

## COLLABORATIVE WRITING ON DESCRIPTIVE TEXT: CREATIVITY AND ENGAGEMENT

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### ABSTRACTS

This study aims to investigate the implementation of collaborative writing methods in improving creativity and engagement in writing descriptive texts at SMP Negeri 5 Kepanjen. This study uses a qualitative approach with a descriptive research type. Research data were collected through observation, interview and documentation activities. The collected data were analyzed descriptively qualitatively using an interactive data analysis model. The data from the research were re-tested for validity using triangulation. The results of the study showed that the implementation of the collaborative writing method in descriptive text learning increased As evidenced by the results of observations and interviews on student responses showed that collaborative writing can improve their creativity and engagement. This study highlights the potential of Collaborative Writing as a means to improve student creativity and engagement in descriptive text learning in junior high schools.

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### INTRODUCTION

As one of the basic skills that must be mastered, writing is considered a complex skill for students (Graham & Alves, 2021) since it produces ideas and express it in written (Basri, 2020). Furthermore, there are many types of writing namely; descriptive, recount, report, and narrative. Those kinds of writing is given in high school (Purnamasari et al., 2021). Focus on descriptive text, it is mostly related to visual perception, while descriptions also touch on other types of perception. When describing objects, writers can use innovative language, interesting comparisons, and sensory-appealing images to help readers visualize what is being described easily (Fabella Ulfiantari et al., 2023). This means that writing descriptive texts can help students paint a clear and vivid picture of an object, place, or person. Although it seems easy to write a text that describes something or someone, students still need more guidance in writing this type of text (Harlena et al., 2020) because it relies on outdated methods of applying knowledge (Pentury et al., 2020) and teacher plays crucial thing in learning process (Kurniawati, 2023; Latifah et al., 2020) especially in triggering brainstorming (Jawas, 2019).

In addition, Mahsun, (2019) found that writing activities are often looked down upon by students because they are considered boring. Learners must find the learning process more

enjoyable and interesting (Sholah, 2020). Besides, Fabella Ulfiantari et al., (2023) also have the same opinion, in her experience when teaching writing she often found many students who pretended not to be involved or “not thinking”, because they had difficulty generating ideas and were not sure what to write. The cause is the lack of student involvement in the learning process (Mafulah & Cahyono, 2023). To prevent students from actively participating and losing interest in writing, teachers often use a dominant lecture style (Natasyah & Rosidah, 2024). Therefore, teacher should be creative in teaching, including the use of strategy in teaching. Collaborative writing is one of the strategies to engage students in writing class since each students in one group having different task (Hadi Mousavi, 2020).

Collaborative writing is a learning strategy that is based on process orientation, where a group produces a written work with all team members contributing to the task. Team members in collaborative writing can be divided into tasks according to their respective abilities. In collaborative writing, the difficulties faced are shared and discussed together, such as composing, giving opinions, decorating, finding sources, writing style and all must meet to find solutions so that it will be easier for students to understand the learning (Herder et al., 2020).

Collaborative writing increase creativity in several ways, namely the exchange of ideas, challenges, development of ideas, writing style, and increased efficiency (Afrezah et al., 2024). Creativity can be said to be the way students think about something new and the way they solve problems (Purnamasari et al., 2021). According to (Yustina et al., 2020) creativity is the result of creative thinking in the learning process that involves creation and collaboration. Creative writing plays an important role for educators by enabling them to engage students more effectively in the learning journey (Surfaifel et al., 2023). For example, shared experiences and creative processes can foster strong engagement among students.

Interesting learning activities can encourage students to think creatively, in the process students naturally experience involvement with each other. According to Mafulah & Lutviana, (2021), without student involvement in the teaching and learning process, the material will not be understood properly. Fredricks et al., (2004) divided involvement into three, first, cognitive involvement is related to understanding, self-regulation, and deep learning strategies. Second, affective involvement is related to students’ interests and sense of belonging, as well as positive reactions to teachers, peers, and the learning environment. The last is behavioral involvement, it is related to persistence, participation, and positive behavior. Students’ own motivation can be detected from their involvement in learning in class (Sulistyo et al., 2023). However, not all students can engage with each other, because there are some students who do not have the ability to write well. Therefore, it is important for teachers to apply the right approach in writing activities (Sulistyo et al., 2023).

