# Implementing Double-Entry Journal Assisted with Instagram to Foster Engagement in EFL Writing

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**Abstract**

*Student engagement has critical impacts on students to excel academically. Integrating social media in a classroom can potentially affect students' engagement. The present study aims to examine student engagement in EFL writing using Double-Entry Journal (DEJ) on Instagram, to examine the correlation between cognitive engagement and achievement, and to reveal the challenges in implementing DEJ. The researchers employed a mixed-method design, involving 42 undergraduate students from the English Department of one of the state universities in Indonesia, and obtained the data through questionnaires, writing portfolios, and Instagram documentation. The close-ended and open-ended questionnaires were distributed to the students, whereas writing portfolios and Instagram documentation were observed to examine the students' writing performance. The collected data were managed, classified, and analyzed. The findings reveal that the students are behaviorally,*

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*cognitively, and affectively engaged by DEJ assisted with Instagram.' There was a positive correlation between cognitive engagement and writing achievement. Yet, challenges had been found, including lack of interaction, student anxiety, and insufficient knowledge during the learning process. The challenges are lessened when teachers and peers offer support with DEJ. The results provide pedagogical implications for teachers to employ instructional strategies that promote engagement in all three dimensions, behaviorally, cognitively, and affectively to attain the students' outcomes.*

**Keywords:** Double-entry journal, EFL writing, Instagram, learning technology, student engagement.

## 1. INTRODUCTION

Since student engagement plays a vital role in their positive attitudes and behaviors, teachers need to find ways of engagement for writing activities. Student engagement, defined as the effort related to physical and psychological energy that the students exert in academic work (Koranteng et al., 2018), underlined the quality and extent of their participation in learning. In pedagogical practice, students are benefited to perform well academically when they are positively engaged (Lei et al., 2018). With a full construct of engagement, students' attention in the classroom toward learning, understanding, or mastering the knowledge can be depicted from students' active involvement in class activities.

In classroom practice, a double-entry journal (DEJ) can be employed as a pedagogical strategy to facilitate student engagement in writing. DEJ is a two-column journal which enables students to convey their thoughts to assigned text as they read. In the left column, students write down the main points from the assigned reading, while in the right column, students write their responses to the passage. The task characteristic of DEJ provides opportunities for students to engage with relevant content, with real-life examples from both outside and inside the classroom. Guthrie and Wigfield (2000) reasoned that texts and real-world interactions can foster a sense of engagement in the classroom. Pertaining to the factors contributing to student engagement in class, the use of technologies in the teaching and learning process can undergird meaningful student learning and participation. In the context of academic writing, information and communication technology (ICT) brings implications for the writing process and students' participation in writing classes. As technology has advanced, researchers have reported numerous accounts of how the rapid expansion of technology and the application of its tool has affected the students' writing process and achievements (see Elola & Oskoz, 2017; Levy & Moore, 2018; Vetter et al., 2019; Zhang et al., 2021)

Regarding the use of technology, social media is a popular tool which accommodates students' needs to interact, share ideas, and engage (Prasetyawati & Ardi, 2020). Social media platforms including Facebook, Twitter, and Instagram are quite popular among online users. Facebook seems to dominate the social media platform followed by Twitter and Instagram, respectively. It is further reported that there has been a noticeable increase in the level of user engagement with the platform

over the years (Ortiz-Ospina, 2019). Social media integration into language teaching and learning enables students to substantially reach out to greater readers and foster relationships between authors and readers. Social media can therefore engage students in the learning process both inside and outside of the classroom (Reinders & Benson, 2017).

Research projects exploring engagement in students' academic writing in social media have been recently investigated (e.g. Fithriani & Alharbi, 2021; Prasetyawati & Ardi, 2020; Saeed et al., 2018; Safdari, 2021). The findings of the studies revealed that social media is likely to promote student engagement in writing in English as a foreign language (EFL) in several ways, namely students' involvement in class, students' new learning atmosphere, and collaborative learning during writing. However, the studies have mostly relied on how the implementation of social media can enhance student engagement in EFL writing. Many of the previous studies include one or two dimensions (e.g., behavior and affect) but do not investigate the three dimensions altogether. Similarly, the three dimensions of engagement were not examined simultaneously from the previous studies. Engagement as a multidimensional concept is comprised of three dimensions, namely behavior, cognition, and affect (Fredricks et al., 2004). Accordingly, it is essential for teachers to identify how the different components of engagement interact to effectively promote student performance.

