can be seen in the students' persistence to master academic challenges and learning motivation. Also, Ariyanti et al. (2022) describe cognitive engagement includes motivation, strategy, and effort in student learning. Besides that, there are aspects of psychological investment seen in seriousness, hard work, the desire to learn inside and outside the classroom, and ways of dealing with problems in collaborative writing.

#### **b. Behavioral Engagement**

Behavioral engagement emphasizes students' practice and behavior when doing collaborative writing. Behavioral engagement indicators can be seen from the effort and time spent on collaborative writing as requested by groups/pairs. Next is the interaction between the teacher and pairs to facilitate collaborative writing, such as consulting about writing to teachers and discussing with pairs (Zheng et al., 2022).

### c. Emotional Engagement

Students' emotional engagement is defined as students' affective reactions to learning. The following signs of emotional engagement include interest, enthusiasm, and a sense of belonging (Zheng et al., 2022). Student interest can be seen in paying attention, curiosity, and concern in collaborative writing activities. Enthusiasm can be seen in sharing ideas and personal experiences in the discussion group. A sense of belonging can be seen in feeling needed in a group and being part of a team. In addition, emotional engagement is often said to be the students feeling when doing collaborative writing.

## **2.3 Collaborative Writing**

### **2.3.1 The Definition of Collaborative Writing**

The term collaborative itself has been put forward by Lawrence (2016) regarding the role of social interaction based on a communication approach. One of the opportunities for this interaction approach is by applying collaborative writing, where students will be given the opportunity to write as part of a community or group which in the end they will support and guide each other. In line with that statement, collaborative writing is also defined as a writing activity that is carried out together. Collaborative writing can be done in pairs or groups. Students cooperate from the beginning of writing to the final and are responsible for the final result (Dobao et al., 2013).

Collaborative writing involves several concepts, including reciprocal interaction, negotiation, and repetition (Ahmad, 2020). Reciprocal interaction is when students provide input, directions, and opinions to one another to create

harmonious collaborative writing. Negotiation here is defined as a joint effort to write. It can be concluded that collaborative writing is a writing activity that is carried out together by a pair or in a group where each member is responsible for the writing process from beginning to end.

### **2.3.2 Procedure in Collaborative Writing**

There are several procedures for teaching collaborative writing (Sukirman, 2016) including:

1. Pre-writing activities begin with the teacher motivating students to open learning, informing the outline of collaborative writing activities to be carried out, and grouping students.
2. Activities while writing, students in groups begin to brainstorm related topics to be discussed, then gather outside the lesson to discuss further the information that will be used to support the paper. Students will also do outlining, planning, and crafting for their first draft. Then the draft will be revised and edited together
3. Post-writing activities, students will provide comments and feedback on the results of their friends' writing review what they have written, and the final paper will be assessed by the teacher.

## **2.4 Method of Pairing Students**

There are two methods of pairing students namely Teacher-assigned pairs and student selected pairs (Mozaffari, 2017).

### **1. Teacher-assigned pairs**

In this grouping method, the teacher will groups students based on specific criteria, such as heterogeneity, grouping students with different academic abilities such as students who are lazy with diligent students, academic homogeneity by grouping students who have the same academic abilities, and student personality. In addition, pairs assigned by the teacher can be done by counting. The teacher instructs student to count from 1 to a predetermined number and then group into pairs with the same number (Mardianto, 2013).

### **2. Student-selected pairs**

It is when students are free to choose their group members based on their willingness. Students usually choose their close friends in student selection to feel more relaxed and enjoy the activities and processes that will be carried out with the friends they have chosen.

## 2.5 Previous Studies

Several studies have discussed student engagement in collaborative writing (Mengying Han and Li (2019), Aubrey (2022), and Zheng et al (2022). Mengying Han and Li (2019) examined the impacts of both of face-to-face and non-face-to-face online learning. By using the control group (N=48), as well as the non-face-to-face experimental group (N=72), systematic data post-test the influence of a collaborative writing environment on student engagement and academic achievement. The results of this study state that using the Cooperpad application is used to analyze student engagement when doing collaborative writing, is more effectively used when learning face-to-face than non-face-to-face online learning. In addition, students also have good writing skills, interest, and high learning initiative.

The second research was conducted by Aubrey (2022). This study investigated students' involvement in cognitive and emotional aspects during collaborative writing activities carried out online. A university-level study investigated 16 students doing collaborative writing with 2 software to communicate using video chat and text chat. Furthermore, students will watch the video they made again and assess their involvement on 2 scales of interest and focus. From these results, it was found that students had a significant focus and interest in video chat when doing collaborative writing rather than text chat.

The third study was conducted by Zheng et al (2022) who investigated changes in student engagement in a group of five Chinese undergraduate EFL students using a longitudinal case study approach to project-based collaborative

writing. This study collected data by observing interviews, group discussions, and three different changes in student interaction, namely from active collaborators to runners in the team, supporting collaborators who later became free riders, and writers who remained dedicated and did not change from beginning to end. Factors causing changes in student interaction are obtained as follows: student language proficiency factors and different individual learning needs are assessed as contextual factor.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher explains the research design used in this study, subject of the study, research instruments, data collection, data analysis, and data validity.

#### **3.1 Research Design**

This research design used a descriptive survey with quantitative approach. Descriptive survey served to explain or record conditions or attitudes describing what is happening now (Morrison, 2017). This definition aligns with Latief (2011), that survey research is a type of research used to describe the opinions, attitudes, perceptions, and preferences of people to the researcher. Instruments that can be used in survey research include questionnaire, tests, observation, and interview.

In descriptive research, the researcher does not give special treatment to the object under study but only describes the situation. The survey research method is intended to investigate why the phenomena exist. This study does not take into account the relationship between variables. This type of research was chosen because this study aims to reveal students' perceptions of their engagement in teacher-assigned pairs of EFL collaborative writing.

### **3.2 Subject of the Study**

The population in this study was 5th semester English Education students in the 2022/2023 academic year, Faculty of Education and Teacher Training, UIN Maulana Malik Ibrahim. The research subjects were selected because the CCU course in this semester required collaborative writing. The grouping of students was based on the pairs assigned by the teacher. Furthermore, the 20 students who had completed the questionnaire were then narrowed down to 7 students as the research sample to get in-depth information about this study.

### **3.3 Research Instruments**

This study used two instruments. The first instrument is a questionnaire with close ended questions, and the second instrument is an interview. The questionnaire contains 21 statements divided into three aspects, namely cognitive, emotional, and behavioral. The questionnaire used a 5-point Likert scale (1=strongly disagree (SD), 2=disagree (D), 3=neutral (N), 4=agree (A), 5=strongly agree (SA). Then the results of the questionnaire will be corroborated by the answers of the respondents in the interview.

### 3.3.1 Validity

In determining the validity of the instrument, 2 stages were carried out. The first stage is an assessment conducted by expert lecturers on February 23rd, 2023, the second is construct validation, the validation process is conducted using SPSS 2.6, and the results of the r-count value and r-table value are declared valid if the r-count value is greater than the r-table value.

### 3.3.2 Reliability

The reliability of the instrument used has been checked with SPSS 26.0 by looking at Alpha Cronbach, the data is declared reliable if the Alpha Cronbach' value is bigger than the standard value of 0.60. This is the formula for the Cronbach' Alpha as follows:

$$Cronbach' Alpha = \left( \frac{Q}{Q-1} \right) \left( 1 - \frac{\sum S^2_{qi}}{\sum S^2_x} \right)$$

Descriptions:

Q : The number of items in one variable

S<sub>qi</sub> : Variant of score for each item

S<sub>x</sub> : Variance of the total score of the item

The results of reliability calculations using Cronbach alpha will produce values ranging from 0 to 1. If the value of the reliability coefficient greater, it makes the instrument more reliable. There are categories to determine the level of reliability of the research instrument (Arikunto, 2013).

**Table 3.1** Instrument Reliability Coefficient Category

<b>Reliability Coefficient</b>	<b>Reliability Level</b>
0.800 – 1,000	Very High
0,600 – 0,799	High
0, 400 – 0,599	Enough
0,200 – 0,399	Low
Less than 0, 200	Very Low

### **3.4 Data Collection**

There are two ways of collecting data in this study. The first data was collected by questionnaire, and the second data was an interview.

#### **3.4.1 Questionnaire**

The questionnaire is a research instrument that contains questions that will be answered by research respondents (Anggito, 2018). A Likert scale-based questionnaire was employed by the researcher on a Google form. The Likert scale is a psychometric scale that can show the opinions, feelings, and attitudes of respondents of a problem (Beglar & Nemoto, 2014). The researcher gave three types of questions related to the type of student engagement, namely cognitive, emotional, and behavioral. Then questionnaires were distributed for two weeks on February 24th-9th March 2023).

The questionnaire used was tested for validity and reliability using SPSS 26.0. After the questionnaire was distributed to respondents, there were 20 students who filled out the questionnaire and the validity results have been seen from the R-value and R-table, and the validity has been seen from the Alpha Cronbach value. Then for reliability, it has been checked and found that all statements are reliable because the results of Alpha Cronbach are more than 0.60.

**Table 3. 2** Validity Result

Item Number	Comparing r values		
	r Count	r Table	Explanation
1	0,854	0,443	Valid
2	0,792	0,443	Valid
3	0,783	0,443	Valid
4	0,709	0,443	Valid
5	0,792	0,443	Valid
6	0,817	0,443	Valid
7	0,879	0,443	Valid
8	0,945	0,443	Valid
9	0,851	0,443	Valid
10	0,926	0,443	Valid
11	0,821	0,443	Valid
12	0,877	0,443	Valid
13	0,940	0,443	Valid
14	0,765	0,443	Valid
15	0,962	0,443	Valid
16	0,897	0,443	Valid
17	0,850	0,443	Valid
18	0,924	0,443	Valid
19	0,630	0,443	Valid
20	0,630	0,443	Valid
21	0,820	0,443	Valid

**Table 3.3** Reliability Result

Aspects	Cronbach's Alpha	N of Items	Standard Value	Reliability Level	Explanation
Cognitive Engagement	0,877	6	0,6	Very High	Reliable
Emotional Engagement	0,927	6	0,6	Very High	Reliable
Behavioral Engagement	0,942	9	0,6	Very High	Reliable

### **3.4.2 Interview**

Interview was the secondary data used in this study. A total of 5 students were selected to be interviewed. Interviews were conducted over two days on March 18-19, 2023 via telephone due to the location of respondents who were doing internships and were out of town. Interview designed as semi-structured interview. The results of the interviews were then transcribed to obtain in-depth information (Nilamsari, 2014).