Regarding collaborative writing, there are several academics who have studied it. First study was conducted by (Suparto et al., 2021) the results of the study showed that students gave a positive response to the strategies used by teachers in teaching collaborative writing, as evidenced by their preference for groups in the form of group discussions rather than writing alone because they could not exchange information and understanding. However, their research was conducted in the context of the COVID-19 pandemic and this study only focused on the implementation of the strategy, so that student involvement and creativity were limited. Furthermore, Afrezah et al., (2024) examined the improvement of students' writing skills through collaborative writing in Senior High Schools and to find out their preferences between collaborative writing in pairs or groups. The findings show that engaging in collaborative writing increases students’ interest in writing activities because of the opportunity to interact with their peers.

Furthermore, (Latifah et al., 2020) conducted a quasi-experimental design study with two groups which showed that the collaborative writing approach was more effective than traditional methods in teaching literacy. This study not only focused on improving writing

skills but also on developing students' social and cognitive skills through collaborative interactions. In addition, Natasyah & Rosidah, (2024), study also conducted a quasi-experimental design study, the similarity of both was using two experimental groups that applied the collaborative writing method and one control group that used the traditional method. However, Natasyah & Rosidah, (2024) study only aimed to understand how the collaborative writing method could affect students' narrative writing skills in elementary schools, while Latifah et al., (2020) covered a higher level of education, namely high school.

Based on the results of previous studies and references, research on collaborative writing shows an increase in several English language learning practices. However, there has been no research on the application of this technique in descriptive text learning in junior high schools and there are still aspects that have not been touched, namely the understanding of collaborative writing that contributes to student creativity and involvement, especially in descriptive text learning. So research was conducted on this matter. Based on these facts, this study aims to investigate the implementation of collaborative writing in descriptive text learning at SMP Negeri 5 Kepanjen. Besides, it is to find out students' responses to collaborative writing in increasing their creativity and engagement.

## **RESEARCH METHOD**

### **Research Design**

A qualitative descriptive design was used in this study to develop a deeper understanding of the collaborative writing method that can improve students' creativity and engagement. The main objective of this study was to analyze collaborative writing as a means to improve students' creativity and engagement in learning descriptive texts in junior high schools. To overcome this, the researchers chose a qualitative design for this study. According to (Hamed, 2022) qualitative research is an exploratory process that describes social problems involving individual and group behavior in natural settings including social or human problems.

### **Subject**

This study focused on five students of grade 7th at SMP Negeri 5 Kepanjen Malang regency, who were selected from a total of 32 students. The selection of students was based on certain criteria: the students were chosen as representatives of their respective groups, which were determined through observations and teacher input. These criteria included their activeness in collaborative writing activities, their ability to articulate ideas, and their willingness to interact with peers. The implementation of collaborative writing involved dividing the class into several groups, they faced various challenges such as limited class time and differences of opinion on topics among group members. To support their writing process, the students utilized the school internet and various applications on their gadgets to gather information. In addition, a 7th grade teacher who pioneered the teaching of collaborative writing for descriptive texts in this junior high school participated in this study to provide insights from an experienced educator in collaborative writing.

### **Instruments**

This study collected data by documenting lesson plans and photo documentation of student work. Furthermore, semi-structured interviews were conducted with English teachers and student representatives of each group in class 7 totalling 5 students related to the implementation of collaborative writing can increase student's creativity and engagement.

### **Data Analysis**

The collected data were analyzed using an interactive data analysis model developed by (Miles et al., 2014), which includes data condensation, data presentation, and drawing and verifying conclusions. This study used triangulation to ensure the reliability and validity of the

findings by combining several data collection methods, including semi-structured interviews, observations, and document analysis. Semi-structured interviews were used to dig deeper and clarify initial findings and observation results, as well as to verify the consistency, accuracy, and validity of the collected data.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

Based on aims of the study, there are two findings that can be depicted. The implementation of collaborative writing in the context of descriptive text learning at SMP Negeri 5 Kepanjen and students' perception on collaborative writing which focus on creativity and engagement.

### The implementation of collaborative writing in descriptive text learning

The implementation of collaborative writing in descriptive text can be described as follows:

#### a. Teacher's Role in Fostering Engagement

In the first observation, the teacher did not immediately provide the material but first asked preliminary questions such as "Before you went to school this morning, who asked permission from mother?"

