
The Implementation of Write-Around Strategy to Enhance Students' Descriptive Writing Skills

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Abstract

This classroom action research aimed to explore the implementation of the Write-around strategy to improve students' descriptive writing skills in an Indonesian EFL classroom. Conducted over two cycles involving 32 seventh-grade students at Junior High School 29 Bandung, the study examined how collaborative writing activities affect students' writing performance and engagement. Data were collected through observations, pre- and post-tests, questionnaires, and field notes. Findings indicated a significant improvement in students' writing scores, with the average increasing from 59.6 to 75.9. Students demonstrated better control of grammar, vocabulary, and mechanics, as well as improved confidence and understanding of text structure. Questionnaire results revealed that most students found writing more enjoyable and less intimidating when working with peers. The Write-around strategy encouraged active participation, peer feedback, and the co-construction of ideas, aligning with previous research that highlights the benefits of cooperative learning. Despite minor challenges in idea sequencing during group writing, the strategy proved to be an effective method for supporting both cognitive and affective aspects of language learning. It is recommended that teachers adopt collaborative strategies like Write-around to foster a more interactive and supportive environment for developing writing skills in EFL contexts.

Keywords: Cooperative learning, descriptive writing, EFL, write-around strategy, writing skills



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1. Introduction

Writing is one of the core competencies in learning English as a foreign language, serving not only as a communication medium but also as a cognitive tool to develop reasoning, creativity, and academic expression. In the Indonesian EFL context, writing, particularly descriptive text writing, is emphasized in the junior high school curriculum due to its foundational role in training students to organize ideas clearly, use appropriate language features, and describe real or imagined phenomena systematically (Muziatun et al., 2020).

Despite its importance, writing remains one of the most challenging skills for Indonesian EFL students to master. Observations at Junior High School 29 Bandung revealed various persistent problems among seventh-grade students in writing descriptive texts. These included limited vocabulary, grammatical inaccuracy, difficulty generating ideas, and low self-confidence in expressing thoughts in English. The situation is exacerbated by policy shifts that removed English from the elementary curriculum, leaving students with limited exposure to the language before junior high school (Razimah, 2024).

To address these issues, educational experts increasingly advocate the use of cooperative learning strategies that activate student engagement, facilitate peer interaction, and support idea development. One such strategy is Write-around, a collaborative technique where students contribute to a group-written text by writing in turns. This approach not only fosters a cooperative spirit but also enables learners to scaffold their ideas from peers, making writing a shared and less intimidating process (Nurazizah et al., 2023; Sidabutar, 2023).

Research across various contexts has reported the effectiveness of the Write-around strategy. For example, Razimah (2024) demonstrated that elementary students significantly improved their narrative writing performance when the strategy was combined with multimedia prompts. Similarly, Nabilah et al., (2025) found that integrating Write-around with Canva-based image media not only enhanced students' writing performance but also stimulated creativity and critical thinking. In a senior high school setting, the strategy positively affected students' ability to write anecdotal and negotiation texts, improving structural accuracy and thematic coherence (Nurazizah et al., 2023; Sidabutar, 2023).

In EFL classrooms specifically, Muziatun et al. (2020) showed that Write-around Plus—a modified version incorporating starter sentences and guided structures—helped junior high school students overcome difficulties in organizing ideas, vocabulary use, and grammatical accuracy. The collaborative environment encouraged active participation and fostered a sense of shared responsibility among students.

These findings point to the potential of Write-around as a transformative strategy in writing instruction. However, there is limited empirical research focusing specifically on its implementation in teaching descriptive texts at the lower secondary level within Indonesian EFL classrooms. This level is especially important because Indonesian junior high school students are in the foundational stage of developing academic writing skills in English, but they frequently struggle with coming up with ideas, structuring their writing, and staying engaged in writing assignments. In addition, collaborative strategies like Write-around are still underutilized in this setting, even though they have the potential to promote peer interaction and active learning.

