

## STUDENTS' ENGAGEMENT IN VIRTUAL CREATIVE WRITING: DEVELOPING A CREATIVE WRITING STYLE

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**Abstract:** Writing is intricately connected to other creative endeavors like drawing and composing music, making it an essential skill in today's digital age. Creative writing involves expressing unique ideas by forming coherent links between them in written expressions, drawing from one's unique cognitive framework for comprehending information and experiences. This article delves into a research study that explored the elements influencing student involvement, using this perspective to analyze how students view their participation in a class focused on creative writing. These interactions underscore the intricacies of student engagement and highlight the importance of the tools and measurements employed to study it. Cognitive engagement refers to a student's personal commitment to the learning journey, encompassing their internal psychological characteristics or hidden qualities that motivate them to put in effort to acquire, understand, and excel in the knowledge or skills necessary for academic tasks. Consequently, twelve students hailing from Flores' exclusive middle school participated in English classes. They were asked to fill out a survey containing both quantitative and qualitative inquiries. Descriptive statistics were employed to analyze the qualitative data from both a conceptual and statistical perspective. The experiences of the participants encompassed different facets of student involvement. The study's results indicate that engaging in creative writing activities within a poetry class can enhance students' understanding of emotions, behavior, and cognition. Nevertheless, emotional investment took precedence over behavioral engagement in the poetry class, while cognitive engagement remained relatively limited.

**Keywords:** *creative writing; student engagement; virtual creative writing; writing creatively.*

### INTRODUCTION

One prevalent issue encountered by Indonesian students when it comes to writing is the challenge of transforming their thoughts into written expressions. While these students grasp the theoretical aspects explained by their teachers, they encounter obstacles when it comes to crafting their ideas into creative written works. Consequently, they are often disinclined to engage in writing tasks and lack the motivation to produce written responses in the English language. Moreover, acquiring English as a foreign language is often seen as a challenging endeavor due to the complexities involved in learning unfamiliar vocabulary and sentence

structures. Additionally, students may struggle with grasping the nuances of grammar usage and time indicators in fundamental English materials, making it challenging for them to achieve proficiency in this language (Taylor & Taylor, 2019).

Writing is intricately connected to various creative design activities like drawing and composing music, rather than being a solitary cognitive process. In the modern digital world, there is a significant need for the skill of writing. Certainly, crafting poetry is considered a creative and contemplative method of writing, as suggested by Celly (2019). In line with Harshini's research in 2020, engaging in creative

writing can be beneficial for students in terms of enhancing their language proficiency across different aspects, including grammar, vocabulary, phonetics, and discourse. Creative writing can be described as the skillful expression of ideas in an innovative and unique way by forming logical linkages between them in a textual representation centered on the person's cognitive frameworks or mental structures (Sene, 2018). Fostering students' abilities in creative writing not only assists in grasping specific elements of language, such as grammar and vocabulary, but also contributes to enhancing their communicative proficiency (Elresh and Ahmed, 2021; Hussein et al., 2020). As a result, encouraging creative writing is essential for students' learning as it can lead them to effectively communicate through written expression. Writing also enables them to communicate their thoughts and emotions in written form. So to improve their written language production, they need to start reading different posts at a beginner level.

For example, creative writing is self-expression and a creative way for second or meanings that are multi-semiotic (different linguistic and non-linguistic resources). Elresh and Ahmed (2021) elaborated that creative writing is the capacity to generate original content through unrestricted imagination, regardless of the writing form. Moreover, creative writing entails generating fresh, imaginative ideas distinct from others, achieving uniqueness, and writing easily while deriving enjoyment from composition (Diab, 2019). Poetry writing, as a creative pursuit, employs written language to express the author's emotions, thoughts, and concepts, and intellect (Southcott & Koko, 2020). Poetry is an endeavor to convey thoughts, emotions, information, ideas, and experiences through the creative, aesthetic, and innovative arrangement of linguistic elements, as mentioned by Safitri et al. (2022). Furthermore, Lida (2020) examines his impressions of poetry in a poetic-narrative auto-ethnography. It is an expressive style of writing that explores the author's painful life history concerning the March 11, 2011, Great East Japan Earthquake. Thus, this research provides a deeper understanding of a cultural calamity resulting from the catastrophe and describes the writer's unique memories of residing isolated in an alien world during his home country's dramatic earthquake and tsunami. Consequently, if instructors construct creative assignments,