### **3.5 Data Analysis**

The data analysis is the processing of data obtained using formulas or with existing rules in accordance with the research approach (Arikunto, 2013). Data processing techniques use computational calculations of the SPSS (Statistical program for Social Science) 2.60 program, which is a statistical computer program that is able to process statistical data precisely and quickly, into various outputs desired by decision makers. Quantitative analysis uses three stages of data analysis, namely to identify response rates and biases, analyze data descriptively to show key findings, and show descriptive results data to show key findings, and finally show descriptive results. Descriptive results are used to write the report (Creswell, 2013).

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter presents research findings, shows data from questionnaires and interviews that have been conducted on students' perceptions toward their engagement in teacher-assigned pairs of EFL collaborative writing.

#### **4.1 Research Findings of Students' perceptions toward their engagement in cognitive, emotional, and behavioral in teacher-assigned pairs of collaborative writing.**

The first questionnaire contains six statements regarding cognitive engagement, the second questionnaire contains six statements regarding emotional engagement, and the last is nine statements regarding behavioral engagement. This questionnaire was distributed to students of the Department of English Education class of 2020, and was opened from February 24 to March 9, 2023. The results of the questionnaire are described in the following tables.

The questionnaire used was tested for validity and reliability using SPSS 26.0. After the questionnaire was distributed to respondents, there were 20 students who filled out the questionnaire and the validity results have been seen from the R-value and R-table, and the validity has been seen from the Alpha Cronbach value. Then for reliability, it has been checked and found that all statements are reliable because the results of Alpha Cronbach are more than 0.60.

a. Cognitive Engagement

**Table 4.1** Tabulation of data of Cognitive Engagement

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
I have motivation to do collaborative writing with pairs	5% (1)	5% (1)	<b>10% (2)</b>	35% (7)	45% (9)	10% (2)	<b>55% (11)</b>	<b>3.50</b> ± <b>0,946</b>
I studied hard and understood the topics I chose for my project with my partner in collaborative writing.	0% -	10% (2)	10% (2)	35% (7)	50% (10)	5% (1)	<b>55% (11)</b>	<b>3.50</b> ± <b>0,761</b>
I am serious about working on an article project with my partner	0% -	10% 2	<b>10% 2</b>	25% (5)	55% (11)	10% (2)	<b>65% (13)</b>	<b>3.65</b> ± <b>0,813</b>
I have a desire to learn inside and outside of the classroom	0% -	0% -	<b>0% -</b>	35% (7)	50% (10)	15% (3)	<b>65% (13)</b>	<b>3.80</b> ± <b>0,696</b>
I can to solve various academic problems when working on a project with my partner	0% -	0% -	<b>0% -</b>	40% (8)	50% (10)	10% (2)	<b>60% (12)</b>	<b>3.70</b> ± <b>0,657</b>
I have a specific strategy and effort with my partner to complete the project	0% -	0 -	<b>0% -</b>	35% (7)	55% (10)	10% (2)	<b>65% (13)</b>	<b>3.55</b> ± <b>0,639</b>

On the cognitive aspect, students were given six statements related to student engagement in teacher-assigned pairs of EFL collaborative writing. The first statement “*I have motivation to do collaborative writing with pairs*” showed that 5% (1 student) chose strongly disagree, 5% (1 student) said disagree, and 35% (7 students) chose neutral with this statement. On the other hand, 45% (9

students) chose to agree that they have high motivation. Also 10% (2 students) chose to strongly agree. The total of students who perceived positively was 55% (11 students). It indicated that students have motivation to do collaborative writing in teacher-assigned pairs.

In the second statement, which reads, "*I studied hard and understood the topics I chose for my project with my partner in collaborative writing.*" no one chose strongly disagree 0%, only 10% (2 students) chose disagree. Then, 35% (7 students) chose neutral with this statement. Moreover, 50% (10 students) choose to agree, and 5% (1 student) choose to strongly agree. This shows that most of the students 55% (11 students) study hard and understand the topic they have chosen for the article project.

The following statement: "*I am serious about working on an article project with my partner*" shows that no one has chosen to strongly disagree 0%. Only 10% (2 students) chose disagree. Then, 25% (5 students) choose neutral, 55% (11 students) said they agree, and the rest of students 10% (2 students) stated they strongly agree. Summarizing these results most of the students 65% (13 students) are serious about working on project articles with their partner.

The fourth statement, "*I have a desire to learn inside and outside of the classroom.*" No one claimed strongly disagree 0% or disagree 0%. Then 35% (7 students) choose neutral, In contrast, 50% (10 students) choose agree, and 15% (3 students) chose strongly agree with this statement. It can be concluded that most of students show positive results 65% (13 students) agree to have a desire to learn inside and outside of the classroom by working on project articles in pairs.

In the fifth statement, "*I can solve various academic problems when working on a project with my partner,*" no one of the students claimed strongly disagree and disagree. On the other hand, 40% (8 students) claimed neutral, 50% (10 students) said agree, and 10% (2 students) choose to strongly agree. The total of students who perceived positively was 60% (12 students). It indicated that students can solve various academic problems when working on a project with their pair.

The last statement, "*I have a specific strategy and afford with my partner to complete the project*" none of students who expressed strongly disagree, 0% chose to disagree, 35% (7 students) chose neutral, 55% (11 students) agreed with this statement, and 10% (2 students) answered strongly agree. These results show that students have strategies and making efforts with their respective partners to complete their project assignments.

From the 6 statements above, it shows that students positively perceived cognitive engagement by having motivation, studying hard, understanding the topics they choose, working seriously on their project, having desire to collaborate both inside and outside the classroom, and solving academic problems they faced while writing collaboratively with their partner.

b. Emotional Engagement

**Table 4.2** Tabulation data of Emotional Engagement

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
I interest in working on the project with my partner.	0% -	10% (2)	<b>10% (2)</b>	30% (6)	50% (10)	10% (2)	<b>60% (12)</b>	<b>3.60</b> ± <b>0,821</b>
I feel happy working on the project with my partner in the classroom.	0% -	5% (1)	<b>5% (1)</b>	40% (8)	50% (10)	5% (1)	<b>55% (11)</b>	<b>3.55</b> ± <b>0,686</b>
I feel happy working on the project with my partner outside the class.	0% -	20% (4)	<b>20% (4)</b>	30% (6)	45% (9)	5% (1)	<b>50% (11)</b>	<b>3.35</b> ± <b>0,875</b>
I prefer to share tasks with my partner, and then we work on the project by ourselves and then put them together when we complete our respective parts	0% -	5% (1)	<b>5% (1)</b>	40% (8)	45% (9)	10% (2)	<b>55% (11)</b>	<b>3.60</b> ± <b>0,754</b>
I feel happy with the group the lecturer chose for the working project.	20% (4)	5% (1)	<b>25% (5)</b>	30% (6)	40% (8)	5% (1)	<b>45% (9)</b>	<b>3.05</b> ± <b>1,234</b>
I enjoyed doing the project given by the lecturer	0% -	5% (1)	<b>5% (1)</b>	35% (7)	50% (10)	10% (2)	<b>60% (10)</b>	<b>3.65</b> ± <b>0,745</b>

In this section, students were given six statements related to emotional engagement in teacher-assigned pairs of EFL collaborative writing. In the first statement, "*I interest in working on the project with my partner,*" no one answered strongly disagree 0%, but 10% (2 students) felt disagree, then, 30% (6 students) indicated felt neutral, 50% (10 students) agreed, and 10% (2students) chose

strongly agreed with this statement. It concluded that students perceived positively they have high interest in working on the project with their partner.

Statement number two, "*I feel happy working on the project with my partner in the classroom,*" no one chose strongly disagree, small part chose 5% (1 student) for disagree, 40% (8 students) chose neutral, and half of the students 50% (10 students) felt agree, and followed by 5% (1 student) choose strongly agree. The total of students who perceived positively was 55% (11 students). It revealed that students feel happy working on projects with partners in the class.

In the third statement, "*I feel happy working on the project with my partner outside of class,*" no one voted strongly disagree. Then 20% (4 students) chose to disagree, as much as 30% (6 students) chose neutral, 45% (9 students) chose to agree, and the rest of the students 5% chose to strongly agree. This statement shows students feel happy working on the project with their partner outside of class.

In the fourth statement, "*I prefer to share tasks with my partner, and then we work on the project by ourselves and then put them together when we complete our respective parts*" no one chooses a strongly disagree. Then just small of student 5% (1 student) who chose to disagree, 40% (8 students) chose neutral, then, 45% (9 students) felt that they agreed, and the last 10% (2 students) chose to strongly agree with this statement. It proved that students prefer to share tasks with their partners, after that put them together when they complete their respective parts.

Statement number five, "*I feel happy with the group the lecturer chose for the working project*," there were 20% (4 students) who chose strongly disagree, just one person 5% (1 student) chose to disagree, 30% (6 students) were neutral, also 40% (8 students) chose to agree, and 5% (1 student) chose to strongly agree. Then, total of students who perceived positively with this statement was 45% (9 students) It indicated that students are happy with the group chosen by the lecturer.

In the last statement, "*I enjoyed doing the project given by the lecturer, even though my partner lacked responsibility*," only no one chose to strongly disagree, then, (1 student) 5% chose to disagree, 35% (7 students) chose neutral, half of students 50% (10 students) chose agree, and the last 10% (2 students) chose strongly agree on this statement. It revealed that students enjoy doing the project given by the lecturer, even though their partner lacks responsibility.