The teacher continues to explore students' answers with questions that describe a person "Is your mother beautiful? What is the shape of her nose? How does she smile?" "Your mother is kind, patient, and caring, isn't she? How does she show her love?" The teacher creates a friendly yet reflective atmosphere. After several students have answered, the teacher stands in front of the class, making sure all students are paying attention.

#### b. Explaining Descriptive Text

The teacher began to explain the benefits of the day's lesson, namely that the ability to describe people is very important, students will learn how to describe someone. After this lesson, it is hoped that students will be able to describe a person's physical characteristics, nature, and habits with precise and clear words. Furthermore, the teacher explained the descriptive text material by showing a picture through PPT, the picture is a photo of an actor.

Enthusiastically, he showed the picture to the students, and asked "does anyone know who he is? Some students immediately shouted by answering "Lee Min Ho!" with enthusiasm. The teacher asked the students where he was from, and also asked if the students had their own idols. The questions were answered enthusiastically by the students, some of whose idols were Jungkook, Lisa, Jokowi, Taehyung, etc.

The teacher continues to explore students' experiences by asking "Have you ever read a text, watched a video, or listened to a podcast about your idol? If so, what information did you get?" Several students raised their hands and shared their experiences. The teacher listened carefully, gave appreciation to their answers, the teacher succeeded in making students enthusiastic because by touching on something they like, it made them actively involved in the discussion. Although the students were enthusiastic, the atmosphere in the classroom remained conducive. Then, to provide a clearer picture, the teacher then shows an example of a text about Lee Min Ho. The text is displayed on the projector screen, taken from relevant blog and video links. Students actively pay attention, often the teacher asks students who want to come forward to give examples to their friends on how to describe someone.

After watching the video and ppt, the teacher directed the students to read the descriptive text about Lee Min Ho displayed on the screen. The teacher gave the students time to read the text one by one, then the teacher asked the students what information they had obtained from the text, including what type of text it was. "In your opinion, what type of text is usually used to describe someone? Do you know the structure of the descriptive text?" Through this

observation, it shows that the teacher builds a connection between students and the descriptive text subject matter. The classroom atmosphere feels positive and warm, encouraging students to actively participate. Then, the teacher begins to review the material about descriptive text. With the help of the whiteboard and slides, the teacher explains that the purpose of descriptive text is to describe a person, place, or thing in detail. The general structure is Identification, a part to introduce who or what is being described and description, a part that explains in more detail about physical characteristics, traits, or other things. The teacher also gives students the opportunity to ask questions if there is something they do not understand.

#### c. Collaborative Grouping and Task Assignment

After all students understand the material, the teacher began to divide students into small groups consisting of 4-5 people. The teacher began to count from one to eight, each number will enter the group with the same number. Each group is given a name or number to facilitate coordination. In order, the member with number one will become group A, the member with number 2 will become group B and so on until H.

After counting, the teacher asked the students to move and gather with their respective groups. Next, the teacher created new groups named groups one to eight. By writing on the board with the rule that one new group must contain 4 members taken from groups A, B, C, D into one group, for example group one consists of one child from group A, one child from group B, one child from group C, one child from group D. And so on for groups 2, 3 and 4. While groups E, F, G, and H are divided to enter new groups 5, 6, 7 and 8 in the same way as groups A, B, C, and D.

After entering all students evenly into new groups, the teacher explained that the task of each new group is to study a certain part of a descriptive text. Each group got a different part of the descriptive text structure. Among them, the teacher gave instructions to analyze a piece of descriptive text entitled *Arkan* such as determining which part of the descriptive text was and what its main idea. Group 1 got the Introduction (Identification) section, Group 2 got the Physical Appearance section, Group 3 got the Personality Traits section, Group 4 got the Achievements/Interesting Facts section. Then, the teacher gave 10 minutes to discuss together and make sure each group member knew the contents of their text section.

#### d. Collaborative Writing Process

After being given 10 minutes, the teacher asked the students to return to their original groups for each member to tell the results of the discussion. The teacher instructed each member, each of whom was now in their original group to compile the results of their discussion of the text fragments into a good descriptive text. In this original group, each person brought a different part of the text. The task of each member was to explain the contents of their part to their friends in the original group.