students can strive to produce their writing with acceptable words. Next, the students will cultivate their creative abilities. Creativity can be described as the capacity to produce something fresh, unique, fitting, of superior quality, groundbreaking, uncommon, and genuinely significant. Concerning poetry writing, Rahma (2021) asserted that engaging in poetry writing as a form of personal expression enables students to utilize various mediums to cultivate an awareness of and communicate ideas and emotions while fostering fresh insights into the emotional aspects of language. According to the research by Kumar in 2020, creative writing encompasses imaginative activities like composing poetry, stories, and theatrical pieces. Its primary emphasis lies in providing aesthetic pleasure rather than being primarily dedicated to the dissemination of knowledge or serving practical and utilitarian purposes. When writing poetry, you need to use a variety of clear and creative linguistic and semiotic tools and graphics.

Larasati and Yulianawati (2019) explored the extent to which creative writing can capture students' interest in learning poetry. In a qualitative research project, she investigated the extent to which students actively participated in creative writing exercises during their poetry class. The findings suggest that these creative writing activities effectively capture students' interest and involvement in the poetry classroom. Among the various forms of engagement observed, emotional engagement stands out as the most significant, closely followed by behavioral and cognitive engagement. This implies that emotional engagement is primarily related to the positive or negative emotions students associate with the activity. On the other hand, behavioral engagement centers on dedication and effort, while cognitive engagement appears to be less emphasized, suggesting that students put effort into completing the work but may focus less on comprehension and mastery.

Furthermore, in their study, Fauzan et al. (2020) introduced an innovative learning tool called Ruang Kunci, designed to enhance the poetry-writing skills of junior high school students in Indonesia. Ruang Expression leverages multiple applications and web-based platforms to facilitate constructive exploration of poetry. The research findings indicated that Ruang Kunci, along with a comprehensive manual guidebook, is a practical resource for guiding junior high school students in composing

poetry. Moreover, it can be adapted to meet the needs of senior high school students, making it a valuable tool for promoting creativity and innovation among both teachers and learners.

Satrya et al. (2021) conducted a study with the goal of exploring the difficulties that students face in online Creative Writing classes and uncovering potential solutions to address these challenges. The study's findings indicated that students predominantly grappled with issues related to course materials, inconsistent internet connectivity, diminishing student motivation, and unclear explanations provided by teachers. Furthermore, the research uncovered four approaches employed by students to address these challenges. These methods involve establishing stronger connections, seeking assistance from peers or instructors, self-motivation, and post-class independent study. The outcomes of this investigation are anticipated to provide valuable insights for educators in comprehending the obstacles encountered by students in online Creative Writing courses. In essence, creative writing plays a crucial role for instructors as it can facilitate their ability to actively involve students in the educational journey. Moreover, the active involvement of students in their educational experience is of paramount importance in shaping their learning and future career accomplishments. Significant strides have been taken in recognizing the significance of student engagement and its role in facilitating various positive results (Suharti et al., 2020). Even though poetic composition is not a modern social phenomenon in ELT, poetry writing in conjunction with technology is still understudied. Teaching creative writing can be challenging as educators often face the difficulty of effectively engaging students in writing exercises, especially those focused on fostering creativity (Larasati and Yulianawati, 2019). They added that active participation and engagement in the learning process are crucial factors that enhance students' effectiveness in the classroom. Creative writing plays a significant role for educators by enabling them to involve students more effectively in the learning journey. Therefore, this study investigates students' perceptions and engagement, focusing on English students in creative writing in an online poetry community. This research endeavor seeks to address the subsequent inquiries: (1) What are the English students' perceptions of virtual creative writing conducted in their English class? (2) To what extent does virtual creative writing

contribute to students' engagement?