Based on the six statements above, it shows that students positively perceived their emotional engagement as indicated by their having a high interest in working on projects with partners, feeling happy working on projects inside and outside the classroom with partners, choosing to share tasks and putting them together when each student has completed their respective parts, feeling happy with the group chosen by the lecturer, and enjoying the project to the end.

c. Behavioral Engagement

**Table 4.3** Tabulation data of Behavioral Engagement

<b>Aspects</b>	<b>SD (1)</b>	<b>D (2)</b>	<b>Tota l (1+2)</b>	<b>N (3)</b>	<b>A (4)</b>	<b>SA (5)</b>	<b>Tota l (4+5)</b>	<b>M ± SD</b>
I always discuss with my partner the progress of the project.	0% -	1% -	<b>5%</b> -	35% (7)	45% (9)	15% (3)	<b>60%</b> <b>(12)</b>	<b>4.70</b> ± <b>0,801</b>
I always pay attention and listen to the words and suggestions of my partner.	0% -	0% -	<b>0%</b> -	10% (2)	70% (14)	20% (4)	<b>90%</b> <b>(18)</b>	<b>4.10</b> ± <b>0,553</b>
I always make an eye contact when discussing with my partner.	0% -	0% -	<b>0%</b> -	40% (8)	45% (9)	15% (3)	<b>55%</b> <b>(12)</b>	<b>3.75</b> ± <b>0,716</b>
I am responsible for dividing tasks between the partners assigned to me.	0% -	0% -	<b>0%</b> -	40% (8)	45% (9)	15% (3)	<b>55%</b> <b>(12)</b>	<b>3.75</b> ± <b>0,716</b>
I am always there and ready when my partner is looking for me.	0% -	0% -	<b>0%</b> -	10% (2)	60% (12)	30% (6)	<b>90%</b> <b>(18)</b>	<b>4.20</b> ± <b>0,616</b>
I always present in the class when this project is given	0% -	0% -	<b>0%</b> -	35% (7)	50% (10)	15% (3)	<b>90%</b> <b>(18)</b>	<b>3.80</b> ± <b>0,696</b>
I and my partner always ready to consult our project with the lecturer.	0% -	0% -	<b>0%</b> -	10% (2)	45% (9)	45% (9)	<b>90%</b> <b>(18)</b>	<b>4.35</b> ± <b>0,671</b>
The lecturer always motivates us to do collaborative writing.	0% -	0% -	<b>0%</b> -	10% (2)	45% (9)	45% (9)	<b>90%</b> <b>(18)</b>	<b>4.35</b> ± <b>0,671</b>
Feedback given by the lecturer is easy to understand and helps us do the project.	0% -	0% -	<b>0%</b> -	10% (2)	55% (11)	35% (7)	<b>90%</b> <b>(18)</b>	<b>4.25</b> ± <b>0,639</b>

In this section, students were given nine statements related to behavioral engagement in teacher-assigned pairs of EFL collaborative writing. In the first statement, "*I always discuss with my partner the progress of the project,*" no one chose to strongly disagree, and only 5% (1 student) chose to disagree. Then, 35% (7 students) choose neutral, next 45% (9 students) claimed agree with this statement, and the rest 15% (3 students) choose strongly agree. This indicated that there were more students who always discussed with their partners the progress of their article projects than students who did not discuss their projects with their partners.

The second statement, "*I always pay attention and listen to the words and suggestions of my partner,*" it was found that there were no one students who chose strongly disagree 0%, likewise, there were no students who answered disagree 0%. Then, only 10% (2 students) chose neutral, in contrast 70% (14 students) answered agree and 20% (4 students) chose strongly agree. From this statement, it was found that there were more students who always paid attention and listened to the words and suggestions of their partners.

In the third statement, "*I always make eye contact when discussing with my partner*", there were no students who chose strongly disagree or disagree. Then, 40% (8 students) choose neutral, nearly half of them 45% (9 students) choose agree, and 15% (3 students) choose strongly agree. It indicated that students always make eye contact when discussing with their partner when doing collaborative writing.

In the fourth statement, "*I am responsible for dividing tasks between the partners assigned to me,*" no one answered strongly disagree, and also no one answered disagree; then 40% (8 students) answered neutral, nearly a half of them 45% (9 students) agreed with this statement, and another 15% (3 students) answered strongly agree. It proved that more students agree that they are responsible for dividing tasks between the partners assigned to me.

In the fifth statement, which reads "*I am always there and ready when my partner is looking for me,*" no one answered strongly disagree 0%, and disagree 0%. Only 10% (2 students) chose neutral, then more than half of students 60% (12 students) chose agree, and another 30% (6 students) chose strongly agree. The meaning is most of students always ready and there when their partner seek and need them.

In the sixth statement, "*I am always present in the class when this project is given,*" there were no students who chose strongly disagree 0%, also no one chose disagree 0%, there were 35% (7 students) chose neutral, on the other hand, half of students 50% (10 students) chose agree, and followed by 15% (3 students) chose strongly agree. It indicated that most of students always present in the class while the project given.

The seventh statement is "*I and my partner are always ready to consult our project with the lecturer*". No one chose strongly disagree 0%, and 0% chose disagree, followed by 10% (2 students) who chose neutral, 45% (9 students) who chose agree, and 45% (9 students) who chose strongly agree. The meaning is students always ready to consult their project to the lecturer.

Statement number eight, "*The lecturer always motivates us to do collaborative writing,*" no one chose 0% for either the strongly disagree or disagree. Only 10% (2 students) chose neutral, then 45% (9 students) chose to agree and were supported the other 45% (9 students) chose strongly agree. It indicated that lecturer always motivate students to do collaborative writing and complete assignments well.

In the last statement, "*Feedback given by the lecturer is easy to understand and helps us do the project,*" no one chooses to strongly disagree 0% and disagree 0%. Only 10% (2 students) choose neutral. 55% (11 students) choose to agree, and 35% (7 students) choose to strongly agree with this statement. It concluded that when consulting project with the lecturer, the lecturer provides feedback that is easy to understand for students.

Based on the nine statements above regarding behavioral engagement, it is shown that students perceived positively shown by always discussing with partners, paying attention and listening to the words and suggestions from their partners, always making eye contact when discussing, being responsible for dividing tasks, always being there and ready when their partner needs them, always being present in the class, being ready to consult their project with the lecturer, getting motivation from the lecturer, and getting easy-to-understand feedback from the lecturer.

Researcher use interviews to obtain in-depth information about students' perceptions toward their engagement in teacher-assigned pair of EFL collaborative writing. The researcher conducted interviews with five students. The interview was conducted online using WhatsApp voice call because the participant was doing an internship outside the city. The interview was also conducted in a quiet place. Therefore, the researcher and participant could focus on the interview being conducted. Therefore, participants are not distracted by other things. The interview and was conducted over two days, from 18<sup>th</sup> to 19<sup>th</sup> of March, 2023.

#### **4.1.2 Students' Positive Perceptions**

##### **a. Cognitive Engagement**

##### **1. Students are motivated to do collaborative writing**

The first positive perception of the students was that they felt motivated motivation to do collaborative writing because they liked to work in group projects as said by (P4), *"I was motivated because I liked the projects in the group"*. The student with the same opinion (P5) said, *"Of course, I was motivated because I personally prefer to work on projects in groups rather than individually. Because in my opinion, the results of articles written in groups have diverse perspectives."* This shows that students prefer group projects because they gain a broader perspective than individual assignments.

## 2. Have a specific strategy

Some students have specific strategy in working on article with partner. One of them is by using Google docs to facilitate students in discussing as said by (P4) *“For me and my partner's specific strategy, we work on tasks together through Google Docs, in case there are any difficulties or things we want to discuss, we can just type them in the chat column.”*

On the other hand P5 and P6 said that they divided their tasks with partners and then discussed them together. (P5) said, *“Since the beginning, we have had a strategy to divide the tasks. If I wrote the introduction, my partner would write the discussion. Then, we would discuss the results together and so forth.”* The same opinion expressed by (P6), *“Me and my partner write together and share tasks with each other to avoid overwhelming one of us.”*

Then, P4 said that he and his partner understood the topic of the article first, and then noted down the key points that would be discussed in the article. (P4), *“Me and my partner try to understand the topic of the article first, then we will outline the issues that we will explain in the article.”* This shows that students have specific strategies in working on articles with their partner such as utilizing Google docs to facilitate discussion, divide the task with their partner, and note the important points that they will write in the article.

### 3. Students are able to solve academic problems

Some students overcome problems when writing articles by reading a lot of references and consulting with lecturers as said by (P4), *“Our struggle in choosing the topic of child-free from an Islamic perspective is that there are not many studies that discuss this topic, so reading sources are also very limited. However, we tried to understand child-free in general first and consulted with our lecturer.”* The same thing was also expressed by (P7), *“Sometimes we have difficulties when working on project articles. The way we overcome it is by reading a lot of articles, but if we are still confused, we will consult with the lecturer.”*

Meanwhile, other students overcome difficulties by doing activities that can refresh their minds. The student said, *“The difficulty I often experience is the lack of ideas in writing articles. But when that happens, I will do other activities such as traveling, playing games, sleeping, or other things that can refresh my mind.”* It showed that students were able to solve academic problems when writing articles by reading a lot of references, consulting with lecturers, and doing activities that could refresh their minds.

### 4. Students have the desire to learn inside and outside of the classroom

Students always try to discuss and learn inside and outside the classroom as expressed by (P4), *“Me and my partner always discuss and interact both through WhatsApp and face-to-face in class.”* The same thing was said by (P5), *“We often have discussions both in and out of class. During class, we shared what we found. Then, at home, we worked on each part, followed by discussions via*

*WhatsApp.*” In line with (P4), and (P5), (P7) always discussed with her partner in class or on WhatsApp. "Yes, we tried to discuss the project articles with our partner. Sometimes we discussed it in class or through WhatsApp chat".

## 5. Study hard

The students studied hard to complete their final project as (P4) said, "Yes because this is our final project." (P5) said the same thing, "Of course we study hard because this is our final project."

From the respondents' answers above, it can be concluded that the positive perceptions of students in the cognitive aspect include students have motivation to do collaborative writing, have specific strategies, able to solve academic problems, have desire to learn inside and outside of the classroom and study hard.

## b. Emotional Engagement

### 1. Interest in the topic of article

The first positive perception of students in the emotional aspect is that students are interested in writing articles with partners because they are interested in the topics they choose. (P4) said, "*I am interested in writing an article with my partner because I want to research the topic of childfree in the view of UIN students.*" The next student with the same opinion (P5) said, "*From the selection of the topic at the beginning, I already had an interest in it.*" Then, (P7) added, "Actually I don't really like writing, but when I get an interesting topic, I would like to write an article."