After sharing information, each group composed a complete descriptive text based on the explanation from each member. The teacher provides guidance, students must discuss and compile parts of the text into one complete descriptive text and they make sure the order was correct. Students appeared to be actively discussing, each person became a leader towards the descriptive structure to unify the information they bring, and record the results of their discussion.

Using tools such as wordwall games, teacher asked students to sort descriptive texts using Wordwall quizzes through a website created by the teacher. After that, students discussed to find the answers. Next, each group representative came forward to answer the wordwall game. The teacher facilitated by providing feedback and direction.



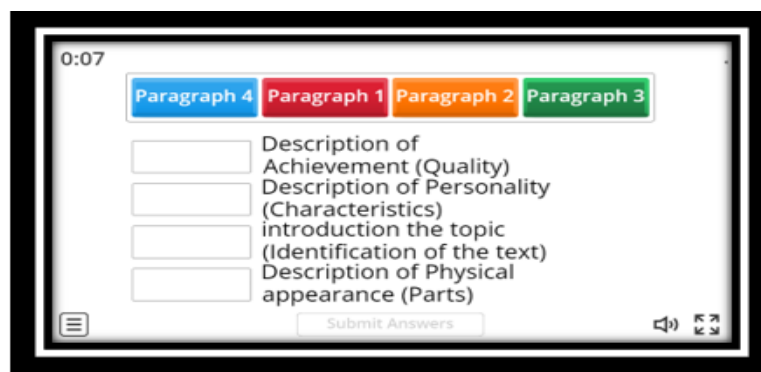


Figure 1. Word Wall Quiz

From the students filling out the game, students became aware of where their mistakes were and fixed the structure of the descriptive text. After playing the game and knowing the score, the teacher asked to discuss describing people using an example of a descriptive text entitled *Arkan*. The questions were around What is the text about? Who is Arkan? How old is Arkan? Where does he live? Is Arkan a slim boy? How is Arkan's hair? How are Arkan's lips? Is Arkan a polite boy? Why do you think so? Is Arkan a helpful boy? How do you know? What positive things Arkan about do you find from the text?" Students seemed enthusiastic in answering because they had studied it with their groups. And when they had answered correctly, the teacher displayed the complete text on the screen.

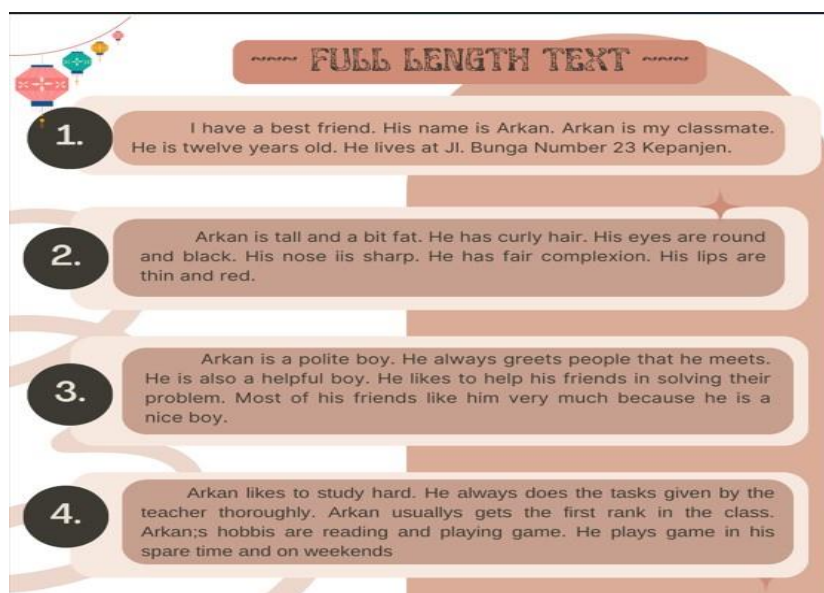


Figure 2. The Teacher Asks Questions to Confirm The Results of the Students' Discussion

The teacher asked students to use the complete text discussed earlier as a model. The teacher continued by analyzing the sentence structure in the text. He showed the important parts, namely the first Identification sentence: "Who is described?" the second is a descriptive sentence which is divided into 3, namely physical appearance, personality and achievement. The teacher also explains "Pay attention to how each part of the text uses adjectives to describe, and how these sentences relate to each other to provide a complete picture". After the teacher made sure that no one asks questions, the teacher looked confident when showing on the screen how to analyze descriptive text to students.