Even though researchers have examined the implementation of social media to facilitate student engagement with EFL writing, the investigations have not illuminated how the three dimensions (behavioral, cognitive, and affective) interact to improve academic performance. This study reports one popular social media platform, namely Instagram, which was selected due to its ease of use and perceived usefulness among online users. It further investigates the three-dimensional engagements underpinning the integration of DEJ and Instagram in EFL writing.

Addressing this issue is important for teachers to understand how students show their engagement as well as how to make the best out of online learning platforms in EFL writing. To guide the exploration, this study aims to delve into the following research questions:
1. How do the students show their online engagement during the implementation of the double-entry journal assisted with Instagram in EFL writing?
2. How does student engagement correlate to writing achievement?
3. What challenges do the students face in the implementation of a double-entry journal assisted with Instagram in EFL writing?

## 2. LITERATURE REVIEW

### 2.1 Double-Entry Journal

Double-entry journals (DEJ) as a pedagogical strategy in academic writing can be used to stimulate various stages of the creative process (Cobine, 1996). It is used as a strategy which enables the students to convey their thoughts and to stay connected with the material they read. DEJ is a two-column journal, where, in the left column, students write a piece of information as responsive statements from the text. After discussions and critical analysis of the literature, in the right column, students write a second journal entry analyzing information or synthesizing insights that are written in

the left column. As stated by Joyce (1997), DEJ is an effective method in teaching and learning activity which is intended to give students a chance to convey their ideas and actively engage with the learning materials. Similarly, Spaventa (2000) also reported that DEJ benefits students by enabling them to write their thoughts and feelings. Teachers have utilized DEJ widely to improve students' reading and writing skills (Amin, 2012; French & Worsley, 2009; Khairani et al., 2016; Sarma & Rosa, 2014; Tuan, 2010). DEJ in language learning, particularly in L2 writing promotes language skills as informed by the previous studies. As reported by French and Worsley (2009), DEJ can offer innovative practices to encourage students to build their stances by exploring the material they have read. Because DEJ requires students to process information, integrate knowledge, and produce writing, it fosters critical thinking and understanding.

DEJ is conducted in three steps: (1) actuating prior knowledge and present feeling; (2) learning collaboratively; and (3) integrating major language skills. In DEJ, students reflect on and deliver ideas in writing. Students gain insights from the text and use them to support their opinions. In this way, students develop their reading comprehension, such as processing the text, understanding the meaning, and integrating it with their prior knowledge. In the broader sense, the integration of major language skills between reading and writing generates new ideas, new connections, and new insights.

## 2.2    Student Engagement in Language Learning and Teaching

Hart et al. (2011) argued that student engagement in language learning demonstrates how students are actively involved in all learning activities and make an attempt to fulfill the task with various strategies which serve as a representation of their engagement. According to Fredricks et al. (2004), student engagement is constructed from three dimensions including behavioral engagement, cognitive engagement, and affective engagement. Student engagement cannot be reflected from a single dimension only. Thus, this study adopts the three-dimensional model of student engagement, including behavioral participation, cognitive process, and affective involvement in the learning procedures of DEJ assisted with Instagram. Behavioral engagement is associated with observable behavior exhibited in learning activities or students' positive attitudes toward learning, such as asking a question or submitting an assignment (Lee et al., 2019). Cognitive engagement involves the internal cognitive process of the students, including understanding, knowledge formation, application, and memorization. This dimension of engagement is highlighted as an investment in students' mental effort or learning achievement strategies (Fredricks et al., 2004; Lewis et al., 2011). Ding et al. (2018) added the task-specific thought processing and elaboration that students engage in while carrying out learning tasks is referred to as cognitive engagement.

Meanwhile, affective engagement as an important marker in learning activities relates to the range of feelings that students experience in the classroom, such as curiosity, boredom, happiness, grief, and anxiety (Christenson et al., 2012). Meanwhile, Eccles et al. (1983, as cited in Fredricks et al., 2004), mentioned that there are four values of affective engagement including interest (pleasure in the activity), achievement (importance of completing the work successfully), usefulness (value of the task for achieving future objectives), and expense (downside of doing the task

well). The three elements of engagement are mutually interrelated. Hence, researchers have looked closely at the three dimensions of engagement (Sulis, 2022).

