CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers both several theories and previous studies related to the research. The review or related theories are about cognitive engagement, collaborative writing essay, writing skills and tools in collaborative writing, while the review of previous studies is described in the last sub-chapter.

A. Review of Related Literature

In a research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore, this chapter described some theories related to the area of interest of this research, for example engagement, writing skill, collaborative writing, and tools in collaborative writing.

1. Cognitive Engagement

a. Definition of cognitive engagement

Cognitive engagement is a part of engagement. Cognitive engagement is main construct of students' engagement in academic work. Cognitive engagement also can be defined as psychological investment in learning.¹ They try to learn what school offers.² It can be inferred from the way they complete academic tasks. It is cover the amount of time the students spend and the intensity of students' concentration. Cognitive engagement can be defined when the students engage their selves and use their higher order thinking in the lesson. It can be show when the students do more activities that related to the task.

According to Zha and Kuh, they are six key activities that related to engagement, they are:

1. Academic effort, such as preparation time, study time;

2. Higher order thinking skills required, such as synthesis of ideas; application of concepts;

3. Academic integration, such as bringing ideas together, considering diverse perspectives;

4. Active and collaborative learning, such as asking questions, working with peers;

¹ Newman, F. Students Engagement and High School Reform. Teachers college Press

² Whitney, Smiley & Robin, Anderson. Measuring students cognitive engagement on assessment test: a confirmatory factor analysis of the short form of the cognitive engagement scale. Vol 6. Summer 2011

5. Interaction with faculty members, such as queried assessment, received prompt feedback; and

6. Diversity-related experiences, such as serious conversations with student of different ethnicity or religion

From those six key activities, they are 3 activities that related to the cognitive engagement, they are:

1. Higher order thinking skills required, such as synthesis of ideas; application of concepts;

2. Academic integration, such as bringing ideas together, considering diverse perspectives;

3. Active and collaborative learning, such as asking questions, working with peers.³

From those three key activities, There are several indicators of cognitive engagement:

- 1) took responsibility for content
- 2) learnt new applications
- 3) liked the opportunity to create something meaningful

³ Zhao, C-M., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, 45(2), 115-138.

- 4) worked independently within groups
- 5) wanted to learn new skills
- 6) more concerned about the quality of their work
- 7) took on roles in learning situations
- 8) taught teachers how to use equipment
- 9) took more responsibility for own learning
- 10) saw ICT (Information and Communication Technology) as part of learning
- 11) viewed ICT (Information and Communication Technology) as an option when solving problems or completing tasks⁴

Another indicator of cognitive engagement according to Chris is higher order thinking of the students. In the other word, teacher can know the cognitive engagement of the students from critical thinking of the students when they learn a lesson.

b. Definition of engagement.

There are many definitions of engagement. According to Chris, engagement is being widely recognized as critical to the learning

⁴ Chris Reading. *Recognising and measuring engagement in ICT-rich learning environments,* University of New England

process.⁵ Engagement also can be defined as a complex cognitive process, including a student's psychological investment in their own learning and personal learning strategies.⁶ Engagement is not simply about good classroom behavior or attendance, but a connection with learning.⁷ The term of engagement itself may be largely understood in terms of internal states such as enthusiasm, curiosity, optimism, motivation, or interest.⁸

Engagement happens when students are involved in activity and find out what these activities are requires some research, observation, and interaction on lesson part to ensure that students not only learn what they are required to learn, but also what they learn and can build on it in the future.⁹

The researcher concluded that engagement is process which show the interest of learning by doing more activity or participate in learning process. In another word, engagement is involvement process when we have been involved we will do activity that related to the learning process.

⁵ Chris Reading. *Recognising and measuring engagement in ICT-rich learning environments,* University of New England

⁶ Fredricks, J. A., Blumfeld, P. C., & Paris, A. H. School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), (2004), p. 59-109.

⁷ <u>http://edglossary.org/student-engagement/</u> accessed on April 25, 2016 at 05.15 a.m.

⁸ Ibid,.