This study aims to fill that gap by examining the procedural implementation and pedagogical impact of the Write-around strategy at Junior High School 29 Bandung, with the following research questions:

1. How is the Write-around strategy implemented in teaching descriptive writing?
2. How does the strategy affect students' performance in writing descriptive texts?
3. What are students' responses to learning descriptive writing through the Write-around strategy?

The objectives of this research are threefold: to describe the procedural integration of Write-around in classroom instruction, to measure the strategy's impact on students' descriptive writing skills, and to explore student perceptions regarding the effectiveness of this cooperative learning technique. Conducted through a Classroom Action Research (CAR) framework, this study aspires to generate practical insights for English teachers and contribute to the growing body of knowledge on collaborative writing strategies in EFL settings.

In support of this approach, Yusuf et al., (2019) emphasized that cooperative learning (CL) provides a structured environment that fosters positive interdependence and accountability. Their study found significant gains in students' writing performance through CL strategies like Jigsaw and STAD, which promote teamwork, negotiation, and peer feedback—elements that are also embedded in Write-around. Similarly, Fitriani et al. (2019) observed that descriptive writing is particularly challenging for vocational high school students due to low confidence, limited vocabulary, and difficulties in organizing ideas. They concluded that student-centered strategies that promote real-time reflection, such as writing in the here and now, significantly increase writing engagement and achievement.

Furthermore, Verawati and Kuswandi, (2020) highlighted that both cooperative learning and Problem-Based Learning (PBL) can be effective for writing instruction, but students taught through cooperative techniques demonstrated greater improvement in vocabulary use and content development. This reinforces the pedagogical value of collaborative strategies that integrate discussion and writing as simultaneous processes of meaning-making.

In addition, research by Sartika and Nurdin (2019) revealed that many students struggle to apply the proper generic structure of descriptive text, often confusing it with report text. Their findings emphasize the importance of repeated exposure and explicit instruction, particularly on how identification and description should be composed to form a coherent whole. This gap in understanding further supports the need for strategies like Write-around that allow modeling, feedback, and collaborative construction of text in real-time.

Similarly, Akbar and Ginting (2023) observed that in task-based language teaching, students are more engaged and motivated when writing becomes an interactive activity supported by structured classroom stages: pre-task, task cycle, and language focus. Their classroom-based findings underscore how limited vocabulary and incorrect verb usage can impede students' descriptive writing. However, when scaffolding and peer-supported activities were consistently applied, students were more successful in composing descriptive texts with improved accuracy and fluency. These insights inform the current study by highlighting the importance of structured and collaborative approaches in supporting descriptive writing. Building on this foundation, the present study explores how the Write-around strategy, a form of structured peer-supported writing, can further enhance students' descriptive writing abilities at the lower secondary level, specifically within the context of Indonesian EFL classrooms.

By exploring how collaborative group work, structured guidance, and peer-to-peer learning influence student outcomes, this study underscores the importance of shifting away from teacher-centered models toward more engaging and student-centered writing instruction. The novelty of this study lies in its focus on the procedural implementation of the Write-around strategy specifically for teaching descriptive texts at the lower secondary level, an area that remains under-researched in the Indonesian EFL context. While previous studies have explored collaborative writing in general or within task-based frameworks, few have systematically examined how Write-around can be adapted to support descriptive writing in junior high school classrooms. The study makes two contributions: first, it offers a workable paradigm for implementing Write-around that educators can use; second, it presents empirical data on how the strategy affects students' writing engagement, accuracy, and fluency in this particular educational setting.

2. Method

This study systematically investigated how the Write-around strategy could enhance students' descriptive writing skills within a real classroom setting. Given the practical and context-based nature of the research objective, the methodological approach needed to be both flexible and responsive to classroom dynamics. Therefore, Classroom Action Research (CAR) was selected as the most appropriate framework, allowing the teacher-researcher to implement, observe, and refine instructional strategies through cycles of reflection and improvement.