## METHOD

This thesis occurred at an Indonesian private junior high school in Ende Regency, East Nusa Tenggara, Indonesia. Furthermore, as this research focused on qualitative investigation, a limited number of students were selected. This approach aligns with the perspective of Abrar et al. (2018), who underscore that qualitative research does not require a significant quantity of participants. Therefore, this study selected class X students, who had the fewest students among many classes, as well as a greater proportion of students, are not content with their language skills, to facilitate building a closer relationship with them and obtaining more in-depth information. This school had more than 80 students from various socio-cultural backgrounds. Twelve students want to write poems. This research lasted four months, from January to May of 2021. English as a foreign language (EFL) was a compulsory school subjects. Reading and writing abilities were commonly stressed in EFL teaching, where the present research was conducted. While most teachers stressed pronunciation, sentence writing, and multiple-choice reading assignments, the program was designed using a genre-based methodology. English products were put into groups based on the type of text they were, such as narratives, recounts, descriptive texts, and how-to texts.

In this examination, a qualitative approach employing a case study format was employed. Qualitative research attempts to grasp the significance of a phenomenon through the viewpoints of those involved. This method was utilized to gain a genuine and unobstructed insight into the participants' experiences (Erlina et al., 2019). The case study design is appropriate for individual experiments since it enables researchers to thoroughly investigate a part of the research issue in a limited amount of time. This study concentrates on a singular entity, with backing from experts who characterize qualitative research as an approach aimed at investigating an issue and cultivating an extensive understanding of a core subject, encompassing various aspects such as circumstances, actions, interpersonal bonds, perspectives, mindsets, and experiences specific to a particular collective. This process involves thorough data collection from various sources, such as interviews, surveys, and observations, as

outlined by Setiono and Sofyan (2019); Prasajo et al. (2019), and Sofwan et al. (2018).

This study's populations were students from the EFL Classroom, drawn from the community of students who took English at Rewarangga Private Junior High School during the academic year 2020–2021. The ages of the group varied between 13 and 14 years of age. Many students are proficient in Endenese (indigenous or local languages) and Bahasa Indonesia, the national language. As a result, they are proficient in at least two languages: Endenese and Bahasa Indonesia. English remains a second language for the pupils, who have varying levels of English proficiency. They never used English in the English classroom during structured English teaching. One course was offered once a semester (six months).

Virtual learning proves to be a highly efficient approach for acquiring English language skills. Virtual education typically involves teaching and learning in a setting where the teacher and students are not physically present at the same time or location. Course materials are delivered using various technologies such as IT applications, multimedia resources, the Internet, videoconferencing, and similar tools (Dhung, 2020). It offers flexibility in terms of timing, as long as students have internet access, they can convene and engage in discussions. This convenience is made feasible through the internet, technological advances, and the wide array of accessible social networking platforms. Zoom meetings, for instances, serve as a straightforward means to create a virtual classroom environment. The accessibility of this social networking platform is noteworthy as it is both cost-free and readily available to most students via their instructors. The study in question utilized Zoom meetings, and all students have access to this platform for their educational needs. Consequently, the researcher formed an exclusive online community and extended a warm invitation to both students and teachers who wished to be part of it. This invitation was clearly outlined in the consent documents, which were signed by the teachers and the school administrator.

All students participated in a series of three writing activities, as outlined in Molyaty's (2020) study. To begin, during the pre-writing phase, a researcher who was also a student instructor, elucidated the essence of poetry and exemplified poetry. They presented an image to prompt ideas for writing and instructed the students to

compose a poem on the board inspired by the image. Concurrently, the instructor clarified the process of providing guidance and feedback on their peers' poetry. Following a successful collaborative poetry creation session in class, the instructor encouraged 3–4 students to team up with their classmates and compose a poem together. This poem was to be shared during a Zoom presentation. Simultaneously, the teacher reassured the students that their activities during the Zoom Meeting would be recorded and evaluated by both the teacher and their fellow classmates. Initially, the instructor shared an image with each group, following which the students were encouraged to write and share their thoughts related to the picture, with the aim of collectively crafting a poem for their group.