⁹ Katy Ridnover, *Everyday Engagement: making students and parents your partners in learning*, (United states of America: ASCD Publications, 2011). p.11

According to Fredricks, et al. there are three types of engagement:

1. Behavioral Engagement

The definition of behavioral engagement itself is refers to students' participation in learning and classroom activities. The behavioral engagement can be showed in positive conduct, effort, and participation of students in learning.¹⁰

2. Emotional Engagement

Emotional engagement can be define as affective engagement that refers to the relationships between students and their teachers, classmates and school. The examples of emotional engagement are: affective reactions in the classroom, such as interest, happiness; affective reactions to the teacher. It the other word, emotional engagement is what are the students' feel when they learn a lesson in the classroom. According to Chris, there are several indicators of emotional engagement:

¹⁰ Fredricks, J. A., Blumfeld, P. C., & Paris, A. H. School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), (2004), p. 59-109.

3. Cognitive engagement

As the explanation before, it can be concluded that cognitive engagement is refers higher order thinking of the students when they do the task.

c. Students' engagement

There are many definitions of students' engagement. In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.¹¹ Student engagement focuses on the extent to which students are engaging in activities which higher education research has shown to be linked with high quality learning outcomes.¹² It can be said that students' engagement is students who are engaged in learning process, they will show their activity by doing more activities that related to the learning process.

¹¹ <u>http://edglossary.org/student-engagement/</u> accessed on April 25, 2016 at 05.15 a.m.

¹² Kerri Lee Krause and Hamish Coates, Students Engagement in first year university Griffith Institute for Higher Education, Griffith University. p. 1-17

d. Higher order thinking

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. The other researcher define "critical thinking" as a form of higher order thinking.¹³ Higher order thinking is a part of cognitive engagement indicators.

Students who think critically use writing as an important tool both for communicating important ideas and for learning. They use writing to deepen their understanding of important concepts and to clarify interrelationships between concepts. They consistently write in such a way as to become more clear, precise accurate, relevant, deep, broad, logical and significant as thinker. In writing, they are able to clearly and accurately analyze and evaluate ideas in texts and in their own thinking. In other words, they use writing as important tool for learning ideas deeply and permanently.¹⁴

¹³ ¹³ F.J King, Ph.D., Ludwika Goodson, M.S., Faranak Rohani, Ph.D. *Higher Order Thinking Skills*. *Assessment and Evaluation*. Educational Service Program.

¹⁴ Dr. Richard Paul and Dr. Linda Elder. *The International Critical Thinking Reading and Writing Test How to Access Close Reading and Substantive Writing*. *Second Edition*.2006 p.4

2. Collaborative Writing Essay

a. Definition of Collaborative Writing

Theories of collaborative learning are based on the socioconstructivist theory that knowledge is socially produced by communities of people and that individuals can gain knowledge if they join knowledge communities (Vygotsky, 1978).¹⁵ From a social constructivist point of view, learning is considered an active process in which people construct their knowledge by relating it to their previous experiences in real situations through interaction with the social environment.¹⁶ Collaborative writing has its origin from collaborative learning.¹⁷ The definition of collaborative writing is the activity of writing together to produce written texts that has been rarely used in second or foreign language writing classrooms.¹⁸ Collaborative writing describes an activity where there is a shared and negotiated decision making process and a shared responsibility for the production of a single text.¹⁹ Chisholm explained that the

 ¹⁵ Cornelia Brodahl, Said Hadjerrouit, and Nils Kristian Hansen. *Collaborative Writing with Web 2.0 Technologies: Education Students' Perceptions*. Vol (10). (2011). p. 71-103
¹⁶ Ibid..

¹⁷ Lin Siew Fong, *Benefits of Collaborative Writing for ESL Advanced Diploma Students in the Production of Reports.* US-China Education Review B 4 (2012). p. 396-407

¹⁸ Jue Kyoung Pae, Collaborative Writing versus Individual Writing: Fluency, Accuracy, Complexity, and Essay Score. Multimedia-Assisted Language Learning, (2011). 14(1), p. 121-148.

¹⁹ Neomy Storch. *Collaborative Writing in L2 Classrooms*. (UK: Channel View Publications. 2013).p.3.

purpose of collaborative writing is to produce an integrated final report.²⁰ It can be said that the collaborative writing is producing the written and constructing paragraphs together within a group work.

- b. Forms of collaborative writing
 - 1. Face to face collaborative writing

One of the forms of collaborative writing is face to face collaborative writing. This is the traditional form of collaborative learning which each the group has been via face-to-face groups working together.²¹ In the other word, the groups have to discuss material directly by meet together in the same time and same place.