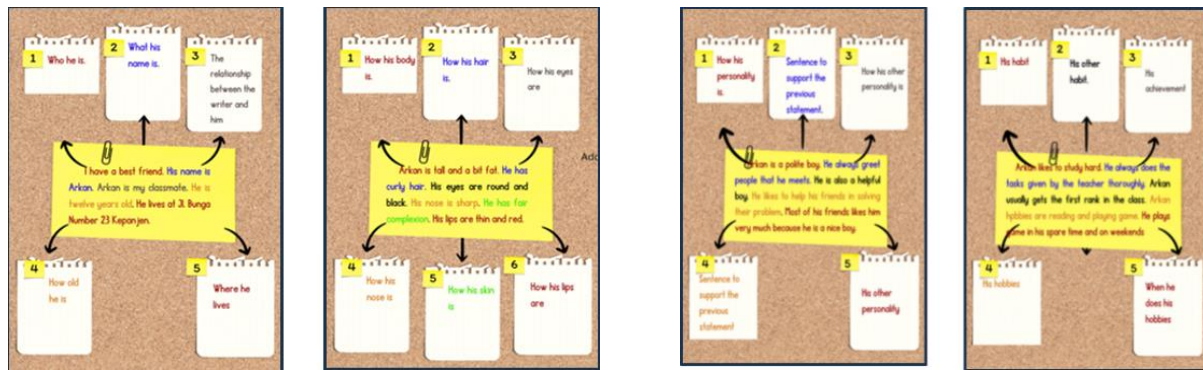


Figure 3. Text Analysis (Slide Show)

The researcher observed that many students looked confused and then the teacher explained the purpose of the slide displayed was mind mapping of the descriptive text structure. Questions from each number answered based on the example text displayed on the screen. After the students understand, the teacher gave instructions to create collaborative writing on descriptive text. In this way, each group must create a text that describes their idol with a concept map as a reference. The group must ensure that all members get their respective paragraphs. However, all members must be responsible for each other's mistakes. Therefore, they must work together. If there is a member who does not understand, then the other members are responsible for teaching him.

After the teacher made sure all groups understood, the teacher distributed a sheet of collage photos of famous figures to the students. He gave instructions, namely that each group must choose a public figure that they like the most. The teacher also instructed students to use the internet to find as much information as possible about the figure and important facts such as their background, physical characteristics, personality, or achievements. Each group began to collect information from the internet by reading the instructions given by the teacher, and some students added ideas from their own knowledge to make their mind mapping look interesting.

After all groups have characters that they described, the teacher distributed manilla paper to each group in the class. The researchers observed that they were really disciplined and ready for group work, seen from how each student did not forget to bring the materials needed such as glue, scissors, colored paper and markers to make the mind mapping appear with their respective creativity. It seems that the students have been reminded in the previous meeting, so the students have prepared it. The teacher gave 30 minutes, and they started working.

During the collaborative writing process, it was observed that they were very enthusiastic about compiling and exchanging ideas. Some took notes, some looked for information, some gave opinions but not all agreed, and some agreed with their members' ideas. These ideas were opinions that they wanted to express in their writing and aesthetic form. The researcher observed the teacher monitoring and giving directions to groups that were having difficulties. Each group seemed to be giving each other input, correcting mistakes, and revising their texts.

After 30 minutes, the teacher asked each group to name their members, review their texts and check for any grammatical errors, or any parts that needed to be corrected to make them clearer. Each group seemed to give each other feedback, correct mistakes, and revise their texts before the mind maps were collected in front of the class.

#### e. Finalizing and Presenting the Descriptive Text

The final stage was the presentation of the results of group work. The teacher asked each group to display their descriptive text in front of the class. The teacher gave directions to present, explain who the chosen characters were, interesting information about them, and what made them special. And make sure their text can be read clearly. It was observed, the groups

took turns performing confidently, showing their best work. Other groups gave questions to the advanced group, while the teacher appreciated their efforts, and pointed out points that needed to be fixed or improved. All groups presented their work in front of the class. Students showed enthusiasm, exchanged comments, and received constructive criticism. The teacher emphasized praise for the project and provided an explanation of the next practical exam.