## 2. Happy to work on project with partner

Students feel happy working on project with partner because they have supportive partner as said (P5), *"I am happy because I really like to work in a group with my supportive partner"*. (P4) added the same thing, *"I was happy that my partner could work well together from the start to the end of writing the article."* In addition, students feel happy because the task feels easier, (P6) said, *"I am very happy because the task that was difficult before feels easier."*

## 3. Happy with the partner chosen by the lecturer

Students feel happy and agree with the pair chosen by the lecturer as said by (P7), *"I am happy and agree with the pair chosen by the lecturer"*. The same opinion was expressed by (P4), *"I am happy with the partner that the lecturer has chosen for me"*. Meanwhile, (P5) added that she was happy because she had a partner who was diligent. *"I am happy with the partner that has been chosen for me, because my partner is a diligent student."*

## 4. Enjoy working on projects given by the lecturer

Students show their positive perception by feeling happy to work on project assignments given by lecturer. As said (P4), *"In my opinion, these article writing assignments really help me in learning to write scientific papers."* Another student said that the project assigned by the lecturer made them know how to write the correct article according to the journal template, *"I feel happy because I can find out the correct way of writing articles according to the journal template"* (P5). The same thing was expressed by (P7), *"I feel happy because I understand better how to write the right article"*.

From the results of the interviews above, it can be concluded that students' positive perceptions on the emotional engagement aspect can be seen in the fact that students are interested in the topic of their choice, happy to work on projects with partners, happy with the partners chosen by the lecturer, and happy to work on projects given by the lecturer.

### c. Behavioral Engagement

#### 1. Always discuss with their partner

The first positive student perception was that students always took the time to discuss with their partner. (P4) said, "*Although both of us are busy, we always try to discuss at least once a week to work on the article.*" The same thing was expressed by (P5), "*We always take the time to discuss because this is the final project and I cannot let my partner work alone.*" P7 also discussed with her partner when she had free time. She revealed: "*When we have free time, we try to discuss and work on project articles.*" To ensure that discussions are always maintained, P6 and her partner have a special day to discuss their project "*Of course, usually every week we have a special day to discuss and work on articles together.*"

#### 2. Always consult the article to the lecturer

Students always consult their articles with lecturers if they encounter difficulties. (P6) said, "*When I was confused, I would consult with the lecturer.*" P7 also did the same thing. He said, "*If we have difficulties, we always consult with the lecturer.*" P5 also said the same thing, "Since we are allowed to consult every week, we use it to consult to the lecturer."

### 3. Lecturer always motivates students

In the behavioral aspect, students' engagement is also seen from their interaction with the lecturer. Students said that they always received motivation from lecturer during the project. (P4) said, *"The lecturer always encourages us to finish the article project soon."* (P5) also said the same thing, *"Yes, she often provides motivation in class."* Therefore we are happy and enjoy this work." The same statement was expressed by P6. He said: *"Every meeting the lecturer always motivates and monitors our progress and guides us in writing articles."* P7 also stated that lecturers always motivate students *"Yes, the lecturer always motivates us to practice and finish the article."*

### 4. Feedback from lecturer that helps students write article

From the results of the interview, it was found that the lecturer provided feedback from the results of their consultation. Students feel helped by the feedback that lecturers give them. This was expressed by (P4), *"Because from the beginning we determined the title of the article, but we were still confused, so the lecturer gave advice and input that really helped us write our article from start to finish."* (P4) said that the feedback from the lecturer was easy to understand. P5 also said that the lecturer's input was easy to understand. *"What I like, he is very patient and thorough, so in every consultation, we always get advice and input that is clear and easy to understand."* Followed by P6 and P7, they felt that the feedback from the lecturer was very helpful (P6) said, *"Yes, it is very helpful, and I also always note down the feedback from the lecturer so that later I do not*

*experience the same difficulties.*" (P7) said, "Yes, feedback from lecturers is very helpful."

From the results of the interview above, it can be concluded that students' positive perceptions on behavioral aspects are students always discussed with their partner, and always consulted article to the lecturer. In addition, the interaction between students and lecturer are shown by lecturers who always motivate students, and provide helpful feedback for student article writing.

#### **4.1.3 Students' Negative Perceptions**

Although the majority of students had positive perceptions of their involvement in teacher-assigned pairs of EFL collaborative writing, some other students had negative perceptions as follows:

##### **a. Cognitive Engagement**

##### **1. Students have no motivation**

The first negative perception is a student who has low motivation in writing articles with their partner due to their partner's less contribution. (P3) said, *"The reason I have no motivation is because my partner has less contribution, especially in writing articles. He only contributes ideas, but not enough to help in the article writing process."* Another student (P2) also stated, *"Sometimes I don't have motivation because my partner doesn't help me write the article."* This shows that the contribution of partners is needed in order to keep students enthusiastic and motivated during article writing.

## 2. Do not study hard/lazy

Furthermore, students argue that they feel lazy because there are many differences of opinion between them and their partner. (P1) said, *“At first I was serious and studied hard, but my partner and I had differences of opinion, which made me lazy.”* Other students have the same opinion, *“I often feel lazy because my partner and I have different ideas.”* (P2). From the respondents' answers above, it can be concluded that the negative perceptions of students in the cognitive aspect are such as students not having motivation, and not study hard.

### **b. Emotional Engagement**

#### 1. Students are not interested in collaborative writing

Students are not interested in writing articles with partners because of differences in learning methods (P1), said *“I am not interested in writing collaboratively with my partner because my partner and I have different ways of learning.”* The same thing was also expressed by (P3), *“I’m not interested, because my partner is very slow in writing articles while I am faster.”*

#### 2. Uncomfortable with partner chosen by the lecturer

One of the students with negative perceptions stated that she was uncomfortable with his partner because they were not close (P1) said, *“I am not comfortable because I know we are not close enough.”* In addition, students also found it difficult to interact with friends of different genders. (P3) said, *“I am not comfortable with the partner the lecturer chose because I don't really know him. Moreover, he is a man, so it is rather difficult to work with him”.*

### 3. Students did not enjoy the project given by the lecturer

Students feel uncomfortable with the article project assignment because students feel tired and confused with the many article assignments in several other courses and the same deadline. (P1) said, *"Honestly, I don't really enjoy it because some other assignments also require us to write articles, and it feels quite tiring."* (P2) also added, *"Last semester there were many article writing assignments that made me confused, plus the deadlines were close together."*

From the results of the interviews above, it can be concluded that the negative perceptions of students are, students are not interested in collaborative writing, students feel uncomfortable with the partners chosen by the lecturer, and do not enjoy the project given by the lecturer.

### **c. Behavioral Engagement**

#### 1. Rarely discuss with partner

Although the majority of students always discuss with their partners, there are some students who rarely discuss with their partners. This was expressed by (P1) *"When I asked my partner to discuss, she always replied that she was busy."* The same thing was also felt by (P3), *"My partner is always busy so we only discuss occasionally."*

## 4.2 Discussion

In this section, the researcher discusses the findings of this study, relating them to previous research to answer the research question, about students' perceptions toward their engagement in paired EFL collaborative writing assigned by the teacher.

The first positive perception of students in the cognitive aspect was that students felt motivated to do collaborative writing with partner because they liked group projects and getting diverse perspectives from their partner. in line with research conducted by Bentley & Warwick, (2015) collaborative writing provides opportunities for students to discuss, get new thoughts, increase student learning motivation, and provide opportunities for students to get better grades.

Next is to have a specific strategy in completing the assignment. Students have several different strategies such as using Google docs to facilitate discussion, dividing tasks, and note important points that will be discussed in their articles. To promote fair contribution and improve team performance, students need to use several strategies such as share tasks, share information, give deadlines, and note important things (Bentley & Warwick, 2015).

The majority of students were able to overcome academic problems. When students have difficulties in writing articles, they try to read references and consult to the lecturer. Other students overcome this by doing other activities to refresh their minds. Previous research discusses that cognitive engagement includes students' flexibility in solving problems in learning (Ariyanti et al., 2022). In

addition, Zheng et al., (2022) added that when encountering difficulties / problems in writing, students usually go to lecturers to get solutions.

Furthermore, students have the willingness to learn inside and outside the classroom. The majority of students discuss with partners in class during learning and via WhatsApp to discuss their next discussion. This is in line with Ariyanti et al., (2022) in the cognitive aspect, students show hard work and enthusiasm for learning both outside and inside the classroom to achieve the expected learning goals.

Students with positive perceptions on cognitive aspects tried to study hard in completing their article projects. Cognitive engagement includes studying hard, motivation, and the use of strategies to achieve the desired learning targets (Ariyanti et al., 2022). Furthermore, Zheng et al., (2022) added that the cognitive aspect illustrates students' effort and seriousness in learning.

However, some students also showed negative perceptions on the cognitive aspect. Some students stated that they were not motivated to do collaborative writing with their partner because their partner did not contribute enough, they were not serious in doing the task, and students felt lazy because they had many differences of opinion with their partners. This is in line with research conducted by (Zhai, 2021), this study shows that non-contributing partners make the task feel more difficult and reduce student motivation. In addition, other studies also revealed the same point that differences in students' experience and knowledge caused many differences of opinion (Chen & Yu, 2019).

In the emotional engagement aspect, the majority of students perceived it positively. Addressed by Iskandar & Pahlevi (2021), emotional engagement is a student's emotional reaction to school or learning in the form of interest, excitement, anxiety, and belonging. The first positive perception was students were interested in writing article with partner because they were interested in the article topic they choose. Interesting topics can increase students' enthusiasm in learning because students tend to have knowledge about the content they will write about (Elshevier, 2007).

The next positive perception was the students felt happy to work on projects with partners because the partners were supportive. In addition, students also feel that heavy tasks feel easier. The benefits of supportive partner in collaborative writing are students can help each other, discuss, and negotiate ideas thus increasing students' interest in learning (Mandusic & Blaskovic, 2015).

In addition, the students were happy with the pairs chosen by the lecturer. In line with Mozaffari, (2017) that pairs assigned by the lecturer benefited more from working together than pairs chosen by the students, there was a greater focus on learning in pairs assigned by the lecturer than in pairs chosen by the students.

Furthermore, students enjoy the project given by the lecturer. From the task of writing article, students become more understand the correct way of writing articles in than before. Shehadeh, (2020) revealed that collaborative writing assignments provide students with new knowledge in the correct writing procedures in accordance with academic guidelines thus students can improve the quality of their writing.

Next, this study also revealed students' negative perceptions on the emotional aspect. Some students were not interested in collaborative writing because of the different ways of learning. Walls (2018) found that students' different ways of learning made other students feel uncomfortable and caused misunderstandings.

Furthermore, students felt uncomfortable with the partner chosen by the lecturer because students felt they were not close to the new friend. Chen & Yu, (2019) revealed discussed with new people with different experiences and thoughts causes awkwardness and discomfort in some people. On the other hand, students also feel uncomfortable with the partner chosen by the lecturer because of gender differences. Gilbert, (2015) found in his research that gender differences affect self-confidence which has an impact on student interaction in learning.