2. Online collaborative writing

Online collaboration lets a group of people work together in real-time over the internet. Online collaboration can work together on word processor documents, power Point presentations and even for brainstorming, all without needing to be in the same room at

²⁰ Richard M. Chisholm. *Writing Across the Curriculum : Coping with the Problems of Collaborative Writing*. Vol (11), (August 1990) P.90-108

²¹ Ainslie Ellis. *Student-Centred Collaborative Learning Via Face to Face and Asynchronous Online Communication : What the Differences?*. Monash University, Australia. (2001)p.169-177

the same time.²² Along with the development of information and communications technology, the use of computers and the internet has started to play an increasingly important role in education.²³ In online collaborative writing, the students can discuss with their group every time that they want, because online collaborative writing allow the students to discuss indirectly. They can discuss through tool or applications for doing collaborative writing, such as: Google Docs, Wiki, etc.

c. Collaborative Writing Benefits

Chisholm said that in teaching collaborative writing, teachers are trying to create learning environments which the groups can move as quickly as possible to become mature, systematic, and habitual collaborative units.²⁴ Collaborative learning can create collaborative environment, social interaction, and relation among the students.

According to Lien Siew Fong, there are several benefits of collaborative writing:

1. Increase students' responsibility towards the task

2. Promoting the sharing of new information

²² <u>http://mobileoffice.about.com/od/conferencing-and-collaboration/a/online-collaboration-fags.htm accessed on May 10</u>, 2016 at 10.30 p.m.

 ²³ Jessie Wai-ching CHOI. *The Role of Online Collaboration in Promoting ESL Writing*. 1(1). (2008)p.
34-49

²⁴ Ibid,.

- 3. Allowing the sharing of expertise
- 4. Helping narrow down information
- 5. Negotiating successfully by using Facebook as a means of discussion.²⁵
- According to Omprapat and Saovapa there, are several benefits of collaborative writing by using Google Docs, they are:
- 1. Through Google Docs, the users allow to create, edit and store their documents online
- 2. Since Google Docs is easy and fast, the tool is well-suited for facilitating digital writing workshops that combine peer editing with cooperative grouping
- 3. Collaborative editing tools allow a group of individuals to edit a document simultaneously and easily while they can view the changes made by others in real time. This special feature makes Google Docs a powerful program that can facilitate collaborative writing in the language classroom.
- Google Docs allows individuals to work on a common task without restrictions often imposed by traditional face-to-face contacts²⁶

²⁵ Lin Siew Fong, *Benefits of Collaborative Writing for ESL Advanced Diploma Students in the Production of Reports*. US-China Education Review B 4 (2012). p. 396-407

d. Collaborative Learning

1. The definition of collaborative learning

Collaborative writing is a part of collaborative learning. There are some definitions of collaborative learning by experts.

The definition of collaboration itself is often assumed as one way to efficiently allocate scarce resources while building community by strengthening interorganizational ties.²⁷ According to Panitz (1996) in journal of Alejandro Iborra, Dolores García, Leonor Margalef et al, collaborative learning as a general approach to teaching instead of a group of possible techniques oriented towards the achievement of learning results. In collaborative learning the authorship and responsibility of the process is shared between the teacher and students.²⁸ It can be said that the collaborative learning is teaching materials that involved two or more students in a group which each students has responsibility in their own group to get the goal of the lesson. At this stage the teacher guide the students in collaborative learning by share the ideas of materials.

²⁶ Omprapat Suwantarathip & Saovapa Wichadee,. "The Turkish Online Journal of Educational Technology : *The Effect of Collaborative Writing Activity Using Google Docs on Students' Writing Abilities*. 13(2).148-156.2014

²⁷ Ann Marie Thomson, James L. Perry, and Theodore K. Miller. Journal of Public Administration Research and Theory Advance Access : *Conceptualizing and Measuring Collaboration*. (2007). p. 1-34

²⁸ Alejandro Iborra, Dolores García, Leonor Margalef et al, Geberating *Collaborative Contexts to Promote Learning and Development*. 2010 Nova Science Publishers, Inc.p.47-80

Another definition of collaborative learning is from O'Malley. According to O' Malley studies of collaborative learning should focus more on the processes involved in successful peer interaction, rather than learning outcomes.²⁹At this stage, the students have to build good collaboration with each other to share the ideas or knowledge in constructing task together.