## 2.3    The Use of Instagram as a Technological Tool for Multimodal Writing

The rapid development of ICT has contributed to English language teaching (ELT) (Rahmati et al., 2021). Instagram is one technological product that can be used as a platform for teaching and language learning since it can build social interaction among students and Instagram users. Mao (2014) observed that Instagram is a popular application for teenagers because they can take and share pictures and write captions for them. Numerous studies focusing on Instagram and EFL writing have been done by previous researchers (Alghamdi, 2022; Anggraeni, 2017; Oktaviana et al., 2020; Prasetyawati & Ardi, 2020). Prasetyawati and Ardi (2020) revealed that Instagram could foster student engagement in five different ways, namely allowing students to participate in the learning process, giving students access to a new learning environment, providing opportunities to interact with potential readers, encouraging students' collaboration and interaction and giving students chances to select their preferred learning style while writing.

Thus, the use of Instagram offers an innovative practice that enables students to engage with other Instagram users about their writing since the features in Instagram allow students to share their work with greater target readers. Pertaining to the employment of DEJ in EFL writing, the students can publish the writing of their journal on Instagram as their thoughts or reactions on particular issues and give feedback on their classmates' pieces of writing. Publishing as part of the writing process can be impactful as the students are empowered to reach the readers with their written works.

## 3.    METHODS

### 3.1    Research Design

This study was conducted using a mixed-methods approach by combining quantitative and qualitative research methods. The use of a mixed-method approach is considered to give a better explanation of the research problem. The conceptual purposes of the mixed-method approach are to seek evidence of findings, to explain findings in detail, to develop information, to delve into contradiction, and to expand the study. In the current study, triangulation was conducted to gather and examine different data (Creswell & Creswell, 2018). The researchers used an explanatory sequential design in this study to understand the data at a more detailed level by collecting qualitative follow-up data to help explain quantitative results. There were two stages in collecting the data. First, the quantitative data was collected by administering the close-ended questionnaire to the participants. Following this, in the second stage, the qualitative data was gathered from an open-ended questionnaire. Data gained from two forms of data were integrated into the analysis.

## 3.2    Participants

There were 42 undergraduate students from the English Department at one of the state universities in Indonesia as participants. They were enrolled in the first semester. The researchers considered the freshman participants as novice EFL writers who were encountering some new challenging intellectual tasks. It is essential to understand that the writing issues experienced by novice writers include their engagement level. There are 21 male students (50%) and 21 female students (50%) selected as participants in this current study.

## 3.3    Research Instruments

The instrument used to gather the data was a questionnaire presented in Google Form. It involves the collection of both qualitative (open-ended) and quantitative (close-ended) data in response to research questions. The close-ended questionnaire was adapted from Fredricks et al. (2004). It comprises the three dimensions of student engagement: cognitive, behavioral, and affective types of engagement. The five-point Likert Scale questionnaire consisted of 18 items with five options: strongly agree, agree, neutral, disagree, and strongly disagree, with 5 for the most favorable and 1 for the least favorable. The items of the questionnaire are presented in Appendix 1. Meanwhile, the open-ended questionnaire instrument was distributed to gather qualitative data. The questionnaire was employed to elicit data on the participants' information about the benefits and the challenges of DEJ implementation assisted with Instagram in EFL writing. The data concerning the students' writing performance was gathered based on their scores in writing DEJ. The students' writing portfolios were measured by using a scoring rubric adapted from Brown (2007). The aspects include content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%). In this study, the writing assignment emphasized how students developed their voices which was manifested in a piece of writing. Writing assignments also had an impact on how various aspects of this particular activity were assessed based on the learning achievement, which placed a heavier percentage on the content aspect than other aspects. Teachers who integrate DEJ and social media provide opportunities for students to share their ideas on writing and interact with readers. Because student writing is intended to evoke a response from readers, it requires both skill and linguistic knowledge.