In conclusion, the practice of collaborative writing on descriptive text involves several steps, starting from explaining the material, project examples, discussing concepts, preparing materials, to making projects and evaluations. As stated Natasyah & Rosidah, (2024), these collaborative writing steps can be applied in the context of learning to stimulate student creativity and involvement effectively.

### **Students' responses to collaborative writing can increase creativity and engagement at SMPN 5 Kepanjen.**

These findings relate to the ways teachers can enhance students' creativity in the classroom in writing descriptive texts through collaborative writing strategies.

#### **Creativity**

The interviews conducted with five students provided valuable insights into the positive impact of the collaborative writing approach on their creativity. Students expressed a strong sense of enthusiasm and excitement during the process, particularly when working within groups. They found that the opportunity to share ideas, conduct deeper research, and provide constructive feedback to one another significantly contributed to enhancing their creative abilities.

One student, for example, explained how the assignment's theme *Our Idol* sparked creativity, as it allowed the group to delve into more detailed research about their chosen idol. The students expressed that such a theme not only generated personal interest but also encouraged them to explore new ideas and perspectives. They noted that the process of working together in a collaborative environment made it easier to discover innovative ways to approach the writing task, fostering their creativity.

Additionally, the students observed that the collaborative writing process made learning more engaging and enjoyable. Several students mentioned that this approach was a welcome change from the traditional methods of teaching descriptive texts, which they found less stimulating. In contrast, the collaborative approach brought a sense of dynamism and excitement, making the learning experience more interactive and livelier. By working together, students were able to generate fresh ideas, build upon each other's contributions, and collectively refine their work, which they felt would not have been possible through individual efforts.

#### **Engagement**

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

Cognitive engagement refers to the level of intellectual investment students make in understanding the lesson, employing deep learning strategies, and managing their learning processes. The students reported that the teacher's initial explanations of descriptive writing were helpful in guiding them through the lesson. This initial guidance gave them a clear understanding of the task, making it easier for them to engage in the collaborative writing process.

As they worked together in groups, students realised that collaborating allowed them to deepen their understanding of the topic. One student pointed out that by collaborating, they could focus on each individual section of the descriptive text, ensuring that each detail was carefully refined. This collective effort enabled them to produce a more polished and coherent piece of writing. The students felt that this method not only improved their individual



understanding but also allowed them to share knowledge, resulting in a richer learning experience.

#### b. Affective Engagement

Affective engagement concerns students' emotional involvement, sense of belonging, and their positive emotional reactions to the lesson, their peers, and the learning environment. Students found that collaborative writing fostered a greater sense of engagement and involvement in the lesson. For instance, one student described how exchanging ideas with their peers made them feel more connected to the task, which in turn led to a more active participation in the collaborative process.

Several students emphasised that the collective effort involved in collaborative writing made them feel responsible for the success of the group. This sense of responsibility created a shared purpose, where each group member worked towards achieving the best possible outcome. This engagement went beyond mere task completion, as students felt a genuine emotional connection to their work and to each other. They noted that working together allowed them to support one another, helping those who struggled with certain aspects of the task while also benefiting from the strengths of others.

#### c. Behavioural Engagement

Behavioural engagement refers to students' participation, persistence, and positive behaviours during the learning process. Throughout the collaborative writing task, students demonstrated high levels of participation and engagement, actively contributing to discussions and collaborating with their peers. The students recognised the importance of full involvement from every member of the group, and several highlighted the need for leadership within the group to ensure that all members participated and contributed equally.

One student, who took on a leadership role within their group, emphasised the importance of motivating peers to stay engaged and ensure that everyone completed their tasks. This student described how, at times, they had to encourage and guide their group members to remain focused, but they also noted that collaboration made the task more enjoyable and efficient. The experience helped students develop not only their leadership and communication skills but also their ability to accept and act on constructive criticism. By engaging in open dialogue and feedback, students were able to strengthen their work and learn from each other.

The application of collaborative writing in descriptive text learning significantly boosted both creativity and engagement among students. The approach encouraged students to share ideas, collaborate effectively, and become more involved in the learning process. It enhanced their cognitive, affective, and behavioral engagement, allowing for a deeper understanding of the material and a more enjoyable, interactive learning experience. Overall, collaborative writing proved to be an effective strategy in fostering creativity and improving student engagement.