2.1. Research design

This study employed a Classroom Action Research (CAR) model developed by Kemmis and McTaggart (1988). The model is grounded in a collaborative and participatory approach to educational inquiry, emphasizing a cyclical process that involves four systematic stages: planning, acting, observing, and reflecting. This cycle is designed to allow for gradual, reflective improvements in teaching and learning practices, enabling the researcher, who is also the classroom teacher, to critically examine and enhance their instructional approach in real-time classroom contexts.

The research was conducted in two full cycles, each following the complete sequence of the CAR process. In the planning phase, the researcher identified students' problems in descriptive writing and designed learning activities using the Write-around strategy. In the acting phase, the strategy was implemented in the classroom over several meetings. During the observing phase, data were collected through various instruments to monitor student responses and learning outcomes. Finally, the reflecting phase involved a critical evaluation of the process and outcomes, which informed the subsequent planning of the next cycle.

In this study, Classroom Action Research (CAR) was implemented based on the cyclical model of Kemmis and McTaggart (1988), consisting of four stages: planning, action, observation, and reflection. The research was conducted in two cycles to improve both teaching practices and student outcomes iteratively. In the Planning stage, the teacher-researcher developed detailed lesson plans, prepared materials (RPP, worksheets), and designed procedures for implementing the Write-around strategy. During the Action stage, the Write-around strategy was applied in the classroom, where students worked collaboratively in small groups to produce descriptive texts. In the Observation stage, classroom interactions were systematically monitored using an observation checklist, field notes, and collection of student writing samples. Finally, in the Reflection stage, the teacher-researcher evaluated the teaching and learning process, assessed student progress, and refined instructional strategies for the subsequent cycle. The structured and iterative nature of CAR enabled ongoing improvements in both the pedagogical implementation of the Write-around strategy and the students' writing performance. To help readers better visualize the design, Figure 1 presents the CAR cycle applied in this study.

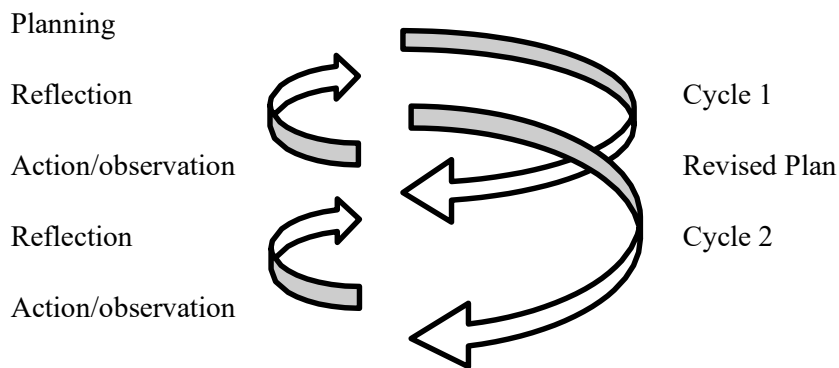


Figure 1. The Classroom Action Research (CAR) Cycle

2.2. Participants

The participants in this study were 32 seventh-grade students from class VII-C at SMPN 29 Bandung, selected purposively based on the preliminary observation which indicated a low level of writing proficiency. The selection was aligned with Sugiyono (2017) who states that purposive sampling is appropriate when the researcher needs to select a specific group that is expected to provide rich information related to the research problem.

2.3. Data collection instruments

To ensure data triangulation and enhance the credibility of the findings, this study employed a variety of instruments, each designed to capture different dimensions of the teaching and learning process related to implementing the Write-around strategy in writing descriptive texts.

Observation sheets were used systematically to document the actual classroom events, including teacher-student and student-student interactions, the level of student engagement, and how the Write-around strategy was carried out. These sheets helped the researcher capture behavioral patterns, group dynamics, and the extent to which students participated actively in collaborative writing. Observations were conducted during each session and focused on both the teaching process and the students' responsiveness to the instructional strategy.