In addition, students felt uncomfortable with the assignment given by the lecturer because other course assignments also required students to write articles with short deadlines. According to Zhai, (2021), time constraint was a problem that often occurred in paired collaborative writing

On the last aspect, behavioral engagement, the majority of students also have positive perceptions when writing collaboratively with a partner by always taking the time to discuss with a partner. Ariyanti et al., (2022) stated that behavioral engagement includes positive behaviors, such as effort, perseverance, discussing, and participating in class. In addition, collaborative writing activities require students to interact, and discuss with group members (Haejin, 2014).

Students always consult their article project to the lecturer when they encounter difficulties. In the behavioral aspect, there is a need for interaction between students and partners, and interaction between students and lecturer. This is in accordance with the statement Zheng et al., (2022) that interaction between students and lecturer can be done by consulting their work to lecturer, answering questions given by lecturer, and working on assignments given to students.

Furthermore, students said that lecturer always motivate them to write articles well and correctly. Teacher motivation gives students the desire to be actively engaged in learning activities. This is because students are encouraged to express themselves through answering questions and taking part in individual and group tasks (Oko, 2014).

The last, students thought that the feedback provided by the lecturer was very helpful in the students' article writing process. Zheng et al., (2022) argued that providing feedback and direction to students made the interaction between students and teachers stronger. In addition, Ishii, (2011) found that feedback from lecturers on student writing had an impact on the development of student writing for the better.

However, there are also negative perceptions of students in the behavioral aspect, such as the limited number of discussions with partner because their partners were busy all the time. Students' bad behavior in learning affects their engagement in doing assignments such as being busy with their own affairs, not being able to discuss, and lack of communication between students (Chen & Yu, 2019).

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

In this section, the researcher concludes the results of the research based on the findings and discussion in the previous chapter and gives suggestions for further research.

#### **5.1 Conclusion**

After collecting data using questionnaire, and interview, researcher was able to answer research questions that had been raised regarding students' perceptions toward their engagement in teacher-assigned pairs of EFL collaborative writing. Results from questionnaire and interview show that the majority of students have positive perceptions on cognitive, emotional, and behavioral aspects. In the cognitive aspect, students' positive perceptions include students being motivated to do collaborative writing with partners, having specific strategies, being able to solve academic problems, having willingness to learn inside and outside the classroom, and studying hard in completing the task. However, some students showed negative perceptions in this aspect. They felt unmotivated because their partners did not contribute and some students felt lazy because there were many differences of opinion between students and partners.

in the emotional aspect of students' positive perceptions, among others, students are interested in the topic of the article they choose, students felt happy working on projects with their partners because the partners were supportive, students felt happy with the partners chosen by the lecturer, and enjoyed the

assignments given by the lecturer because students could understand the correct article writing. On the other hand, students' negative perceptions are that students are not interested in doing collaborative writing because of differences in learning methods, students feel uncomfortable with the partner chosen by the lecturer because they are not close and there are gender differences, students also feel uncomfortable with the assignments given because of the short deadline.

In the behavioral aspect, students show their positive perceptions by always take the time and energy to discuss with partners, always consulting their work to lecturer, lecturer who always motivate students, and provide feedback on the results of student work. However, there are some students who show their negative perceptions by rarely discussed with their partners because their partner was busy with their own affairs.

## **5.2 Recommendation**

Based on the conclusions above, the researcher wants to provide recommendations to teachers when grouping students in collaborative writing activities. A teacher is expected to monitor the progress of each student. Therefore, no one student does more assignments than others. Teacher is also expected to give warnings or sanctions to students who neglect their assignments; therefore, they are more responsible for the assignments that have been given. Then, for future researchers, the researcher recommends to examine students' perceptions toward their engagement in other subjects or in different student grouping model.

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## APPENDICES

### Appendix I Research Permission Letter

 KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faksimile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>, email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

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Nomor : 352/Un.03.1/TL.00.1/02/2023 23 Februari 2023  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kaprodi Tadris Bahasa Inggris UIN Maulana Malik Ibrahim Malang  
di  
Malang

**Assalamu'alaikum Wr. Wb.**


Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:


Nama : Wardatussani Nailatun Najihah  
NIM : 19180060  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2022/2023  
Judul Skripsi : **Student Engagement in Teacher-  
Assigned Pairs of EFL Collaborative  
Writing: A Case Study**  
Lama Penelitian : Februari 2023 sampai dengan April 2023  
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

An Dekan,  
Wakil Dekan Bidang Akademik  
  
Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

 Scanned with CamScanner

## Appendix II Instrument Validation Sheet

### INSTRUMEN VALIDATION SHEET

**“Student Engagement in Teacher-Assigned Pairs of EFL Collaborative Writing: A Case Study”**

Validator	Maslihatul Bisriyah, M. TESOL
NIP	198909282019032016
Expertise	English Writing
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	February, 23 <sup>rd</sup> 2023

#### A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research

#### B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

2. Comments and suggestion can be entered in the column provided.

### C. Validation Sheet

No	Aspect	Aspect				
		1	2	3	4	5
1.	The research instrument is in accordance with the research objective					✓
2	Research instrument using communicative language				✓	
3	Research instruments are able to dig up the information needed					✓
4	Research instrument using the correct punctuation					✓
5	Research instrument does not cause misunderstanding				✓	
6	Research instrument clear and easy to understand				✓	

### D. Suggestion and Comment

--

### **E. Conclusion**

Based on the validation sheet above it can be concluded that

1. The instrument can be used without revision
2. ~~The instrument can be used with revision~~
3. ~~The instrument can be used with many revisions~~
4. ~~The instrument can not be used~~

Validator,

A handwritten signature in black ink, featuring a stylized 'M' and 'B' with a horizontal line through the middle.

**Maslihatul Bisrivah, M.TESOL**

**NIP. 19890928 201903 2 016**

### Appendix III Questionnaire Guidance

#### Pedoman Kuisioner

Assalamualaikum Wr. Wb. Perkenalkan nama saya Wardatussani Nailatun Najihah, Mahasiswi tingkat akhir di Program Studi Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Malang. Saat ini saya sedang melakukan penelitian untuk memenuhi persyaratan sarjana dengan judul "Students' perceptions toward their engagement in Teacher-Assigned Pairs of EFL Collaborative Writing: Studi Kasus" Kuesioner di bawah ini terdiri dari 21 pernyataan yang dapat diselesaikan dalam waktu kurang lebih 7-10 menit. Semua jawaban anda akan kami rahasiakan dan hanya dipergunakan untuk kepentingan penelitian. Dengan mengisi kuisioner ini anda bersedia untuk menjadi bagian dari penelitian ini. Terima kasih.

<b>Student Name</b>	
<b>NIM</b>	
<b>Class</b>	
<b>Gender</b>	

**Please answer the question below by choosing Strongly Disagree (SDA), Disagree (DA), Neutral (N), Agree (A), Strongly Agree (SA)**

SDA: Strongly Disagree

A: Agree

N: Neutral

DA: Disagree

SA: Strongly Agree

### Cognitive Engagement

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
I have motivation to do collaborative writing with pairs	5% (1)	5% (1)	<b>10% (2)</b>	35% (7)	45% (9)	10% (2)	<b>55% (11)</b>	<b>3.50 ± 0,946</b>
I studied hard and understood the topics I chose for my project with my partner in collaborative writing.	0% -	10% (2)	10% (2)	35% (7)	50% (10)	5% (1)	<b>55% (11)</b>	<b>3.50 ± 0,761</b>
I am serious about working on an article project with my partner	0% -	10% 2	<b>10% 2</b>	25% (5)	55% (11)	10% (2)	<b>65% (13)</b>	<b>3.65 ± 0,813</b>
I have a desire to learn inside and outside of the classroom	0% -	0% -	<b>0% -</b>	35% (7)	50% (10)	15% (3)	<b>65% (13)</b>	<b>3.80 ± 0,696</b>
I can to solve various academic problems when working on a project with my partner	0% -	0% -	<b>0% -</b>	40% (8)	50% (10)	10% (2)	<b>60% (12)</b>	<b>3.70 ± 0,657</b>
I have a specific strategy and effort with my partner to complete the project	0% -	0 -	<b>0% -</b>	35% (7)	55% (10)	10% (2)	<b>65% (13)</b>	<b>3.55 ± 0,639</b>

### Emotional Engagement

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
I interest in working on the project with my partner.	0% -	10% (2)	<b>10% (2)</b>	30% (6)	50% (10)	10% (2)	<b>60% (12)</b>	<b>3.60 ± 0,821</b>
I feel happy working on the project with my partner in the classroom.	0% -	5% (1)	<b>5% (1)</b>	40% (8)	50% (10)	5% (1)	<b>55% (11)</b>	<b>3.55 ± 0,686</b>
I feel happy working on the project with my partner outside the class.	0% -	20% (4)	<b>20% (4)</b>	30% (6)	45% (9)	5% (1)	<b>50% (11)</b>	<b>3.35 ± 0,875</b>
I prefer to share tasks with my partner, and then we work on the project by ourselves and then put them together when we complete our respective parts	0% -	5% (1)	<b>5% (1)</b>	40% (8)	45% (9)	10% (2)	<b>55% (11)</b>	<b>3.60 ± 0,754</b>
I feel happy with the group the lecturer chose for the working project.	20% (4)	5% (1)	<b>25% (5)</b>	30% (6)	40% (8)	5% (1)	<b>45% (9)</b>	<b>3.05 ± 1,234</b>
I enjoyed doing the project given by the lecturer	0% -	5% (1)	<b>5% (1)</b>	35% (7)	50% (10)	10% (2)	<b>60% (10)</b>	<b>3.65 ± 0,745</b>

### Behavioral Engagement

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
I always discuss with my partner the progress of the project.	0% -	1% -	5% -	35% (7)	45% (9)	15% (3)	60% (12)	4.70 ± 0,801
I always pay attention and listen to the words and suggestions of my partner.	0% -	0% -	0% -	10% (2)	70% (14)	20% (4)	90% (18)	4.10 ± 0,553
I always make an eye contact when discussing with my partner.	0% -	0% -	0% -	40% (8)	45% (9)	15% (3)	55% (12)	3.75 ± 0,716
I am responsible for dividing tasks between the partners assigned to me.	0% -	0% -	0% -	40% (8)	45% (9)	15% (3)	55% (12)	3.75 ± 0,716
I am always there and ready when my partner is looking for me.	0% -	0% -	0% -	10% (2)	60% (12)	30% (6)	90% (18)	4.20 ± 0,616
I always present in the class when this project is given	0% -	0% -	0% -	35% (7)	50% (10)	15% (3)	90% (18)	3.80 ± 0,696
I and my partner always ready to consult our project with the lecturer.	0% -	0% -	0% -	10% (2)	45% (9)	45% (9)	90% (18)	4.35 ± 0,671
The lecturer always motivates us to do collaborative writing.	0% -	0% -	0% -	10% (2)	45% (9)	45% (9)	90% (18)	4.35 ± 0,671
Feedback given by the lecturer is easy to understand and helps us do the project.	0% -	0% -	0% -	10% (2)	55% (11)	35% (7)	90% (18)	4.25 ± 0,639

## **Appendix IV Interview Transcript**

### **INTERVIEW TRANSCRIPT**

#### **Participant I**

1. On the statement I enjoy working on article projects with my partner outside of class you answered disagree, if I may know why?