During the phase of writing, all the groups had to review their own compositions and provide feedback on each other's poems. Group representatives were encouraged to share their poems online and invite other community members to assess them based on three criteria: (a) the creative utilization of poetic language, expressions, or sentences; (b) the significance of emotions, actions, and sentiments in conveying the message; and (c) the effective incorporation of imagery in composing a poem. Throughout this digital exchange, the instructor took notes of what the students had submitted and reiterated the points they made about their classmates' poems. In essence, the teacher's feedback comes after the students' comments, motivating them to feel comfortable offering input on their peers' poetry. In the phase following the writing, the students revised their poems using the feedback they received from both their peers and the teacher. They were encouraged to pay attention to this feedback, as they were eager to learn from one another. Shortly after the groups had finished making revisions to their poems, the group leaders were instructed to upload the final versions on the internet, allowing all participants to view the edited poems. All students were encouraged to share their thoughts on these final renditions of the poems, and they responded positively to each other's work. This phase provided students with the opportunity to showcase their poems and experience the satisfaction of collaborating in the creative process. The teacher's role involves motivating the students to continue their outstanding efforts. The teacher assessed all the poems using a standardized evaluation, considering factors such as (a) the creative use of literary language,

phrases, or sentences, (b) the significance of emotions, gestures, and feelings in conveying the imagery, and (c) the utilization of visual elements in crafting a poem. Subsequently, the instructor conveyed the final grades and provided feedback on the poems to all the students. The primary goal of the writing process was to engage every student in hands-on and immersive poetry composition as an integral aspect of their enhanced English education. Crafting poetry as a means of expressive and artistic language learning contributed to the growth of their language skills throughout the writing phase. Students receive extra educational support from both their peers and teachers.

Data was collected through the English learning activity, which was conducted in a Zoom meeting application. The researcher used a questionnaire as an instrument and conducted interviews. It was aimed at finding out the contribution of creative writing toward students' engagement in English classes. There were five meetings held in this research through the Zoom Meeting. Each meeting had one hundred minutes. In the first meeting, the students were taught to use acrostic poetry to foster creative writing. In the second and third meetings, they were taught by using limericks. Then the fourth and fifth meetings were devoted to teaching writing poetry based on expressed their individual experiences that could lead to the development of action theories on the themes given by the teacher. After implementing the creative writing activity, students were asked to complete the questionnaire and interview to determine how they engage in English classes.

The Likert scale, created in 1932 by Rensis Likert, serves as a method for collecting quantitative data. This scale, consisting of five points, includes options from 1-Strongly Disagree (SD) to 5-Strongly Agree (SA), representing the fundamental idea behind the Likert scale (Yoga et al., 2022). Utilizing a Likert-type assessment (featuring responses spanning from strongly disapprove to strongly approve), the student participants analyzed four aspects of emotional, behavioral, and cognitive engagement, including the expression of positive affect, passive behavioral engagement, active behavioral engagement, and students' understanding of the importance of their education. These aspects are drawn from some scholars who proposed three primary engagements: emotional, behavioral, and cognitive engagement. Behavioral engagement

can be described as adherence to classroom rules, while cognitive engagement involves the mental effort put forth to understand information within the educational setting and improve one's performance in complex skills as perceived by the individual. Emotional engagement encompasses the learner's various emotional responses toward the learning environment, including feelings of attention, affection, enthusiasm, happiness, and delight (Ozhan and Kocadere, 2019).

The questionnaire responses and interview transcripts were organized and categorized according to the emerging themes. More specifically, the categorized questionnaire data underwent analysis using a constructivist grounded theory approach, as outlined by Chong (2019). This method was employed to gain a comprehensive insight into how individuals perceive and make sense of their experiences and circumstances. This data was interpreted through a process similar to the one employed by Melanie et al. (2019) about grounded theory analysis. This process involved three key stages: initial coding, substantive coding, and theoretical coding. The initial phase of data analysis primarily focuses on coding the data, which entails a careful examination to identify patterns and categories that play a significant role in informing various levels of data interpretation. Therefore, the primary objective of the initial data coding or labeling was to depict ongoing events. Once all the data had been coded according to emerging themes, substantial or focused coding was carried out to uncover the fundamental patterns of occurrences, behaviors, experiences, and actions in which all the participants were involved. To put it differently, substantive coding was applied to each set of data to identify the initial codes that frequently appeared and shared theoretical similarities.