Writing assessments in the form of pre-tests and post-tests were administered to measure the development of students' descriptive writing skills quantitatively. The pre-test was given before the intervention to establish baseline data, while the post-test was conducted at the end of each cycle to assess progress. Each student's writing was evaluated using an analytical scoring rubric focusing on grammar, vocabulary, organization, content, and mechanics. This assessment method enabled the researcher to detect specific areas of improvement and instructional impact.

Questionnaires were developed to obtain students' subjective perspectives and affective responses toward the learning experience. The questionnaire consisted of both closed-ended and open-ended items. Using a Likert scale, closed-ended items measured students' attitudes toward group work, enjoyment of the strategy, and perceived usefulness in improving their writing. The researcher developed the items based on the key dimensions of student engagement in cooperative learning (Gillies, 2022), the principles of the Write-around strategy (Muziatun et al., 2020), and previous studies on student perceptions of collaborative writing (Herianti & Rodiyana, 2020). Additionally, several items were adapted and contextualized to align with the specific instructional goals of this study, particularly regarding descriptive writing in the Indonesian EFL classroom. The final set of items was reviewed for content validity through consultation with the supervising advisor. Open-ended questions allowed students to freely express their opinions and suggestions, adding depth to the quantitative results.

Field notes were maintained throughout the research process by the teacher-researcher as a reflective and descriptive tool. These notes recorded spontaneous student reactions, classroom atmosphere, and significant incidents that might not be captured through formal instruments. The notes also documented the researcher's thoughts, challenges encountered during implementation, and ongoing modifications made throughout the cycles.

The use of diverse instruments allowed the researcher to gather quantitative and qualitative data, facilitating a rich and balanced interpretation of the research findings. According to Arikunto (2010), employing multiple instruments in educational research helps provide a comprehensive view of the phenomena under study and strengthens the validity of the conclusions drawn. Furthermore, this triangulation of data sources supports more objective and well-rounded insights into the effectiveness of the Write-around strategy in enhancing students' descriptive writing abilities.

2.4. Data analysis techniques

The writing performance was assessed using Brown's (2004) analytical scoring rubric, focusing on grammar, vocabulary, and mechanics, which are crucial components in writing descriptive texts. Each student's writing was scored based on these criteria, and then the results from the pre-test and post-test were compared to identify improvement.

The quantitative data from writing tests were analyzed descriptively using mean scores to track students' progress. Meanwhile, qualitative data from observations, questionnaires, and field notes were analyzed using Miles and Huberman's interactive model (1994), which includes data reduction, data display, and conclusion drawing.

In this study, data reduction involved selecting, focusing, and simplifying the raw data collected from observation checklists, field notes, and student responses to the questionnaire. Irrelevant or repetitive data were excluded to concentrate on key patterns related to students'

engagement, collaboration, and writing development. In the data display stage, the organized data were presented in the form of observation tables, categorized field notes, and summarized questionnaire results to facilitate interpretation. Finally, during the conclusion drawing stage, the researcher interpreted the displayed data to identify emerging themes and patterns, drew inferences about the effectiveness of the Write-around strategy, and validated these findings through triangulation across multiple data sources.

Reflective analysis was conducted after each cycle to evaluate the effectiveness of the intervention and to inform the planning of the subsequent cycle. This reflection process followed McNiff and Whitehead's (2006) approach, which underlines the importance of reflective practice in enhancing the quality of teaching and learning.

The combination of quantitative and qualitative analysis aimed to provide a comprehensive understanding of how the Write-around strategy affected both cognitive (writing skills) and affective (student engagement and perception) outcomes.

3. Findings and Discussion

3.1. Findings

This section presents the findings obtained throughout the implementation of the Write-around strategy in the classroom. The results are organized into four key areas: the step-by-step procedure of the strategy, improvements in students' writing performance, student responses, and the overall interpretation of the implementation. The data presented are drawn from classroom observations, writing assessments, student questionnaires, and reflective field notes from two action research cycles.