Because if calculated in the form of a percentage, I work on articles as much as 90%. For working outside the classroom, I have invited my friend to make an appointment but my friend did not come with many reasons such as no vehicle, busy etc. Therefore, during the project, I have never worked on articles outside the classroom. So during the project, I have never worked on articles outside of class.

2. Did you have fun writing the article with your partner?

No, because my partner was not able to collaborate with me.

3. The next statement I always discuss with my partner you answered disagree. Can you tell me why?

When I asked my partner to discuss, she always replied that she was busy

4. Do you have a specific strategy to complete the article project? Yesterday you answered disagree, why did you answer disagree?

There is nothing, we just work according to the parts that we agreed at the beginning.

5. Do you have high motivation in working on the CCU article project?

Sometimes I don't have motivation because my partner doesn't help me write articles

6. Do you always study hard and not be lazy during the project?

At first I was serious and studied hard, but my partner and I had differences of opinion, which made me lazy.

7. Then while writing the article with your partner, what difficulties did you encounter?

The first difficulty was in the object of research, I wanted to research women in Indonesia. But mam riya said that the women at uin were enough.

8. Okay, then how did you feel when the lecturer chose your partner?

Not happy because I knew that we were not close.

9.Are you interested in doing collaborative writing with your partner?

No because my partner and I have different ways of learning

10.Then how do you feel about the task of writing articles as the final project in the CCU course?

Honestly, I don't really enjoy it because some other assignments also require us to write articles and it feels quite tiring.

11.How did you feel about collaborative writing with your partner?

Actually, when working on my own, I felt pressured because some courses also required me to upload journals so I had to be able to manage my time. When working in class, I felt happy because we were just waiting for a response from mam riya from the article that had been made.

12.Then during this project did you always take the time and energy to write collaboratively?

Yes, by doing the assignments in installments. But at the end it was a bit overwhelming because it took a long time to collect the respondents.

13.Do you always interact with the lecturer to consult on the article project?

Yes, we usually consult during CCU class.

14.What are the things that interest you when writing collaboratively with a partner?

What makes me excited is that I want to get a grade and upload the article to the journal.

15.What makes you not interested in doing the article project?

Because my partner did not help much in writing the article and I was quite overwhelmed with other tasks that required us to upload articles to journals.

16.During the project, did the lecturer always motivate students to complete the article project?

Yes, indirectly mam riya always motivates students to work on and complete the article project.

17.Okay, last question. Does the feedback given by the lecturer during consultation help you write the article project?

Yes, for example when choosing a title there were some words that were corrected and that helped my entire research.

## **Participant 2**

1. In the statement I have a strategy & special efforts with my partner to complete the article project, you answered disagree, if I may know the reason why?

Actually, when we do it, we don't have a strategy, we just do it. We just work according to the chosen journal template.

2. Then in the next statement, I enjoyed working on the project given by the lecturer even though my partner was less responsible, you also answered disagree. Can you explain why?

Because when we worked on it together, there was no one who worked harder.

3. Okay, when working on the article with your partner yesterday, did you have high motivation?

Yes, I was motivated to finish the article immediately because there were also many other tasks so it had to be done quickly.

4. Do you always study hard and not be lazy during the project?

I often feel lazy because my partner and I have different ideas.

5. Then during the writing of the article did you ever experience any difficulties? Sometimes we have trouble finding journal references. The problem is that it is rather difficult to find journals that fit my research.

6. Then how did you feel when the lecturer chose your partner?

It's normal, because I've never chosen my own partner in a group before.

7. Are you interested in doing collaborative writing with your partner?

No, because my partner is very slow in writing articles while I am faster.

8. How do you feel about the task of writing articles as a final project in the CCU course?

Because last semester there were many article writing assignments that made me confused plus the deadline was close.

9. Okay, then how did you feel during collaborative writing with your partner?

I wasn't too happy because my partner was sometimes slow to respond when invited to write articles together.

10. Then during this project, do you always take the time and energy to write collaboratively?

I try to take the time and energy because the task of making articles is not only from the CCU subject.

11. Okay, during the project, did you always interact with your partner to discuss the article project?

Yes, often if I can't face to face, I usually discuss via wa.

12. Do you always interact with lecturers to consult on article projects?

Yes, if mam riya chat reminds us of the consultation schedule, we always come for consultation, sis.

13. What are the things that interest you when writing collaboratively with a partner?

Yes, because it's the final assignment so it has to be done and because the deadline is tight, it makes me more excited to do it.

14. What makes you not interested in working on article projects?

Sometimes we are distracted by other tasks that have the same deadline so the CCU task is neglected.

15. Then during the project, does the lecturer always motivate students to complete the article project?

Yes, usually mam riya always motivates us to work on journal articles and asks about the progress.

16. Does the feedback given by the lecturer during consultation help in writing the article project?

It is very helpful, from the feedback we know where the shortcomings of our article writing are and so we know which ones to revise.

### **Participant 3**

1. In the statement I have high motivation in working on the CCU article project with my partner, you answered strongly disagree, can you tell me why?

The reason I have low motivation is because my partner has minimal contribution, especially in writing the article. He only contributed ideas but did not help enough in the article writing process.

2. Okay, then in the statement I have a high interest in working on article projects with my partner, the answer is disagree, why?

As I said earlier, my interest is also low because my partner is a bit difficult to work with, sis.

3. Okay, in the next statement I feel happy with the partner chosen by the lecturer, do you disagree?

I am not happy with the partner chosen by the lecturer because I am not too familiar with my friend. He is also a man so it's a bit difficult for me to work with him.

4. Okay, then do you understand the article topic that you chose yesterday?

Yes, I understand the topic of the article that we chose.

5. Then during the writing of the article did you ever experience any difficulties? If so, how did you overcome the difficulties?

Yes, my partner and I had difficulties while working on the article, especially in collecting the data because my respondents were abroad with certain criteria, so my partner and I were a bit overwhelmed.

6. Then when working on the article yesterday, did you and your partner have a special strategy to complete the task?

There was no special strategy, we just wrote the article according to the journal template we chose.

7. Okay, then are you still interested in completing the assignment even though the partner is not to your liking?

Yes, I am still interested in completing the article because the topic is interesting.

8. Then how do you feel about the task of writing an article as the final project in the CCU course?

I feel challenged by doing mini research and article projects that are used as final assignments in CCU courses because we can learn about writing articles well and better understand Cross Cultural Understanding.

9. Okay, then how did you feel during collaborative writing with your partner?

I didn't feel happy because my partner was always busy so it was difficult to write together.

10. Then during this project, did you always take the time and energy to write collaboratively?

Of course I always put time and energy into this project because I was interested in the topic and wanted to pass the course.

11. Okay, during the project did you always discuss with your partner to discuss the article project?

My partner is always busy so we only discuss occasionally

12. Do you always interact with the lecturer to consult the article project?

We didn't consult the lecturer too often because my partner was busy.

13. What are some things that interest you when writing collaboratively with your partner?

My partner and I were looking for respondents abroad and we were required to use English so it was quite challenging and a first experience for me.

14. What made you not interested in working on the article project?

Because my partner had a good idea but didn't help me in the writing process, so I wasn't excited anymore.

15. Then during the project, did the lecturer always motivate students to complete the article project?

The lecturer certainly always motivates us, such as asking about the progress of our articles, obstacles, etc.

16. Okay, last question. Does the feedback given by the lecturer during consultation help in writing the article project?

Of course it helps, from the feedback given by the lecturer, we understand better where to take our articles and what to write.

#### **Participant 4**

1. Are you highly motivated to work on article projects with your partner?

I was motivated because I liked the projects in the group

2. Okay, so you understand the topic you chose?

Yes, I really understand because I'm really interested in this topic.

3. Okay, then did you ever experience any difficulties when writing articles with your partner and how did you overcome them?

The difficulty was because I chose the topic of child-free in the view of Islam so there are not many studies that discuss it, but we tried to understand child-free in general and consult with the lecturer.

4. Do you and your partner have a special strategy in writing the article?

For me and my partner, the special strategy is to do the assignment together through google docs so that if there are difficulties that we want to ask, we can type it directly via wa again.

5. How did you feel when the lecturer chose a partner to write the article?

I am happy with the partner my lecturer has chosen for me..

6. Are you interested in completing the article even if your partner is not the person you want?

I was interested but if my partner wasn't him, maybe the result wouldn't be what I wanted.

7. Okay, then how do you feel about the article project that is used as the final assignment in the CCU course?

I think the article assignment really helped me to learn how to write scientific papers.

8. Then how did you feel when you worked on the article assignment with your partner?

I feel happy because my partner can work well with me from the beginning to the end of writing the article.

9. Do you always spare your time and energy to discuss the article project?

Although we are both busy, we always try to have a discussion at least once a week to work on the article.

10. Do you always interact with your partners both inside and outside of class to discuss the article project?

Yes, we always discuss and interact either via WhatsApp or face to face in class.

11. Do you always consult with lecturers to complete the article?

My partner and I always take the time to consult with the lecturer either via WhatsApp or meet face to face on campus.

12. What makes you interested when working on article assignments with your partner?

Because I wanted to research this childfree topic in the view of UIN students where many people are now talking about this topic.

13. What makes you not interested when working on an article with a partner?

What makes you not interested is that from the results of our research, many respondents' answers do not match what we thought. Because we distributed questionnaires with essay answers but most of them only answered the questions with yes and no without any explanation.

14. Do lecturers always motivate students to work on article projects?

Yes, mam riya always encourages us to complete the article project immediately.