**Table 1.** Dimensions of engagement

| Dimensions of Engagement | Questionnaire items (n) |
|---|---|
| Behavioral Engagement | 6 |
| Cognitive Engagement | 6 |
| Affective Engagement | 6 |

## 3.4    Procedures

The study took place in an academic writing class where the teacher's instruction, students' behavior, and class interactions were investigated. There were several steps in the instructional procedure during the implementation of DEJ assisted with Instagram in EFL writing class. The teacher implemented DEJ, assisted with Instagram, through three sessions in the EFL writing class. In the first session, the

focus was on a brainstorming session where the teacher explained and gave a model of DEJ so that the students could follow. In the second session, the teacher had the students bring materials and work on DEJ. In the last session, the students posted their written work on DEJ on Instagram. The three sessions are summarized in Table 2.

**Table 2.** Instructional procedures of DEJ assisted with Instagram in EFL writing.

| Session | | Teacher's activities | Students' activities |
|---|---|---|---|
| 1 | a | Brainstorming the students about Double-Entry Journal (DEJ). | Paying attention to the model of Double-Entry Journal (DEJ) in brainstorming sessions. |
| | b | Announcing the topic of the writing project. | Paying attention to the topic of the writing project |
| | c | Asking the students to browse and download texts and pictures related to the topic. | Starting reading the text |
| 2 | d | Asking the students to create DEJ by splitting the page into two sides | Creating DEJ by splitting the page into two sides |
| | e | Asking the students to read the points from the text they read on the left side of the journal | Reading the points from the text on the left side the of journal |
| | f | Asking the students to write down their opinions or reactions on the right side of the journal | Writing down thoughts, opinions, or reactions on the right side of the journal |
| 3 | g | Having the students post the picture along with their ideas from the right side of DEJ in their Instagram feed | Posting the picture along with the ideas from the right side of DEJ in the Instagram feed |
| | h | Having the students give comments or feedback in the chat column | Giving comments or feedback to other classmates in the chat column |

After several sessions of classroom activities were carried out, the data were collected to get meaningful information from the students. The questionnaire was distributed after the participants' consents were obtained. The participants were provided with an information sheet and allowed to ask questions about any doubt related to the project. The participants completed the questionnaire in a week. Afterward, questionnaire results were analyzed.

### 3.5   Data Analysis

The researchers analyzed the responses to the questionnaires quantitatively and qualitatively. The results from the close-ended questionnaire were analyzed in descriptive statistics, namely frequencies, percentages, and index scores, which showed students' degree of engagement in three dimensions. The degree of student engagement was categorized based on Riduwan and Akdon (2020). Concurrently, the researchers gathered data on students' writing performance by analyzing their portfolios in writing DEJ and grading them according to a rubric from Brown (2007). The writing portfolios were graded on five components with various weightings: content focusing on the topic and the detail (30%), organization (20%) focusing on the identification and description, grammar (20%), vocabulary (15%), and mechanics covering spelling, punctuation, and capitalization (15%). In the open-ended questionnaire, similar items and concepts were coded, organized, and grouped. The responses from 42 students as participants (P) were coded as P1, P2, P3, to P42. The

categories were figured out after grouping and distinguishing the data (Ezzy, 2002). Finally, the data were interpreted accordingly.


## 4.   RESULTS

### 4.1   Students' Online Engagement During the Implementation of DEJ Assisted with Instagram in EFL Writing

In the present study, student engagement is defined in three ways, namely behavioral engagement, cognitive engagement, and affective engagement. The results of the quantitative analysis indicate that undergraduate students' overall degree of engagement was high, with an index score of 79%.

**Table 3.** Students' overall degree of engagement.

| Dimension of engagement | Index score | Score interpretation |
|---|---|---|
| Behavioral engagement | 81% | Very High |
| Cognitive engagement | 75% | High |
| Affective engagement | 81% | Very High |
| Students' overall degree of engagement | 79% | High |

Table 3 shows that both behavioral and affective dimensions of engagement had index scores of 81%, indicating that the students were likely to display very high levels of behavioral engagement and affective engagement. Whereas, cognitive engagement had a lower index score (75%), which was still in a high level of student engagement.

### 4.1.1   Behavioral engagement

The findings in the behavioral engagement showed that undergraduate students could be involved actively in their academic tasks and learning processes. The majority of students shared a positive attitude in class and on social media. The students benefited from the classroom activities concerning the integration of social media in EFL Writing. When students received an assignment, more than half of the students (57.1%) fulfilled the task and 40.5% of students submitted it on time. There were 42.9% of students paying close attention to the teacher's explanation for integrating DEJ with social media and 50% of the students following the instruction. Nearly half of respondents (45.2%) looked over notes to ensure they understood the material well. Meanwhile, the context of a social media platform also provided a positive learning environment for the students. Most of the students (45.2%) felt positive about taking part in online discussions. The students' confidence in social media allowed them to play an active role in giving and receiving feedback in the online setting.