3.1.1. Procedure of implementing the write-around strategy

As the teacher-researcher conducting this classroom action research, I acknowledge the potential for bias in both facilitating the Write-around strategy and interpreting classroom interactions. To address this, structured observation checklists, standardized writing rubrics, and data triangulation from multiple sources (observations, student work, questionnaires, and field notes) were employed throughout the study. Furthermore, assessing collaborative writing posed particular challenges, as distinguishing individual contributions within group-produced texts can be complex. To mitigate this, both group writing outcomes and individual writing samples were analyzed to provide a more balanced evaluation of students' writing development.

The implementation of the Write-around strategy was carried out over two learning cycles, each consisting of three meetings. Every cycle followed structured steps rooted in cooperative learning principles and collaborative writing strategies. The procedure was systematically organized into three main phases:

1. *Pre-Writing*. The teacher began by reviewing the structural and linguistic features of descriptive texts, including the use of simple present tense and adjectives. Students were given stimuli such as images or sentence starters to help generate ideas. The teacher also provided a list of thematic vocabulary and model sentences to support students' planning. According to Sartika and Nurdin (2019), scaffolding students' understanding of the generic structure of descriptive texts is essential, especially since many students tend to confuse them with report texts. Clear guidance in the pre-writing stage helps students better conceptualize identification and description as distinct but connected components.
2. *Collaborative Writing (Write-Around Process)*. Students were divided into small groups of four to five members. Each member contributed to a shared paragraph by writing one sentence, then passed the paper to the next member to continue the text. This process continued until a complete and coherent descriptive paragraph was formed collaboratively. During the activity, the teacher acted as a facilitator, moving between groups, observing the process, and providing immediate guidance or correction when necessary.
This model mirrors what Yusuf et al., (2019) highlight in their study on cooperative learning, where structured peer interaction leads to higher engagement and improvement in key writing components such as content, organization, and language use. They emphasize that working collaboratively allows learners to internalize language input more meaningfully through shared responsibility and social negotiation.
3. *Presentation and Reflection*. After the writing activity, each group presented its final product to the class. The presentations were followed by peer and teacher evaluations, which focused on the clarity of ideas, grammatical accuracy, vocabulary use, and overall coherence of the text. The teacher offered direct feedback, while students were encouraged to revise their paragraphs accordingly. This final phase not only fostered metacognitive awareness and peer feedback but also aligned with the findings of Akbar and Ginting (2023), who noted that integrating task-based learning with reflective sessions encourages students to improve both linguistic output and confidence. Their research revealed that post-task reflection helps consolidate grammatical structures and reinforces correct usage in future writing tasks.

In sum, the Write-around strategy provided a structured yet flexible approach for EFL students to collaboratively construct meaning, develop writing fluency, and gain greater awareness of textual features in descriptive writing. Integrating writing, discussion, and revision created a dynamic learning cycle that empowered students to learn from each other and enhance their writing competence in a supportive classroom environment.

3.1.2. Improvement of students' writing ability

To measure the effectiveness of the Write-around strategy in enhancing students' writing competence, the research employed a set of pre-tests and post-tests evaluated through an analytical scoring rubric focusing on grammar, vocabulary, and mechanics—three core elements of descriptive writing quality. The tests were administered before and after two cycles of classroom intervention. A total of 32 seventh-grade students participated in the assessment.

Mean scores:

Pre-test: 59.6

Post-test: 75.9

The 16.3-point increase in the average score indicates significant improvement in students' writing proficiency, particularly in terms of sentence structure, vocabulary selection, and grammatical accuracy. These findings are consistent with those reported by Bahnar (2021), who found that integrating digital tools like Google applications in collaborative writing activities could dramatically enhance students' motivation and performance in producing descriptive texts.