15. Does the feedback given by the lecturer during consultation help in writing the article?

Yes, because from the beginning of determining the title we were still confused and then the lecturer gave advice and input that really helped us in writing the article until the end.

16. Do you always study hard and not be lazy during the project?

Yes because this is our final project

### **Participant 5**

1. Are you highly motivated to work on article projects with partners?

Of course I am highly motivated because I personally prefer to work on projects in groups rather than individually.

2. Okay, so you understand the topic you chose, right?

Yes, because my partner and I chose a topic that we both understand and we already know the basics. Yesterday we chose the topic of veil stereotypes in Indonesia.

3. Okay, then did you ever experience any difficulties when writing an article with your partner and how did you overcome them?

What I found difficult was finding respondents. Actually, there are many students at UIN or outside UIN who wear the veil, but not all of them are willing to fill out the questionnaires that we distribute so we are a little hampered in that section, but we try to contact them by chat to ask for their willingness to fill out the questionnaires that we distribute.

4. Do you and your partners have a special strategy in writing articles?

From the beginning, we have divided the tasks, for example, I will do the introduction then my partner will do the next part. And so on and at the end we will discuss the results together.

5. How did you feel when the lecturer chose a partner in writing the article?

I'm happy with the partner that has been chosen for me, because my partner is diligent.

6. Are you interested in completing the article even though your partner is not the person you want?

I am still interested as long as he/she can be cooperated with.

7. Then how do you feel about the article project that is used as the final assignment in the CCU course?

I feel happy because I can find out how to write the right article according to the journal template.

8. Then how did you feel when you worked on the article assignment with your partner?

Of course I was happy and comfortable because I like working together in groups and my partner was very supportive.

9. Do you always take the time and energy to discuss the article project?

We always take the time to discuss because this is the final project and I can't let my partner work alone.

10. Do you always interact with your partner to discuss the article project both inside and outside of class?

We often discuss both in and out of class. During lectures we share what we find. Then when we are at home we work on our respective parts and continue the discussion via WhatsApp.

11. Do you always consult with the lecturer to complete the article?

Because we are allowed to consult every week, we use it to consult with the lecturer in the CCU course.

12. What interests you when working on article assignments with a partner?

Actually, I was already interested in the topic selection from the beginning. Because I can find out different perspectives from each person later.

13. What makes me not interested when working on articles with partners?

Nothing because I enjoyed myself during the article project.

14. Does the lecturer always motivate students to work on article projects?

Yes, because he often motivates us in class which makes us happy and enjoy the task.

15. Do you always study hard and not be lazy during the project?

Of course, we study hard because this is our final project.

### **Participant 6**

1. Are you highly motivated to work on article projects with your partner?

Yes, because of the four English skills I tend to like writing.

2. Okay, so you understand the topic you chose, right?

Yes, I also look for information related to my article through the internet, books, and journals. Not only that, I also diligently ask experts or people who understand the topic I take.

3. Then have you ever experienced any difficulties when writing articles with a partner?

The difficulty that I often experience is the lack of ideas in writing my articles. I often get stuck in writing and when that happens I will do other activities such as traveling, playing games, sleeping, eating or things that can refresh my brain. That way usually my ideas will appear and my enthusiasm for writing will return.

4. Do you and your partner have any special strategies for writing articles?

My partner and I usually write together or share tasks so as not to burden either party.

5. How do you feel when your lecturer chooses a partner to write your article?

I feel relieved because my partner can be discussed well with me.

6. Are you interested in completing the article even if your partner is not the person you want?

I don't mind as long as my partner is responsible for the task. However, if the partner is not responsible, I will reprimand and charge them so that I don't feel burdened and work alone.

7. Okay, then how do you feel about the article project that is used as the final assignment in the CCU course?

I feel happy because I really like this CCU course.

8. Then how did you feel when you worked on the article assignment with your partner?

I am very happy because the task that was difficult before feels easier.

9. Do you always take the time and energy to discuss the article project?

Of course, usually every week we have a special day to discuss working on articles together.

10. Do you always interact with your partner to discuss the article project both inside and outside of class?

Yes, I try to insert the discussion about the assignment in our conversation when we meet in CCU class or when the class has ended.

11. Do you always consult with your lecturer to complete the article?

When I feel confused, I will consult the lecturer.

12. What interests you when working on article assignments with a partner?

Adding relationships and increasing knowledge makes me have a high interest in working on articles with partners.

13. What makes me disinterested when working on an article with a partner?

When my partner is not responsible for the task, but I will try my best to get my partner to cooperate again and complete the task on time.

14. Does the lecturer always motivate students to work on article projects?

Every meeting the lecturer always motivates and monitors our progress and guides us in writing articles.

15. Does the feedback given by the lecturer during consultation help in writing the article?

Yes, it is very helpful and I also always take note of the feedback from the lecturer so that later I do not encounter the same difficulties.

### **Participant 7**

1. Are you highly motivated in working on article projects with your partner?

Actually, I was less motivated because we sometimes had different opinions that made us confused at the beginning in determining the topic of the article that we would write.

2. Okay, so you understand the topic you chose, right?

Actually, I don't really understand, I just have a general idea about the article topic that I chose. But we always try to find articles that are relevant to the topic of my article.

3. Okay, then did you ever experience any difficulties when writing articles with your partner?

Yes, sometimes we have difficulties when working on articles from lecturers. The way we overcome it is by reading a lot of articles, but if we are still confused we will consult the lecturer.

4. Do you and your partner have a special strategy in writing articles?

My partner and I try to understand the topic of the article first and then we will make points that we will explain in the article that we write.

5. How did you feel when the lecturer chose a partner to write the article?

I was happy and agreed with the partner chosen by the lecturer.

6. Are you interested in completing the article even though your partner is not the person you want?

It doesn't matter as long as the partner can work on the article well. I

7. Okay, then how do you feel about the article project that is used as the final assignment in the CCU course?

I'm happy because I understand better how to write the right article.

8. Then how did you feel when you worked on the article assignment with your partner?

Of course I feel happy because the project is done together and we can help each other.

9. Do you always give your time and energy to work on the article project?

When we have free time, we try to discuss and work on the article project in installments.

10. Do you always interact with your partner to discuss the article project?

Yes, we try to discuss the article project with our partners. We usually discuss in class or via WhatsApp chat.

11. Do you always consult with lecturers to complete articles?

If we encounter difficulties, we will consult our articles with the lecturer at a predetermined time.

12. What makes you interested when working on article assignments with partners?

Actually I don't really like writing, but when I get an interesting topic, I would like to write an article

13. What makes you not interested when working on articles with a partner?

What makes me uninterested is when I get partners who are below average and they think we are above them. They tend to delegate the task to only one person.

14. Do lecturers always motivate students to work on article projects?

Yes, the lecturers always motivate us to practice a lot and complete articles.

15. Does the feedback given by the lecturer during consultation help in writing the article?

Yes, the lecturer's feedback is very helpful and so far I feel that every time I consult, I get good feedback.

## Appendix V SPSS Analysis Result for Validity and Reliability Data

### Validity Data

- Cognitive Engagement**

Correlations								
		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	TOTAL1
X1.1	Pearson Correlation	1	.804**	.650**	.400	.508*	.566**	.854**
	Sig. (2-tailed)		.000	.002	.081	.022	.009	.000
	N	20	20	20	20	20	20	20
X1.2	Pearson Correlation	.804**	1	.809**	.298	.316	.379	.792**
	Sig. (2-tailed)	.000		.000	.202	.175	.099	.000
	N	20	20	20	20	20	20	20
X1.3	Pearson Correlation	.650**	.809**	1	.335	.384	.431	.783**
	Sig. (2-tailed)	.002	.000		.149	.094	.058	.000
	N	20	20	20	20	20	20	20
X1.4	Pearson Correlation	.400	.298	.335	1	.783**	.711**	.709**
	Sig. (2-tailed)	.081	.202	.149		.000	.000	.000
	N	20	20	20	20	20	20	20
X1.5	Pearson Correlation	.508*	.316	.384	.783**	1	.941**	.792**
	Sig. (2-tailed)	.022	.175	.094	.000		.000	.000
	N	20	20	20	20	20	20	20
X1.6	Pearson Correlation	.566**	.379	.431	.711**	.941**	1	.817**
	Sig. (2-tailed)	.009	.099	.058	.000	.000		.000
	N	20	20	20	20	20	20	20
TOTAL1	Pearson Correlation	.854**	.792**	.783**	.709**	.792**	.817**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	20	20	20	20	20	20	20

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

- Emotional Engagement**

Correlations								
		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	TOTAL2
X2.1	Pearson Correlation	1	.878**	.572**	.834**	.592**	.878**	.879**
	Sig. (2-tailed)		.000	.008	.000	.006	.000	.000
	N	20	20	20	20	20	20	20
X2.2	Pearson Correlation	.878**	1	.714**	.956**	.649**	.911**	.945**
	Sig. (2-tailed)	.000		.000	.000	.002	.000	.000
	N	20	20	20	20	20	20	20
X2.3	Pearson Correlation	.572**	.714**	1	.702**	.811**	.601**	.851**
	Sig. (2-tailed)	.008	.000		.001	.000	.005	.000
	N	20	20	20	20	20	20	20
X2.4	Pearson Correlation	.834**	.956**	.702**	1	.588**	.956**	.926**
	Sig. (2-tailed)	.000	.000	.001		.006	.000	.000
	N	20	20	20	20	20	20	20
X2.5	Pearson Correlation	.592**	.649**	.811**	.588**	1	.478*	.821**
	Sig. (2-tailed)	.006	.002	.000	.006		.033	.000
	N	20	20	20	20	20	20	20
X2.6	Pearson Correlation	.878**	.911**	.601**	.956**	.478*	1	.877**
	Sig. (2-tailed)	.000	.000	.005	.000	.033		.000
	N	20	20	20	20	20	20	20
TOTAL2	Pearson Correlation	.879**	.945**	.851**	.926**	.821**	.877**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	20	20	20	20	20	20	20