In order for doing collaborative online learning successfully, it is important that the learner feels part of a learning community where his/her contributions add to a common knowledge pool and where a community spirit is fostered through social interactions.³⁰

The researcher can concluded that collaborative learning is the process of interaction that includes peer interaction or group interactions between teacher-students or students-students in learning process based on teacher instruction in learning process. In collaborative learning, every student within a group has to responsibility to share their ideas and work together.

²⁹ Claire O'Malley. Computer Supported Collaborative Learning. 1989.p5

³⁰ Ainslie Ellis. *Student-Centred Collaborative Learning Via Face to Face and Asynchronous Online Communication : What the Differences?*. Monash University, Australia. (2001)p.169-177

3. Writing skills

a. Definition of Writing

Language is divided into two macro skill; receptive skills and productive skills. Receptive skills are the way in which people extract meaning from the discourse they see or hear.³¹ The skills that included in receptive skills are reading and listening. Productive skill is language production processes which have to be gone through whichever medium we are working in.³²The skills that included in productive skills are speaking and writing.

The definitions of writing are variously stated by some experts. According to Brown, written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally.³³ Furthermore, he states that writing is thinking process. He also stated that writing is planned by putting and developing the main idea, construct the words coherently and through several steps of revision before the written context become final product. The examples of final product of writing are: essay, report and story.

³¹ Jeremy Harmer. The Practice of English Language Teaching Third Edition, (UK: Cambridge University Press, 2001). p. 199

³² Ibid, p.246

³³ H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition Second Edition*, (California: Longman) p. 335

Elbow in Brown also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.³⁴ The researcher concluded that writing is representing what we think. It is because the writing process is start from find the main idea, develop the main idea into sentences, organize the sentences, revise sentences before release it which all the steps need to think to looking for the reason why they write the sentences.

b. Types of Writing Performances

According to Brown, there are four categorizes of writing performances, they are:

1. Imitative

This is basic categorizes of writing which the learner begin to write down simply English letter, words, and possibly sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.³⁵ At this stage, the learners more focus

³⁴ Ibid, p. 336

³⁵ H. Douglas Brown. *Language Assessment Principles and Classroom Practices*, (California: Longman) p. 220

on form of writing rather than the context and meaning of the writing.

2. Intensive (controlled)

This type of writing is controlling in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features of a sentence. At this stage, the learners have to control or change the structure of the sentences.

3. Responsive

In this type the learners are required to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.³⁶ T this stage, the students create, construct and connect between paragraphs. The examples of responsive writing are: brief narratives and descriptions, short reports, lab summaries, brief responses reading reports, to and interpretations of charts or graphs. At this stage, the learners more focus on discourse level and emphasis on context and meaning of the text.

³⁶ Ibid..

4. Extensive

At this stage, the learners have produced a final writing, such as: essay paper, a major research project report or a thesis. The learners focus on focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas demonstrating syntactic and lexical variety to achieve a final product of writing.³⁷

c. Genres of Writing

Genres of writing are divided into three parts:

1. Academic Writing

Academic writing refers to a particular style of expression that researchers use to define the intellectual boundaries of their disciplines and their areas of expertise. Characteristics of academic writing include a formal tone, use of the third-person rather than first-person perspective (usually), a clear focus on the research problem under investigation, and precise word choice.³⁸ In the other word, the academic writing involves the rules of language. The examples of academic writing are

³⁷ Ibid,.

³⁸ <u>http://libguides.usc.edu/writingguide/academicwriting</u>, accessed on Mei 8, 2016 at 5.49 p.m.

:Papers and general subject reports, essay, compositions, academically focused journals, short-answer test responses, technical reports (e.g. lab reports), theses and dissertations.

2. Job-related writing

Job related writing is the final products of writing are related to job of the writer. The examples of Job-related writing are: Messages (e.g. phone messages), letters / emails, memos (e.g. interoffice), reports (e.g. job evaluations, project reports), schedules, labels, signs, advertisements, announcements and manuals

3. Personal Writing

Personal writing is writing something for personal use or personal financial gain.³⁹ The examples of personal writing are: Letters, emails, greeting cards and invitations, messages, notes, calendar entries, shopping lists and reminders, financial documents (e.g. checks, tax forms, loan applications), form, questionnaires, medical reports, immigration documents,

³⁹ <u>http://education.seattlepi.com/differences-between-academic-personal-writing-english-1540.html</u> accessed on Mei 8, 2016 at 06.34 p.m.

diaries, personal journals, and fiction (e.g. short stories, poetry). ⁴⁰

4. Tools in collaborative writing

Chisholm said that there are several problems in collaborative writing. One of them is fairness. He said that in many groups, someone will work hard and someone else will not. We all know that was not fair.⁴¹ It is difficult for monitoring the collaborative writing. Sometimes we find not all the students in a group work together. Some of them do the project and the other is not. Finally, the teacher did not know who the students do the group project and who are the students do not do the group project.