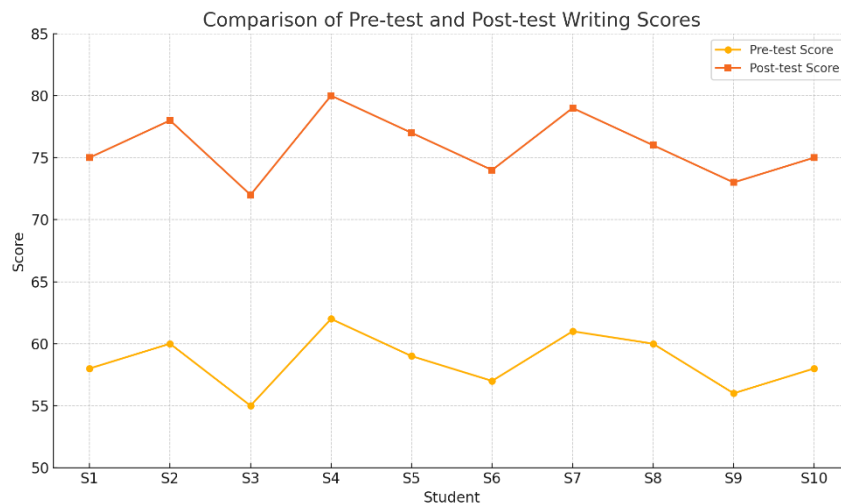


Figure 2. Comparison of Pre-test and Post-test Scores

As visualized in Figure 2, the scores of ten randomly selected students show a consistent upward trend across the board after the Write-around intervention. These ten students were selected for illustrative purposes to provide a clear visual representation of the overall improvement pattern. They were chosen to reflect a general range of pre-test scores (low, medium, and high) and do not represent a formal statistical sample. This sample reflects the

broader class trend in which every student improved their writing performance through two instructional cycles.

Examples of notable progress:

1. Student 3: Increased from 55 (pre-test) to 72 (post-test), with marked improvement in logical sentence sequencing.
2. Student 4: Jumped from 62 to 80, showing stronger control of descriptive detail and more varied vocabulary.
3. Student 6: Improved from 57 to 74, demonstrating better command of simple present tense and more accurate adjective use in character or object description.

These improvements align with Alharbi's (2019) findings, which emphasized that focusing on writing mechanics such as punctuation, spelling, and sentence coherence through targeted instruction significantly enhances EFL learners' ability to construct meaningful and well-organized paragraphs.

In addition, students' improvement in writing quality mirrors the outcome reported by Tawali (2023), where the write-around strategy was tested against another instructional method and found to significantly elevate students' descriptive writing skills in terms of clarity, grammar, and idea development. The t-test in that study ($5.92 > 2.00$) validated that the strategy had a strong effect size in classroom settings.

Furthermore, collaborative writing has proven to be a catalyst not only for cognitive improvement, but also for social learning. As highlighted by Asrori and Tjalla (2020), students working in teams demonstrated greater responsibility, empathy, and engagement—qualities that reinforce the academic benefits of collaborative strategies like Write-around.

The strategy's strength lies in allowing peer-scaffolding, where students build upon one another's ideas. This process reduces individual writing anxiety and fosters collective ownership of the writing product, as also supported by the findings of Usman et al., (2021) in their application of TAI (Team Assisted Individualization) in recount writing classes.

In broader terms, the increase in writing quality seen in this study aligns with Bahnar's (2021) conclusion that when students are encouraged to write collaboratively and share their output, whether through digital tools or classroom-based strategies, their engagement, creativity, and confidence grow substantially.

Lastly, this study's results echo the systematic review by Zhang and Yunus (2023), who concluded that peer collaboration, teacher feedback, and structured writing tasks are key contributors to improved EFL writing outcomes at the university level, and these principles are equally applicable at the secondary level when adapted effectively.

In summary, the significant gains in post-test scores across all participants affirm the effectiveness of the Write-around strategy in enhancing students' descriptive writing ability.

The collaborative nature of the activity appears to be particularly powerful in developing not just technical skills, but also creativity, motivation, and reflective thinking in the writing process.

3.1.3. Students' responses to the strategy

To capture students' perceptions of the Write-around strategy, a structured questionnaire was administered to all participants after the second cycle of implementation. The questionnaire combined both quantitative (Likert-scale) and qualitative (open-ended) items to assess students' emotional engagement, perceived benefits, and cognitive gains from the collaborative writing process.