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

- Behavioral Engagement

Correlations										
	X3.1	X3.2	X3.3	X3.4	X3.5	X3.6	X3.7	X3.8	X3.9	TOTAL
X3.1 Pearson Correlation	1	.795**	.983**	.871**	.768**	.925**	.401	.401	.771**	.940**
Sig. (2-tailed)		.000	.000	.000	.000	.000	.079	.079	.000	.000
N	20	20	20	20	20	20	20	20	20	20
X3.2 Pearson Correlation	.795**	1	.731**	.731**	.712**	.739**	.185	.185	.671**	.765**
Sig. (2-tailed)	.000		.000	.000	.000	.000	.436	.436	.001	.000
N	20	20	20	20	20	20	20	20	20	20
X3.3 Pearson Correlation	.983**	.731**	1	.897**	.716**	.950**	.520**	.520**	.719**	.962**
Sig. (2-tailed)	.000	.000		.000	.000	.000	.019	.019	.000	.000
N	20	20	20	20	20	20	20	20	20	20
X3.4 Pearson Correlation	.871**	.731**	.897**	1	.716**	.950**	.411	.411	.604**	.897**
Sig. (2-tailed)	.000	.000	.000		.000	.000	.072	.072	.005	.000
N	20	20	20	20	20	20	20	20	20	20
X3.5 Pearson Correlation	.768**	.712**	.716**	.716**	1	.713**	.459**	.459**	.937**	.850**
Sig. (2-tailed)	.000	.000	.000	.000		.000	.042	.042	.000	.000
N	20	20	20	20	20	20	20	20	20	20
X3.6 Pearson Correlation	.925**	.739**	.950**	.950**	.713**	1	.383	.383	.711**	.924**
Sig. (2-tailed)	.000	.000	.000	.000	.000		.095	.095	.000	.000
N	20	20	20	20	20	20	20	20	20	20
X3.7 Pearson Correlation	.401	.185	.520**	.411	.459**	.383	1	1.000**	.399	.630**
Sig. (2-tailed)	.079	.436	.019	.072	.042	.095		.000	.081	.003
N	20	20	20	20	20	20	20	20	20	20
X3.8 Pearson Correlation	.401	.185	.520**	.411	.459**	.383	1.000**	1	.399	.630**
Sig. (2-tailed)	.079	.436	.019	.072	.042	.095	.000		.081	.003
N	20	20	20	20	20	20	20	20	20	20
X3.9 Pearson Correlation	.771**	.671**	.719**	.604**	.937**	.711**	.399	.399	1	.820**
Sig. (2-tailed)	.000	.001	.000	.005	.000	.000	.081	.081		.000
N	20	20	20	20	20	20	20	20	20	20
TOTAL Pearson Correlation	.940**	.765**	.962**	.897**	.850**	.924**	.630**	.630**	.820**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.003	.003	.000	
N	20	20	20	20	20	20	20	20	20	20

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## Reliability Data

### Cognitive Engagement

#### Reliability Statistics

Cronbach's Alpha	N of Items
.835	6

### Emotional Engagement

#### Reliability Statistics

Cronbach's Alpha	N of Items
.927	6

### Behavioral Engagement

#### Reliability Statistics

Cronbach's Alpha	N of Items
.942	9

Item Number	Comparing r values		
	r Count	r Table	Explanation
1	0,854	0,443	Valid
2	0,792	0,443	Valid
3	0,783	0,443	Valid
4	0,709	0,443	Valid
5	0,792	0,443	Valid
6	0,817	0,443	Valid
7	0,879	0,443	Valid
8	0,945	0,443	Valid
9	0,851	0,443	Valid
10	0,926	0,443	Valid
11	0,821	0,443	Valid
12	0,877	0,443	Valid
13	0,940	0,443	Valid
14	0,765	0,443	Valid
15	0,962	0,443	Valid
16	0,897	0,443	Valid
17	0,850	0,443	Valid
18	0,924	0,443	Valid
19	0,630	0,443	Valid
20	0,630	0,443	Valid
21	0,820	0,443	Valid

Aspects	Cronbach's Alpha	N of Items	Standard Value	Reliability Level	Explanation
Cognitive Engagement	0,835	6	0,6	Very High	Reliable
Emotional Engagement	0,927	6	0,6	Very High	Reliable
Behavioral Engagement	0,942	9	0,6	Very High	Reliable

# Appendix VI Questionnaire Result of the Research Sample

X1	X2	X3	X4	X5	X6	TOTAL	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	TOTAL	X3.1	X3.2	X3.3	X3.4	X3.5	X3.6	X3.7	X3.8	X3.9	TOTAL
4	3	3	3	4	3	20	4	4	3	4	4	4	23	2	3	3	3	3	3	5	5	3	33
4	3	3	4	4	4	22	3	3	3	3	4	3	19	4	4	4	4	4	4	4	4	4	40
5	5	5	4	4	4	27	5	5	4	5	4	5	28	4	4	4	4	5	4	5	5	5	44
3	3	3	5	4	4	22	3	3	4	3	3	3	19	4	4	4	4	4	4	5	5	4	42
4	4	4	3	3	3	21	3	3	2	3	1	3	15	3	4	3	3	4	3	4	4	4	35
4	4	4	4	4	4	24	5	4	4	4	4	4	25	4	5	4	4	5	4	5	5	5	45
3	3	3	3	3	3	18	3	3	3	3	3	3	18	3	4	3	3	3	3	3	3	3	31
3	4	4	3	3	2	19	3	3	3	3	3	3	18	3	4	3	4	4	4	3	3	4	35
3	3	3	4	3	3	19	4	4	3	4	3	4	22	5	5	5	5	5	5	5	5	5	50
3	3	5	4	4	4	23	4	4	4	4	3	4	23	3	4	3	3	4	3	4	4	4	35
4	4	4	4	4	4	24	4	4	4	4	4	4	24	4	4	4	4	4	4	5	5	4	42
2	2	2	3	3	3	15	2	2	2	2	2	2	12	3	4	3	3	4	3	4	4	4	35
4	4	4	4	4	4	24	4	4	4	4	4	4	24	3	4	3	3	4	3	4	4	4	35
4	4	4	4	3	4	23	4	4	4	4	4	4	24	4	4	4	4	4	4	4	4	4	40
4	4	4	5	5	4	26	4	4	4	5	3	5	25	3	3	3	3	4	3	5	5	4	36
1	2	2	3	3	4	15	2	3	3	3	1	3	15	4	4	4	4	5	4	4	4	5	42
3	3	4	4	4	2	20	3	3	2	3	1	3	15	5	5	5	5	5	5	5	5	5	50
4	4	4	3	3	4	22	4	4	5	4	5	4	26	5	5	5	5	5	5	5	5	5	50
3	4	4	4	4	4	23	4	3	2	3	1	4	17	4	4	4	3	4	4	4	4	5	40
5	4	4	5	5	4	27	4	4	4	4	4	4	24	4	4	4	4	4	4	4	4	4	40

## Appendix VII Descriptive Analysis of the Questionnaire Result

### Cognitive Engagement

- Number 1

**X1.1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	5.0	5.0	5.0
2	1	5.0	5.0	10.0
3	7	35.0	35.0	45.0
4	9	45.0	45.0	90.0
5	2	10.0	10.0	100.0
Total	20	100.0	100.0	

- Number 2

**X1.2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	10.0	10.0	10.0
3	7	35.0	35.0	45.0
4	10	50.0	50.0	95.0
5	1	5.0	5.0	100.0
Total	20	100.0	100.0	

- Number 3

**X1.3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	10.0	10.0	10.0
3	5	25.0	25.0	35.0
4	11	55.0	55.0	90.0
5	2	10.0	10.0	100.0
Total	20	100.0	100.0	

- Number 4

**X1.4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	7	35.0	35.0	35.0
4	10	50.0	50.0	85.0
5	3	15.0	15.0	100.0
Total	20	100.0	100.0	

- Number 5

**X1.5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	40.0	40.0	40.0
	4	10	50.0	50.0	90.0
	5	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

- Number 6

**X1.6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	35.0	35.0	35.0
	4	11	55.0	55.0	90.0
	5	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

## Emotional Engagement

- Number 1

**X2.1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	10.0	10.0	10.0
	3	6	30.0	30.0	40.0
	4	10	50.0	50.0	90.0
	5	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

- Number 2

**X2.2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	5.0	5.0	5.0
	3	8	40.0	40.0	45.0
	4	10	50.0	50.0	95.0
	5	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

- Number 3

**X2.3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	20.0	20.0	20.0
	3	6	30.0	30.0	50.0
	4	9	45.0	45.0	95.0
	5	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

- Number 4

**X2.4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	5.0	5.0	5.0
	3	8	40.0	40.0	45.0
	4	9	45.0	45.0	90.0
	5	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

- Number 5

**X2.6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	5.0	5.0	5.0
	3	7	35.0	35.0	40.0
	4	10	50.0	50.0	90.0
	5	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

- Number 6

**X2.6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	5.0	5.0	5.0
	3	7	35.0	35.0	40.0
	4	10	50.0	50.0	90.0
	5	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

## Behavioral Engagement

- Number 1

**X3.1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	5.0	5.0	5.0
3	7	35.0	35.0	40.0
4	9	45.0	45.0	85.0
5	3	15.0	15.0	100.0
Total	20	100.0	100.0	

- Number 2

**X3.2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	2	10.0	10.0	10.0
4	14	70.0	70.0	80.0
5	4	20.0	20.0	100.0
Total	20	100.0	100.0	

- Number 3

**X3.3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	8	40.0	40.0	40.0
4	9	45.0	45.0	85.0
5	3	15.0	15.0	100.0
Total	20	100.0	100.0	

- Number 4

**X3.4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	8	40.0	40.0	40.0
4	9	45.0	45.0	85.0
5	3	15.0	15.0	100.0
Total	20	100.0	100.0	

- Number 5

**X3.5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	10.0	10.0	10.0
	4	12	60.0	60.0	70.0
	5	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

- Number 6

**X3.6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	35.0	35.0	35.0
	4	10	50.0	50.0	85.0
	5	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

- Number 7

**X3.7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	10.0	10.0	10.0
	4	9	45.0	45.0	55.0
	5	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

- Number 8

**X3.8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	10.0	10.0	10.0
	4	9	45.0	45.0	55.0
	5	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

- Number 9

**X3.9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	10.0	10.0	10.0
	4	11	55.0	55.0	65.0
	5	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

## Appendix VIII

### Student's Personal Identity



Name : Wardatussani Nailatun Najihah

Student's ID Number : 19180060

Place and Date of Birth : Malang, August 21<sup>st</sup> 2000

University : Maulana Malik Ibrahim State Islamic University

Department : English Education (2019)

Address : Atletik Street 03/01 Tasikamdu, Malang City

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Phone Number : 089529639301

Malang, May 19<sup>th</sup>, 2023



Wardatussani Nailatun N

NIM. 19180060