## RESULTS AND DISCUSSION

This segment discusses the outcomes of the data analysis, showcasing what English students think about virtual creative writing sessions within their English class, as well as their participation in such activities. The findings are organized based on the primary concerns of the research questions: the students' opinions and their involvement in virtual creative writing tasks.

### *Students' perception of virtual creative writing in English class*

To gain an understanding of how students

perceive the use of virtual platforms for creative writing in an English class., the following table shows students' responses based on each of the students' engagement.

Table 1. *Students' perception of virtual creative writing in English class*

No	Items	Frequency	Percentage (%)
<b>EMOTIONAL ENGAGEMENT</b>			
1	I enjoyed the creative writing activity	1	8,3
2	The creative writing activities were enjoyable for me.	1	8,3
3	I feel confident doing the tasks given during the poetry classroom.	1	8,3
4	I like creative writing because it allows me to learn on my own and freely.	2	16,6
5	I like Creative writing activities because it allows me to learn enjoyably.	3	25
6	Creative writing classroom is boring	1	8,3
7	The Creative writing activities motivate me to learn poetry.	1	8,3
8	I feel anxious (worried, uneasy, fearful, nervous) learning poetry without my lecturer.		
9	I like receiving feedback for my poetry writing.	2	16,6
10	I worry about my poetry writing performance after going through		
<b>BEHAVIOURAL ENGAGEMENT</b>			
11	I can focus well during the poetry classroom.	2	16,6
12	I participate actively during the creative writing poetry classroom.	4	33,3
13	I can complete the activity effectively in the poetry class.	1	8,3
14	I can complete the task using the learning materials provided	1	8,3
15	I put a lot of effort into learning poetry after doing creative writing.	4	33,3
<b>COGNITIVE ENGAGEMENT</b>			
16	I experienced confusion in learning poetry	4	33,3
17	I find it easy to learn poetry after knowing creative writing activities.	2	16,6
18	I can clearly express my ideas and my feeling in poetry class after learning creative writing activities.	3	25
19	Creative writing makes me think about what I have learned and what I am learning in a poetry class.	1	8,3
20	Creative writing encourages me to explore more materials online to complete my task in a poetry class	2	16,6

According to the information presented in the provided table, there were ten items assessing emotional engagement, five measuring behavioral engagement, and ten examining cognitive engagement among the components related to student engagement. The data in Table 1 reveals that students had a favorable reaction to the creative writing activity. The majority of students expressed their preference for creative writing activities, stating that they enjoy them because they facilitate both learning and personal enjoyment (3). Additionally, students reached a consensus that creative writing enables them to engage in independent learning (2). Then, some of the students enjoyed (1), felt attractive (1), and confident in a creative writing activity. There are no students are concerned about their writing abilities. Instead, they appreciate receiving feedback on their poetry writing (1). Nevertheless, no students remain anxious about studying poetry independently, without the

guidance of a teacher (2).

In terms of active involvement, most students indicated that they exerted effort in studying poetry following their engagement in creative writing exercises (as shown in Table 2). Additionally, they reported active participation during these creative writing sessions. Furthermore, one response highlighted their ability to concentrate and complete poetry-related tasks effectively in class. However, it's important to note that some students continue to struggle with low engagement. These students encounter difficulties in effectively accomplishing the tasks and using the provided learning materials. Nevertheless, on the whole, it can be concluded that the respondents had a positive reception of the creative writing activities concerning their behavioral engagement.

(1) Cognitive engagement hinges on students' motivation, encompassing their self-

perception, work attitude, skills, and the methods they use to excel in their tasks. This concept can be linked to the data in Table 3, revealing a spectrum of understanding, with some students experiencing confusion (4) and others effectively articulating their thoughts (1). Nonetheless, the majority still struggle with comprehending poetry (2), leading to a decline in their enthusiasm for learning it (1). Furthermore, the lack of enthusiasm in creative writing among students prompts me to consider what I should be gaining from my poetry class (2) and what I am indeed gaining.