### 4.1.2 Cognitive engagement

Based on the findings, the researchers found the cognitive engagement scored very high at 75%. Even though the students are novice writers, they are cognitively engaged. For underlining details, 45.2% of students completed the first stage of the procedures, while 54.8% did not. The second stage is when the writing process is started, and it involves thinking, taking notes, brainstorming, and outlining. The data

shows that 73.8% of the students completed the procedures. In the third stage, namely gathering information, 83.3% of the students completed the procedures. In the fourth stage, namely writing the double-entry journal, the data show that 71% of the students completed the procedures. In the fifth stage, names revising, the data show that 61.9% of the students completed the procedures. In the sixth stage, namely editing before posting their written work on Instagram, the data shows that 59.6% of the students completed the procedures, while 40.4% did not.

### 4.1.3 Affective engagement

The findings in affective engagement confirm that some students showed positive responses toward the implementation of DEJ assisted with Instagram. About 45.2% of the students strongly agreed that they were happy that their journal was read by many people on Instagram. They also had positive feelings toward the feedback and comments on Instagram (40.5%). Besides, 38.1% of the students also found it easy to publish their writing on Instagram. Furthermore, the student's responses reveal that they enjoyed participating in the online interaction on Instagram (35.7%). Similarly, 35.7% of the students strongly agreed that they took pleasure in completing the assignment of a double-entry journal using Instagram. Some students did not feel nervous to have the assessment from the teacher on Instagram (21.4%).

## 4.2    The Student Engagement Correlation to Writing Achievement

Student engagement in academic tasks refers to students' active participation in the learning process, predicting academic achievement. For this reason, we explored the students' writing portfolios to figure out the connection between students' reports of cognitive engagement with their writing performance. The correlation between cognitive engagement and writing score was determined using Pearson's correlation analysis, which also indicates how strong the correlation is. The result is summarized in Table 3.

**Table 4.** Correlations between cognitive engagement and writing achievement.

|  |  | Cognitive engagement | Writing achievement |
|---|---|---|---|
| Cognitive engagement | Pearson Correlation | 1 | .974[**] |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 42 | 42 |
| Writing achievement | Pearson Correlation | .974[**] | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 42 | 42 |

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

Table 4 shows a positive correlation between cognitive engagement and writing achievement (r = 0.974), and this level is classified as strong. The significance level (Sig 2-tailed) of 0.000 means that cognitive engagement has a significant correlation to writing achievement. To sum up, cognitive engagement and students' writing achievement seem to have a positive and relatively significant correlation. The findings also confirm that students' cognitive engagement is directly regulated by

engaging in interaction with teachers. Teachers gave detailed information about writing DEJ and reinforced students' involvement in academic activities.

## 4.3 Students' Challenges in the Implementation of DEJ Assisted with Instagram in EFL Writing

After collecting the open-ended questionnaires, we coded the responses by selecting excerpts and categorizing them into themes and sub-themes. The participant's ID was attached at the end of every excerpt, which signified the response in the questionnaire. The initial analysis generated three themes, 9 categories, and 9 excerpts. The overall findings are documented in Table 4.

**Table 5.** Challenges in the dimensions of engagement.

| Themes | Categories | Sub-categories |
|---|---|---|
| Challenges in Behavioral Engagement | Low interest to get involved in online discussion<br>Failure to complete a task | Lack of interaction or engagement with classmates<br>Finding hard to accomplish the assignment and submit the task on time |
| Challenges in Cognitive Engagement | Insufficient knowledge to select good English articles<br>Lack of writing skills<br>Little experience to write on social media<br>State of distraction | Problem in selecting representative articles or journals in English<br>Dealing with some difficulties in composing a good piece of writing so that it is readable due to limited skill<br>Lack of experience to write in social media<br>Need more focus |
| Challenges in Affective Engagement | Perceived anxiety toward negative feedback<br>Fear of making mistakes<br>Low self-esteem in social media | Having anxiety or negative feelings over negative comments or feedback from teachers, classmates, or other readers<br>Afraid of making errors in language use<br>Lack of confidence to publish own work on social media |

### 4.3.1 Challenges in behavioral engagement

The data from the open-ended questionnaire reveal several problems encountered by the students during the integration of social media into EFL writing. In response to the open-ended questions, some students revealed challenges in their behavioral engagement, such as low interest, low motivation to participate in online discussions, and problems with task achievement. With regard to the most frequently mentioned issues, we obtained responses as reported by the students below.