Therefore, collaborative writing needs tool for monitoring students work. Teacher can make sure that the all of the students work together within the group. There are several tools in collaborative writing, they are:

⁴⁰ H. Douglas Brown. *Language Assessment Principles and Classroom Practices*, (California: Longman) p. 220

⁴¹ Richard M. Chisholm. Coping with the Problems of Collaborative Writing. 1988. MIT Press

a. Google Docs

Google Docs is one of several online tools that allow individuals to work together on a shared document.⁴² Google Docs is a free online program that allows users to create documents, spreadsheets and presentations online and share them with others for collaboration. This allows educators and students to share their work with others, collaborate on assignments, and save documents online for access at school or at home.⁴³ Google Docs is available to anyone with internet access whether through a PC, laptop or mobile device. The people have to have a Gmail account before access Google Docs. Google Docs allow the people to share documents for viewing and editing, and allows multiple users to collaborate simultaneously on a project over the web.⁴⁴

b. Wikis

Wikis provide teachers with potentially significant opportunities for creating socially engaged tasks that require active

⁴² Cyprien Lomas, Michael Burke, and Carie L. Page. Education Learning Initiative: *Collaboration Tools*. Paper (2). 2008

⁴³Google Docs-A Tutorial. accessed on <u>https://onlineconnections.wikispaces.com/file/view/Google+Docs+Tutorial.pdf</u> accessed on May 13, 2016 at 07.43 p.m

⁴⁴ Library Computer Training Outline. Accessed on<u>http://www.lfpl.org/jobshop/docs/google-docs.pdf</u> accessed on May 13, 2016 at 07.43 p.m

student participation and collaboration. Wikis allow students to work together to develop content on the web, giving them a sense of how writing can be carried out collaboratively.⁴⁵

wiki technologies provide a number of useful functions, such as tracking of edits, comparison between different versions of edits, roll-backs to earlier versions of the wiki, threaded discussions, special and protected pages, customizable access to pages, read and edit rights, and use of different types of multimedia, e.g. images, graphics, sounds, and video.⁴⁶

c. CommentPress

A plugin for WordPress, CommentPress allows postpublication marginalia on a piece of writing. This tool can be used to collect feedback on students work from a much broader public right within the confines of students own blog. While the students can certainly make a Google Doc public and can even embed one

 ⁴⁵ Said, Hadjerrouit. Issues in Informing Science and Information Technology : A Collaborative Writing Approach to Wikis: Design, Implementation, and Evaluation. 8. 2011
⁴⁶ Ibid.

on students own site, CommentPress can be used to offer a more fully integrated user experience.⁴⁷

2.2. Review of Previous Study

The researcher provided previous studies that have been completed by the previous researchers. There are five previous studies which have been read by the researcher.

First, the research entitled "A Collaborative Writing Approach to Wikis: Design, Implementation, and Evaluation".⁴⁸ It was done by Said Hadjerrouit. This research discuss about the implications of collaborative writing approach by using Wiki as one of the application software to do collaborative writing. The objective of this research is to let students create wiki applications using the collaborative writing approach based on rapid prototyping. The subjects of this research were students that have been divided into three groups which each group have different topic in collaborative writing. This research use mix methods; qualitative methods and design-based research method which analyze design, implementation, and evaluation of the collaborative approach by using Wiki. The result of this research is describes the students' experiences with the collaborative

⁴⁷ <u>http://learning.instructure.com/2014/02/tools-for-collaborative-writing/</u> accessed on June 3, 2016 at 10.05 a.m

⁴⁸ Said, Hadjerrouit. Issues in Informing Science and Information Technology : A Collaborative Writing Approach to Wikis: Design, Implementation, and Evaluation. 8. 2011

writing development approach to wiki and their perceptions of collaborative writing.