#### *Engagement of students in creative writing activities conducted virtual*

The researchers identified three emerging themes through a thorough analysis of data, using a constructivist-grounded approach. These themes

were consistently found in both the posted content and the observation checklist data. These findings themes include (1) the expression of positive affect, (2) passive and active behavioral engagement, and (3) students' understanding of the importance of their education. These emerging themes hold significance within the theoretical framework of creative writing, making it useful to showcase the datasets that depict them.

#### *The expression of positive affect: Students are enjoying the lessons*

To begin with, the teachers were asked about their enjoyment of the lesson. Figure 1 shows that 8% of students choose not to agree, 16% agree, and 75% strongly agree to enjoy the Creative Writing class.



Figure 1. *Students are enjoying the lesson*

In addition to the data in figure 1, the students' participants were required to explain their responses to the questionnaire question. Here are the students' participants' responses to their activities related to emotional engagement.

#### *Interview excerpts #1*

Participant 1

I enjoyed the activities because Creative Writing trains me how to write in English.

Participant 3

I really immensely enjoyed it. Creative writing made me understand some vocabulary, made me understand and understand how to write a poem correctly and adequately.

Participant 7

I enjoyed it because the activity was not tense, but many things were to be learned, mainly how to compose verses perversely and become a beautiful poet. Feelings are needed in this case.

Participant 8

I like Creative Writing activities because it allows me to learn enjoyably.

Participant 12

I enjoyed it because learning was relaxed, not tense, teachers and students could share and discuss. Teachers not only talk a lot but students are also allowed to speak and discuss in groups.

The participants' responses suggest that students enjoy the learning process that applies to student-centered learning. According to the research by Benlahcene in 2020, the fundamental concept of the student-centered learning approach is centered on encouraging students to actively engage and participate which fosters the development of independent thinking, knowledge, and skills. These factors ultimately improve critical thinking abilities. In this particular setting, it is imperative that educators do not impede the learning process, as learning naturally evolves and drives itself. The second association, where teaching is preferred to a craft, is indicated using the preposition "on."

In this scenario, educators identify the general educational requirements of their students, and students respond to these educational strategies and priorities. Within this framework, it is crucial for a teacher to effectively communicate essential information, and it is equally important for the students to take responsibility for their own learning. The third relationship, which involves independent individuals, is described using the term "with." Learning environments that focus on the students bring the teacher and the students into a collaborative partnership, suggesting that learning evolves as teachers and students work

together. In applying such a learning model, students are then able to work together in groups. Concerning learning to write poetry, teachers need to master the principles of writing poetry well. This is intended so that students can gain knowledge about writing poetry that is good and correct and can practice it.

*Passive behavioral engagement: Paying attention in class*

Figure 2 shows that 8% of students disagree, 25% agree, and 66% strongly agree to stay concentrated in class.

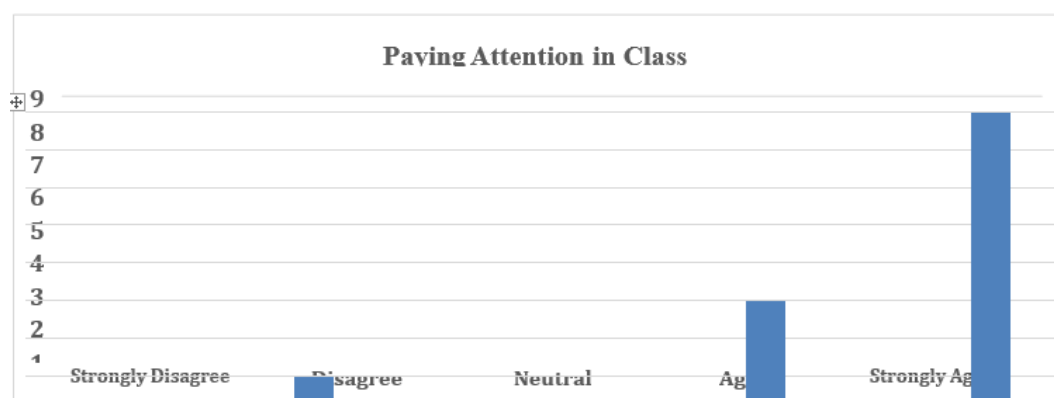


Figure 2. *Paying attention in class*

*Interview excerpt #2*

Participant 9

Students and teachers can discuss with each other.