(1)  I never used social networking tools. The challenge is I do not think I am willing to participate in giving feedback or any comments on social media. (P3)

(2)  I am a novice writer. I found it hard to accomplish the task due to some limitations, so we failed to submit the task on time. (P7)

The data implies several issues. Some respondents withdrew and did not respond to communication during the assigned work. They did not contribute to class discussion due to unfamiliarity with the social networking tools in their learning process. This unfamiliarity may have led, consequently, to a lack of interest in giving and receiving feedback on an online platform. Another problem that the students face is completing the work on time. For some students with little experience, writing can be hard as they struggle to express a word, sentence, or even a complete thought. The students' lack of experience can hinder their writing process and they need extra time to complete the task.

### 4.3.2 Challenges in cognitive engagement

This study also found challenges in the cognitive dimension. There were some issues associated with cognitive engagement, e.g., insufficient knowledge to select a well-written article in English, a lack of writing skills, little experience writing on social media, and distraction. With regard to the most frequently mentioned issues, students' responses are reported below.

(3) Finding a good article in English is rather difficult. I could hardly find an English article on my preferred topic. (P10)

(4) I couldn't compose a good piece of writing since I have limited vocabulary and a poor understanding of grammar. (P7)

(5) I am a novice writer. I used to write in Bahasa, but I have never written an English essay before, let alone post it on Instagram. (P11)

(6) Writing a double-entry journal (DEJ) and publishing it on social media requires much effort. This demanding task makes me unable to concentrate. (P8)

Students had trouble selecting the proper article as the first stage in writing a DEJ, which complicated the rest of the process. They did not have enough knowledge of good English articles or journals. Students' low level of literacy skills could complicate the students' thinking on how a representative article looks like. The next challenge dealt with students' poor writing skills. As novice writers, the students still need to improve their skills in providing the content (topic and details), organization (identification, description), grammar (the use of present tense, agreement), vocabulary, and mechanics (spelling, punctuation, capitalization). The third cognitive challenge was about students' lack of experience writing on social media. It was inevitable that writing English accurately on social media was quite challenging for many people. Based on the findings, it was found that students felt their writings were not good enough to attract public attention, especially on Instagram. The students' lack of writing strategies affected their willingness to write on social media. This state of distraction created challenges in the cognitive dimension. The students' lack of writing skills and inadequate experience made them anxious, leading to difficulty in concentrating during learning activities.

### 4.3.3 Challenges in affective engagement

In the present study, the researchers also found that students struggled with the affective dimension. Students felt anxious about negative feedback, writing errors, and public presentations on social media. Their responses were as follows:

(7)   I am afraid if no one reads my posts on Instagram. However, I can't handle it if someone writes negative comments on my writing. (P4)

(8)   I have to be careful with grammar and I began to worry if I make some mistakes because everyone can see my post on Instagram. (P11)

(9)   I am too shy and scared to expose myself on social media. I am not good at writing in English. I feel bad if people are not happy with what I write on Instagram. (P3)

Students were anxious that people commented negatively and criticized their writing in terms of topic selection or language that they used. Since DEJ required them to write their ideas about a topic of their choice, they were afraid their choice would not meet expectations. The other challenge faced by students is the fear of making errors. Some students stated that they were lacking in their English writing, especially in grammatical aspects. This condition leads students to feel insecure about delivering their ideas in written work. The last emotional challenge is a lack of confidence to publish their work on social media. Publishing is perceived as an essential matter where students publish their writing and reach the readers. Some students found social media overwhelming, and it was not always embraced with enthusiasm. Therefore, some students doubted if they could perform well on social media.