Second, the research entitled "Engagement in Online Collaborative Learning: A Case Study Using a Web 2.0 Tool". It was done by Pao-Nan Chou and Ho-Huan Chen. This research discusses a Web 2.0 tool to promote student online collaborative learning. The objective of this study is to know the effect of wiki use on Taiwanese college students' collaborative learning. The subject of this study is college students majoring in information technology and management in Taiwan. This research uses qualitative research method. The result of this research show that the technological tool motivated students to engage in collaborative learning, and its use supports student learning but they poor in instruction for peer feedback and online reflection because each team focused on the design and development of the search engine.

Third, the research from Wenyi Zhou, Elizabeth Simpson and Denise Pinette Domizi with the title "Google Docs in an Out-of-Class Collaborative Writing Activity". This study discus about students experiences while using the Google Docs. The objective of this research is to assess the effectiveness of using Google Docs in an out-of-class collaborative writing activity through measuring the assignment's influence on students' learning experiences. The subject of this research is 35 students in Introductory Psychology at the University of Georgia. The method of this research is quantitative by using ANOVA. The result of this research is most students were unfamiliar with Google Docs but students reported they would like to use Google Docs in the future. Besides that, 93% of students considered Google Docs a useful tool for group work. The researcher concluded that Google Docs was a useful tool for collaborative writing and influenced student learning.

Fourth, the research from Ornprapat Suwantarathip and Saovapa Wichadee with the title "The Effects of Collaborative Writing Activity Using Google Docs on Students' Writing Abilities". This research discuss about the use of Google Docs as a tool to do online collaborative learning can give effect of students writing abilities. The purpose of this research is examining undergraduate students' writing abilities as a result of using Google Docs for collaborative writing in a fundamental English course and also investigated students' attitudes towards collaborative writing activity using Google Docs. The subject of this study is 40 students in the first semester of 2013 academic year at a private university in Thailand. This study use quasi-experimental design. The result of this research is group of the students who use Google Docs gained higher mean scores than the students who working in groups in a face-to-face classroom (without Google Docs). The researcher concluded that students had positive attitudes toward collaborative writing activity and high collaboration in their groups using Google Docs. This previous research encourages the researcher to find more information about collaborative writing with Google Docs.

Fifth, the research from Jue-Kyoung Pae with the title "Collaborative Writing versus Individual Writing: Fluency, Accuracy, Complexity, and Essay Score". This study discuss about the essay score between students who do collaborative writing and students who do individual writing. The purpose of this study is to compare computer-supported collaborative and individual writing written by Korean EFL college students in the aspects of fluency, accuracy, complexity, and essay score. The subject of this study is 24 Korean EFL college students. The method of this study is quantitative method. The result of this study is collaboratively produced essays were more fluent than individually produced essays. Students produce longer essays when they worked collaboratively because they could think more about the arguments through negotiating with their team members. This previous research encourages the researcher to find more information about the differences essay between collaborative writing and individual writing.

Sixth, the research was have been done by Latha R. Candrasekar with the title "*The Impact of Collaboration Tools on Students Engagement*".⁴⁹ This research discussed about the impact of collaboration tools on student engagement in an online educational context. The purpose of this research was to examine the impact of collaboration tools on student engagement in an online educational context by analyzing current research and their results on the topic. The paper

⁴⁹ Latha, Chandrasekar. *The Impact of Collaboration Tools on Students Engagement*. Fall 2009

explores students' engagement and three levels of engagement namely behavior, emotion and cognitive. This research also analyzed the impact of such tools on all the three levels of engagement. Besides that, this research also explored the relationship between collaboration tools on each levels of students' engagement. The result of this research is about the kind of collaboration tools on students' engagement. Every levels of students' engagement have different collaboration tools. Besides that the finding of this research is to understand the teacher's role. Based on the result, the researcher conclude that there are several collaboration tools that can be used in learning process that related to students engagement and teacher can use the appropriate collaboration tools to increase students' engagement. This previous research encourages the researcher to find more the definition of engagements.

Therefore, the researcher concluded that the previous studies above have similarities and differences area of the research. Those previous studies become the resource and foundation to continue the current research about cognitive engagement in collaborative writing essay by using Google Docs. In this research, the researcher focused on the cognitive engagement of students when did collaborative writing essay through Google Docs and the challenges faced by students in collaborative writing through Google Docs.