They could not concentrate, felt tense and stiff because only the teacher spoke more. Students will speak if permitted by the teacher by pressing the "mute" button. Meanwhile, in face-to-face meetings, students can ask questions at any time by raising their hands.

Here are their responses to describe how the participants responded to the Creative Writing class conducted through Zoom Meeting.

Participant 2

They were very concentrated because they could directly see the faces of teachers and friends even though they could not sit next to them/side by side.

Thus, it can be said that students are very concentrated on learning poetry through Zoom Meeting, although some object because they do not directly sit next to their friends. Both teachers and students should always participate in class to set the tone for the discussion.

Participant 8

I could concentrate on the lesson well since the situation was relaxed and not dull.

*Active behavioral engagement: Asking question*

Figure 3 shows that 8% of students disagree, 33% agree, and 58% strongly agree to always ask questions in class.



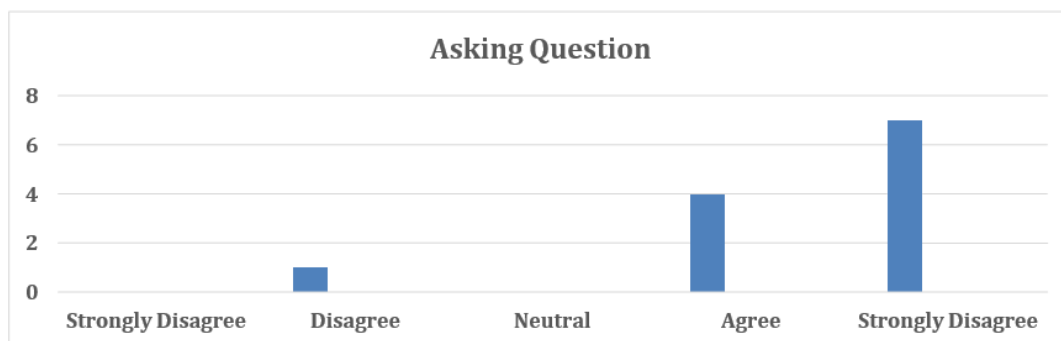


Figure 3. Asking question

*Interview excerpt #3*

Participant 01

I participate actively during the lesson by asking many questions either to a teacher or to friends.

Participant 03

I can complete the activity effectively in the class by asking the teacher all things related to materials.

Participant 07

I felt that although initially, I had feelings of fear, I was finally able to communicate and ask friends and teachers through Zoom Meetings.

From some of the opinions above, it is suggested that students always play an active role in a class by asking questions related to the material given. The questions asked will then be answered by the teacher or even discussed with other students in the class. Moreover, the involvement of students in activities such as regular school attendance, active participation in classroom exercises, and timely completion of assignments outside of school can play a crucial role in enhancing academic performance and mitigating the risk of academic underachievement. (Pytash & Kosko, 2020).

*Active behavioral engagement: putting effort into assignments*

Figure 4 shows that 8% disagree; 16% agree, and 83% strongly agree with the students' efforts to do the assignment.

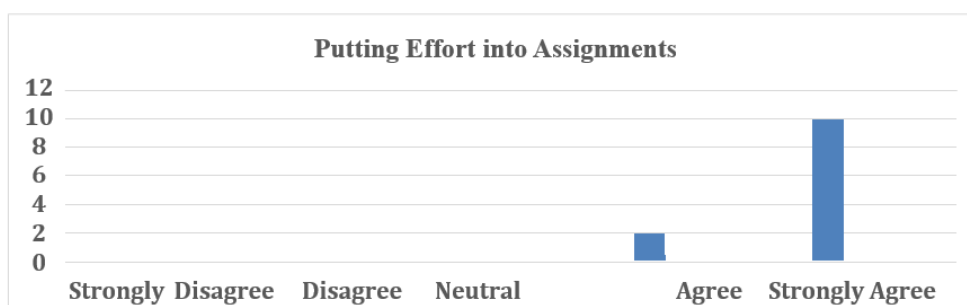


Figure 4. Putting effort into assignments

To find out the students' efforts towards the assignments given by the teacher, here are their responses.