## 5.   DISCUSSION

### 5.1   Students' Online Engagement During the Implementation of DEJ Assisted with Instagram in EFL Writing

The findings of the study presented here follow three key points, namely the three dimensions of engagement, the correlation between cognitive engagement and writing achievement, and students' views about the challenges in learning activities. The quantitative findings revealed that the engagement levels portrayed from the lens of undergraduate students were high. The students' behavioral engagement shows in their involvement with their learning process. Student engagement can easily be defined by the way they conduct themselves in class, such as following classroom instruction, participating in discussions, and committing to finish the assigned tasks. These findings are in line with Prasetyawati and Ardi (2020), Fithriani and Alharbi (2021), and Safdari (2021) who revealed that adopting social media as a supplementary tool in EFL writing could promote student's behavior by fostering participation and interaction in the writing process. Hence, the students' behavior typically indicates their efforts in learning such as completing work and paying attention. In the present study, the students tend to perceive themselves as being familiar and competent in using Instagram as a widely used social media. The students benefited from the practical features in social media which allow them to give and receive feedback from friends and target readers.

The responses in cognitive engagement indicate that half of the students engaged in learning, understanding, and mastering the knowledge. Despite a lack of experience and skills in writing, the results demonstrate how the students as novice writers were motivated to complete their tasks with strategies to gain deep understanding. It is evident that DEJ is an effective technique to guide students to improve their writing skills by connecting with literary texts. The students could express their thoughts and became actively involved with the assigned text.

Meanwhile, the students engaged at a high level with the affective dimension. It was evident that students could report a variety of emotions in learning activities. The finding agrees with Oraif and Elyas (2021), who suggested a positive correlation between satisfaction and engagement. The researchers of this study found that the students were excited about integrating DEJ and social media in their writing. Students' experience of well-being was significantly associated with affective engagement during task accomplishment using social media and interaction with others. The students' active participation gave them the benefit of giving and receiving feedback. Feurerstein (1996) stated that interaction assists the students in understanding the task purpose and what they achieve in writing. Students could figure out their strengths and weaknesses, and ways to improve using feedback, and those provided a meaningful learning experience.

## 5.2 The Correlation between Student Engagement and Writing Achievement

The statistical computation shows a positive correlation between cognitive engagement and writing achievement. The students' efforts in class, to develop knowledge and complete the tasks, accentuated their cognitive engagement. This implied that DEJ was effective in teaching language skills, particularly in reading and writing, which stimulated students to engage cognitively in a series of activities, such as writing down sentences from the assigned text and writing responses about the text. This is in line with Joyce (1997), who reported that DEJ helped students express themselves and engage with the subject matter. Moreover, students with a high level of cognitive engagement feel empowered to play an active role in learning such tasks as drafting and evaluation of the writing process in DEJ, making them excited to share their ideas on social media.

This study found that the students had a positive perception of integrating social media, specifically Instagram, in writing. Instagram provided a new learning environment which gave students the confidence to interact, give, and receive feedback about their writing on social media. According to Pietarinen et al. (2014), the interaction that took place during classroom activities had a significant impact on the cognitive involvement of the students. Student engagement in writing and their achievement can be reinforced through classroom interaction. Allowing students to participate actively in interactive social platforms will thereby increase their engagement. The researchers infer that cognitive engagement is not an individual variable, rather it is interrelated with the two other dimensions, behavioral and affective, to influence students' writing achievement. The model from Greene et al. (2004) also demonstrated how motivational variables influence cognitive engagement and achievement. Consequently, the combination of DEJ and Instagram in writing could explain the significant relationship between student engagement and writing achievement.

### 5.3 Students' Challenges in the Implementation of DEJ Assisted with Instagram in EFL Writing

The qualitative findings revealed that although most students claimed that they were engaged, the implementation of DEJ assisted with social media was also challenging. Several issues occurred during the implementation of DEJ in the online learning environment. First, students who do not have the skills to collaborate productively may not be interested in participating in discussions. Collaboration encouraged the students to get involved in productive discussions and to contribute. Webb and Palincsar (1996) stated that students may not be skilled at explaining their ideas or evaluating the ideas of others. These challenges may threaten the students if they do not master the expected level of understanding. The second issue is a lack of confidence and student anxiety about making mistakes and negative feedback. Student responses show that they were often discouraged by negative feedback. While receiving positive feedback is encouraging, receiving negative critiques can be difficult. When students know how to deal with negative feedback, they can gradually strengthen their self-esteem. Feedback is essential as it can provide students with constructive insights and help them process new ideas and information while improving self-efficacy.