The quantitative data revealed strong positive responses:

1. 88% of students agreed that the strategy made writing feel easier and more enjoyable.
2. 82% reported increased confidence in writing, especially because they could draw ideas from their peers.
3. 91% stated that they better understood the structure of descriptive texts after engaging in the group writing activity.

These high percentages indicate that the strategy not only supports academic achievement but also nurtures affective domains such as motivation, confidence, and enjoyment in the learning process. This aligns with findings from Alharbi (2019), who emphasized that addressing students' writing difficulties through peer-supported methods leads to measurable improvements in writing performance and student attitudes.

In the open-ended section of the questionnaire, students expressed the following reflections:

Now I know how to write a complete description because I saw how my friends built their ideas.

Writing together is fun and makes me less afraid of making mistakes.

These remarks reflect the social and emotional benefits of the Write-around strategy. Students valued the chance to collaborate, learn from their peers, and feel supported during the writing process. The interaction helped demystify writing tasks, especially for those who previously lacked confidence.

Furthermore, this strategy encouraged students to shift from passive to active learning roles. As supported by Usman et al. (2021) cooperative approaches like Write-around increase engagement by fostering meaningful peer-to-peer interactions that help students construct ideas more confidently and organize their thoughts clearly.

In summary, students' responses strongly support the use of Write-around as an effective and engaging strategy not only for improving writing mechanics but also for enhancing learner motivation, peer collaboration, and classroom atmosphere.

3.2. Discussion

The findings of this study demonstrate that the implementation of the Write-around strategy significantly improved students' descriptive writing skills. This improvement was observed through a notable increase in post-test scores, enhanced sentence structure, more accurate grammar usage, and richer vocabulary. These outcomes align with previous research highlighting the benefits of cooperative learning in writing instruction.

First, the collaborative nature of the Write-around strategy contributed substantially to students' ability to organize ideas and construct coherent descriptive paragraphs. Students learned by building on one another's contributions, which echoes the findings of Muziatun et al. (2020), who noted that when students work together in group-based writing tasks, they are more likely to retain and apply structural elements of descriptive texts effectively.

This group-based interaction helped bridge the gap for students who initially struggled with grammar and vocabulary—two common issues also reported in Alharbi's (2019) study on EFL learners' challenges in academic writing. Alharbi emphasized the need for learning models that support idea generation and reduce grammatical errors through peer modeling, which is precisely what Write-around facilitates.

Furthermore, the pre- and post-test score improvements in this study are consistent with the quantitative data from multiple previous studies. For example, Fitriani et al. (2019) reported a significant t-test score ($11.06 > 1.688$) in a study applying "Writing in the Here and Now" strategy for descriptive texts, suggesting strong gains in writing performance when interactive methods are applied. Similarly, the study by Tawali (2023) showed that students in the experimental group who used Write-around outperformed those in the control group using Point-Illustration-Explanation strategy, with t-score results confirming statistical significance.

Students' positive responses and increased motivation also play a vital role in the success of the strategy. Based on questionnaire data, the majority of participants felt more confident and engaged during writing tasks. This sentiment reflects findings by Usman et al. (2021), who implemented TAI (Team Assisted Individualization) in recount writing and found that collaborative strategies significantly enhanced students' interest and reduced their fear of making mistakes.

In addition, the improvement in students' mechanics—punctuation, capitalization, and spelling—was echoed in research by Alharbi (2019) who documented that peer support helped reduce mechanical errors in EFL learners' writing.

From a theoretical perspective, the success of the Write-around strategy is grounded in social constructivist principles, particularly Vygotsky's Zone of Proximal Development (ZPD), which emphasizes learning through interaction with more capable peers. Studies by Zhang & Yunus (2023) support this, stating that structured collaboration enhances not only writing performance but also students' autonomy and critical thinking.

Moreover, this study echoes findings from Asrori and Asrori and Tjalla (2020), who observed that collaborative learning activities significantly enhance students' teamwork capacity by promoting responsibility, mutual support, and active engagement throughout the learning process. Their study confirmed that group-based tasks train students in academic content and self-regulated behaviors such as accountability and constructive feedback exchange.