*Interview excerpt #4*

Participant 4

I can complete the task using the learning material provided.

Participant 7

I feel confident doing the tasks given during

the poetry classroom.

Participant 9

I put a lot of effort into learning poetry through doing the assignment by looking for various sources on the internet about the given task.

Participant 10

I try my best to do my assignments. If there is a problem, I will ask the teacher or friends via WhatsApp Group.

One can infer that there is a strong level of enthusiasm among students when it comes to studying Creative Writing, with a particular focus on poetry composition. This can be seen from their various efforts always to do the assigned tasks. In addition, they also have high enthusiasm to find material on the internet other than what the teacher has given them. This means that students must have a sufficient internet quota in addition to a good network. The

cooperation of teachers and students is also very much needed.

*Students understand the importance of their education: Students' own learning goals*

Figure 5 shows that 8% of students disagreed, 8% agreed, and 75% of students agreed to the importance of education to achieve their goals.

*Students own learning goals*

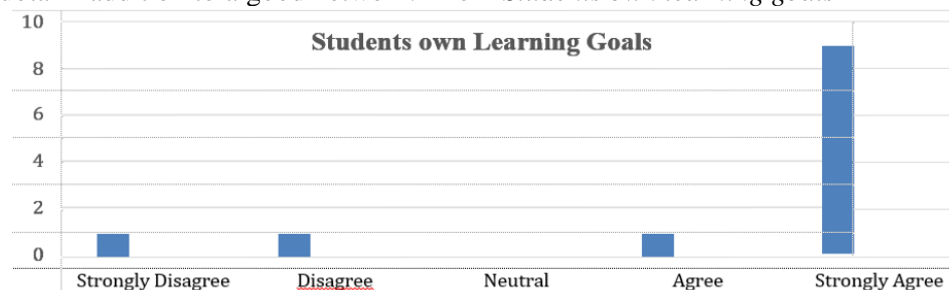


Figure 5. *Students own learning goals*

Here are some of their responses to the importance of education for them to find out more about the participants' responses to the importance of education.

#### *Interview excerpt #5*

##### Participant 2

I can clearly express my ideas and my feeling in poetry class after learning creative writing activities.

##### Participant 4

Creative writing makes me think about what I have learned and what I am learning in a poetry class.

##### Participant 6

Creative writing encourages me to explore more materials online to complete my task in a poetry class.

So it can be suggested that students learn theories about how to express ideas and feelings through poetry. Class exercises will be beneficial for improving students' writing skills. In addition, in addition to the material provided by the teacher, students are advised to read references related to creative writing, especially writing poetry. That way, students will easily do the assignments given by the teacher; besides that, students can share with other students.

## CONCLUSION

Based on the findings, it can be inferred that engaging students in a poetry class through creative writing activities impacts their behavior, emotions, and cognition. The results indicate that emotional engagement takes precedence, followed by behavioral engagement. However, cognitive engagement remains relatively low. This aligns with previous research, such as Ozhan and Kocadere (2019) and Farizka et al. (2020), who defines emotional engagement as learners' emotional responses to the learning environment, encompassing feelings of attention, affection, and enthusiasm. This suggests that emotional engagement is more related to the pleasant and unpleasant emotions students associate with the activity, while behavioral engagement focuses on their effort but may not necessarily involve a deep cognitive understanding. In summary, the findings suggest that emotional engagement plays a dominant role in students' engagement in poetry classes, while cognitive and behavioral engagement also exhibit positive aspects. Consequently, it can be assumed that creative writing activities effectively foster student engagement in poetry classes. For future research, the students' engagement can occur on other platforms of online learning such as Edmodo and Google Classroom. Furthermore, it is important to highlight that motivation plays a pivotal role in the process of learning. As indicated by Filgona, Sakiyo, Gwany, and Okoronka (2020), motivation is a critical factor in achieving success in the realm of education. It is worth emphasizing that students' motivation

remains of utmost importance in this context.

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