Teachers understand that writing skill is complicated for novice writers and a lack of confidence is normal. The level of language proficiency determines the mastery of language aspects such as punctuation, spelling, grammatical, and lexical resources. It is in line with Byrne (1997) who concluded that that there are three categories of writing problems, namely linguistic, psychological, and cognitive. Byrne's study indicated that dealing with linguistic factors, such as grammar, vocabulary, language use and choice of sentence in writing, is an arduous task for some students. Students who have cognitive problems struggle with the processes of instruction. A writer must master various forms of language, structures, and organization to ensure the readability of their text. However, some students were discouraged by the challenges they faced in class.

With regards to the findings from Byrne's (1997) study, the present study has discovered that the three dimensions of student engagement have different levels. Students displayed high levels of behavioral and affective engagement, but low in cognitive engagement. Considering that the undergraduate students were novice writers with little experience and limited linguistic competence, it is expected that they had low level of cognitive engagement. Instructional practice concerning the implementation of DEJ in an online learning environment affects the degree to which students simply participate or are willing to invest in learning and understanding. Pertaining to this issue, several aspects, such as interaction and feedback in the writing process are the most influential to cultivate engagement, particularly the cognitive aspect.

## 6. CONCLUSION

The aim of the present study was to understand the degree of student engagement and challenges they faced in implementing DEJ assisted with Instagram in EFL writing. Using a mixed-method approach, the findings reveal how the students were

behaviorally, cognitively, and affectively engaged. The results indicate that the students have very high behavioral and affective engagement, but low cognitive engagement. The result of the study also shows a positive correlation between cognitive engagement and students' writing achievement, which can be a predictor of students' writing performances. Alongside the positive impacts, the challenges (lack of interaction, perceived anxiety, and insufficient knowledge) that the study reveals need to be considered in a more comprehensive review.

As a pedagogical prerequisite, teachers should be well-informed about the dimensions of student engagement so they can determine instructional strategies for the students. Teachers who support their students in class, by providing opportunities for collaboration and feedback, are rewarded with more engaged students. Engagement lies in the interaction of the individuals and their settings. Therefore, the quality of interaction is crucial to sustain engagement. This present study also suggests that teachers should be encouraged to increase their technological pedagogical knowledge by integrating DEJ techniques and social media in the writing process to enhance engagement. Furthermore, the results suggest that integrating social media as a new learning environment will allow students to interact and maintain their interest. Future researchers should involve larger sample sizes to gain a wider perspective on how the three dimensions of engagement relate to one another in an EFL writing classroom.

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**APPENDIX**

**Questionnaire of Students' Engagement in EFL Writing**

To respond to this questionnaire, please choose one of five options in each item which is suitable to your own situation and condition.
1: Strongly disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree

| No. | Item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| | Behavioral Engagement | | | | | |
| 1. | I try to do well in accomplishing the assignment of a double-entry journal using Instagram. | | | | | |
| 2. | I look over class notes to make sure I understand the material. | | | | | |
| 3. | I participated in giving feedback and comments in the comment column using Instagram. | | | | | |
| 4. | I pay attention to teachers' explanations of using double-entry journal using Instagram. | | | | | |
| 5. | I follow and do teachers' instruction. | | | | | |
| 6. | I submit the task on time. | | | | | |
| | Cognitive Engagement | | | | | |
| 1. | I underline the details as I read the material for double-entry journal. | | | | | |
| 2. | I start writing double-entry journal by thinking, taking notes, brainstorming and outlining. | | | | | |
| 3. | I gather the information in some places before the drafting stage of writing. | | | | | |
| 4. | I write the double-entry by mentally associating new ideas from the text with similar ideas that I already knew. | | | | | |
| 5. | I make some revision on the writing to make sure the ideas explicit and clear. | | | | | |
| 6. | I make some editing, such as grammar, mechanics, spelling before posting to Instagram. | | | | | |

| | Emotional Engagement | | | | | |
|---|---|---|---|---|---|---|
| 1. | I enjoy finishing the assignment of double-entry journal using Instagram. | | | | | |
| 2. | I have positive feeling toward the feedback and comments in Instagram. | | | | | |
| 3. | I find it easy to publish writing on Instagram. | | | | | |
| 4. | I feel good having my journal in Instagram read by many people. | | | | | |
| 5. | I enjoy getting involved in the online interaction on Instagram . | | | | | |
| 6. | I do not feel nervous to have the assessment by the teacher on Instagram. | | | | | |