### Discussion

This study at the positive effects of the collaborative writing method on creativity and student engagement in descriptive text learning. By incorrating group tasks where students collaboratively composed descriptive texts, the learning process encompassed steps such as topic selection, planning, execution, and final presentation. This approach aligns with the findings of (Horbatiuk et al., 2021) and (Yuliansyah & Ayu, 2021), who emphasized that collaborative writing allows students to work together, think creatively, and solve problems collectively. As a result, students not only enhanced their writing skills but also developed essential 21st-century competencies like communication, collaboration, and critical thinking.

A key observation was that students exhibited a high level of enthusiasm, which was evident in their collaborative efforts and in the positive feedback exchanged during the learning

process. They showed resilience by accepting and considering feedback, and they demonstrated a proactive attitude when confronted with mistakes, viewing these as learning opportunities. This behavior aligns with (Piaget, 1971) constructivist theory, which asserts that students construct their own understanding through active interaction and experience. The students' active role in knowledge creation, rather than passive reception, further supports the effectiveness of this approach in fostering deeper engagement with the material.

Furthermore, students' creativity was evident in the mind maps they created, which visually represented the structure and concepts of descriptive texts. These maps reflected a comprehensive understanding of the topic and demonstrated how visual elements could complement and enhance written content. This use of creative tools shows how students were able to apply their learning in an innovative and effective way, suggesting that collaborative writing facilitates both cognitive and creative development.

The findings of this study align with collaborative learning theory, which emphasizes the importance of interaction and cooperation in the learning process. Unlike traditional individualistic learning, students in this study not only contributed individually but also exchanged ideas, shared feedback, and co-constructed knowledge, all of which led to improved writing outcomes. This collaborative approach contributed to the students' social and cognitive growth, reinforcing the idea that learning is enriched when students engage in shared problem-solving and idea generation.

Comparing these findings with prior research, this study offers a unique contribution by focusing on junior high school students, particularly those in Year 7, and their engagement in descriptive text writing through collaborative methods. While previous studies, such as those by (Latifah et al., 2020), (Suparto et al., 2021), (Afrezah et al., 2024), and (Natasyah & Rosidah, 2024), have explored collaborative writing in various contexts, they have primarily focused on different age groups or subject areas. This research adds valuable insights into the application of collaborative writing at the secondary school level, specifically targeting creative engagement and academic writing. By doing so, it bridges gaps in the existing literature and provides empirical evidence that can inform the design of more effective and engaging curricula for lower secondary education.

In conclusion, this study not only reaffirms the value of collaborative writing in enhancing students' writing skills, but also highlights its broader implications for developing crucial 21st-century skills. The results contribute to the understanding of how collaborative learning strategies can be used to foster creativity, engagement, and critical thinking in secondary school students. Additionally, the study underscores the potential of collaborative methods in preparing students for the complex challenges of the future workforce, thus adding to the growing body of research supporting innovative teaching practices in education.

## CONCLUSION

This study highlights the effectiveness of collaborative writing in enhancing students' creativity and engagement in descriptive text learning. Through activities like group discussions, brainstorming, and creating mind maps, students were able to exchange ideas and think creatively. These interactions not only improved their cognitive engagement but also fostered an active and enjoyable learning environment. The approach encouraged students to be more involved in the learning process, strengthening their social and communication skills.

However, there were limitations. Interviews with teachers revealed that some students faced difficulties with time management, which affected the pacing of activities. As a result, lessons planned for two class periods were extended to four periods to allow students to complete the tasks. This indicates a need for more effective planning and time management strategies during the implementation of collaborative writing.

For future research, it is recommended to explore the use of collaborative writing across different English materials and in diverse educational settings. This would provide further insights into its broader applicability and effectiveness. Additionally, future studies could examine how different group structures or roles within collaborative writing influence the outcomes, offering a more nuanced understanding of the method.

For teachers, it is crucial to implement collaborative writing with clear guidelines and time management strategies to ensure that students can fully engage with the activities within the allotted time. Teachers should also be encouraged to monitor group dynamics and provide guidance during the writing process to maintain focus and productivity. Furthermore, promoting collaboration skills such as active listening, feedback exchange, and problem-solving within groups will maximize the benefits of this method.

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