Although most students responded positively to the Write-around strategy, some encountered challenges, especially when trying to continue or develop ideas from previous group members. Similar obstacles were reported by Tawali (2023), whose research highlighted that for collaborative strategies like Write-around to be fully effective, teachers must provide clear guidelines and structured scaffolding to ensure that all group members can contribute coherently and equally.

It is important to acknowledge that, as a classroom action research (CAR) study, the findings of this research are inherently context-specific and may not be fully generalizable to other settings. However, this limitation is balanced by the depth of procedural insights generated through the iterative cycles of implementation. The detailed documentation of instructional steps, group interactions, and student responses offers practical guidance that can inform similar EFL contexts, particularly in lower secondary education where collaborative writing strategies are still underutilized. The strength of this study lies in its capacity to illuminate how the Write-around strategy can be effectively adapted and refined within a real classroom environment.

Moreover, while this study focused on observable improvements in writing skills, future research should further explore how individual factors such as writing anxiety and varying proficiency levels may influence group dynamics during collaborative writing tasks. Some students with lower confidence or limited English proficiency initially exhibited hesitation in contributing to group work. Addressing these dynamics—through scaffolding, differentiated support, or targeted interventions—could enhance the inclusiveness and effectiveness of cooperative writing strategies like Write-around.

The broad improvement observed in this study—in aspects such as grammar, vocabulary, mechanics, organization, and student motivation—supports previous results by Fitriani et al. (2019), who demonstrated that interactive, peer-supported writing instruction resulted in

holistic writing development. Their work showed that learners became more engaged and confident when writing was treated as a social process rather than a solitary task.

In summary, these findings reaffirm the conclusions of Usman et al. (2021), who concluded that cooperative learning models like TAI (Team Assisted Individualization) foster a classroom environment that integrates cognitive skills, social collaboration, and emotional support. The Write-around strategy, as demonstrated in this study, stands out as an effective instructional approach for improving descriptive writing in EFL classrooms by nurturing students' language development, interaction, and motivation simultaneously.

4. Conclusion

This study has demonstrated the successful implementation of the Write-around strategy as a practical approach to enhancing students' descriptive writing skills. Through two action research cycles, students showed significant improvement in grammar, vocabulary, and overall organization of ideas. They also exhibited increased confidence and engagement during writing activities, suggesting that the strategy positively influenced cognitive and affective learning domains.

The benefits of this strategy extend beyond individual performance; it fosters a collaborative learning environment that encourages peer support, shared responsibility, and deeper understanding of text structure. The findings indicate that Write-around has strong potential to be incorporated into writing instruction, particularly in lower secondary education, where students often struggle with expressing ideas in written form. However, as a classroom action research study conducted in a single school context, the findings are inherently limited in terms of generalizability. Additionally, individual factors such as writing anxiety and varying proficiency levels were not systematically analyzed and may have influenced group dynamics. Future research in broader contexts and with more diverse student populations is recommended to validate further and extend these insights.

Based on the findings, it is recommended that English teachers integrate collaborative writing strategies like Write-around into their classroom routines, particularly when teaching genres that benefit from idea development and descriptive detail, such as descriptive texts, recount texts, and narrative texts. These genres align well with the interactive, peer-supported nature of the strategy, enabling students to build upon one another's contributions. Schools may consider providing professional development workshops to train teachers in designing effective Write-around activities, including guidance on group formation, scaffolding techniques, and assessment strategies. By doing so, classrooms can become more student-centered, interactive, and conducive to developing essential writing competencies.

Further studies are encouraged to explore the use of the Write-around strategy with other types of texts, such as narrative, recount, or expository writing. In addition, future research may investigate the effectiveness of the strategy across different educational levels, including

upper secondary or vocational settings. Longitudinal studies may also provide valuable insights into the sustained impact of collaborative writing strategies on students' academic development.

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