

**STUDENT ENGAGEMENT WITH E-LEARNING-DRIVEN
LANGUAGE LEARNING ACTIVITY**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Language
Education



by:

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DEDICATION

Praise is given to Allah SWT, who has blessed the researcher to finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother, who always give support, motivation, and endless love.

MOTTO

*"It doesn't matter whether you are a lion or gazelle.
When the sun comes up, you'd better be running."*

(Christopher McDougall)



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ABSTRACT

This research aims to explain student engagement with an e-learning-driven language learning activity. A qualitative descriptive study was employed to observe 34 students. A semi-structured interview also conducted, and eight of those 34 students were selected to be participants. The data analysis in this study presents four facets of student's engagement which shows that 25% students were cognitively engaged, 87% behaviorally, less than 50% socially, and 90% have no good emotional engagement with the online learning system. The results show that students were acted passively during learning. Hence, it may lead some challenges to the learning process. Thus, the findings of this research support the premise that student engagement aid effective learning.

Keywords: *e-learning, Language learning, Learning Management System, Student engagement.*

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Pekalongan, 16th June 2021
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CHAPTER I

INTRODUCTION

This chapter explains about the background of the research, the reason for choosing the topic, research questions, the objectives of the research, limitation of the research, and significances of the research

1.1 Background of the research

Since the COVID-19 pandemic began, countries worldwide have been experiencing changes in their lifestyle, especially in education. As a result, all schools were forced to close.¹ In addition, the affected countries, including Indonesia, changed their learning system from face-to-face class to online learning or

¹ Stephan Gerhard Huber and Christoph Helm, ‘COVID-19 and Schooling: Evaluation, Assessment and Accountability in Times of Crises—Reacting Quickly to Explore Key Issues for Policy, Practice and Research with the School Barometer’, *Educational Assessment, Evaluation and Accountability*, 32.2 (2020), 237–70 <<https://doi.org/10.1007/s11092-020-09322-y>>.

electronic learning (E-Learning).²

E-Learning is a learning model that uses electronic media and an internet connection in its learning activities. Usually, it is referred to as online learning, virtual learning, network, and based learning because it includes the same learning model.³ E-Learning is a learning management system (LMS) aiming to carry out learning over the Internet. LMS is software used to handle administration, documentation, activity reports, teaching, and learning activities based online.⁴ Currently, LMS allows teachers to be able to summarize and organize data for learning purposes. It also has a feature to set the duration of learning and automatically assess student assignments and test

² Shazia Rashid and Sunishtha Singh Yadav, 'Impact of Covid-19 Pandemic on Higher Education and Research', *Indian Journal of Human Development*, 14.2 (2020), 340–43 <<https://doi.org/10.1177/0973703020946700>>.

³ Som Naidu, *E-Learning A Guidebook of Principles, Procedures and Practices, E-Learning*, 2006.

⁴ Ryann K. Ellis, 'A Field Guide to Learning Management Systems', *International Anesthesiology Clinics*, 48.3 (2010), 27–51 <<http://www.ncbi.nlm.nih.gov/pubmed/20616636>>.

results.⁵ Through online learning, teachers can monitor student progress and provide online guidance.⁶ Hence, "eLearn" aid students in their learning and makes them study more organized, effective, and efficiently.⁷

Because of these system changes, student engagement is an interesting issue to discuss. Engagement is interpreted by attention and participation based on cognitive, social, behavioral, and affective sides in a particular situation or something.⁸ It also involves motivation and effort to learn. Motivation means encouragement from inside and outside students that creates passion, desire, or an obligation to do

⁵ Som Naidu, *E-Learning A Guidebook of Principles, Procedures and Practices, E-Learning*, 2006

⁶ A. K.M.Najmul Islam, 'Investigating E-Learning System Usage Outcomes in the University Context', *Computers and Education*, 69 (2013), 387–99
<<https://doi.org/10.1016/j.compedu.2013.07.037>>.

⁷ Kok Eng Tan, 'Using Online Discussion Forums to Support Learning of Paraphrasing', *British Journal of Educational Technology*, 48.6 (2017), 1239–49
<<https://doi.org/10.1111/bjet.12491>>.

⁸ Jenefer Philp and Susan Duchesne, 'Exploring Engagement in Tasks in the Language Classroom', *Annual Review of Applied Linguistics*, 36 (2016), 50–72
<<https://doi.org/10.1017/S0267190515000094>>.

something.⁹ The effort to learn means everything that students do to know, understand, or learn something. Fundamentally, students are divided into two categories, active students and passive students.¹⁰ With student engagement, language learning activities are more dynamic. Therefore, the role of student engagement is crucial for students to achieve the language learning aim.

The researcher's perspectives based on teaching internships to experience at one of the senior vocational schools in Pekalongan, students tend to be passively engaged during learning. In this case, most students are absent when the English class is running. They argued that they encountered challenges when using an online learning system. The internet signal and its data

⁹ Lalu Thohir, 'Motivation in a Foreign Language Teaching and Learning', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 20–28 <<https://doi.org/10.1017/S0261444804002113>>.

¹⁰ Endang Sulistianingsih, 'Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC)', *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 1–10 <<https://doi.org/10.21580/vjv7i12200>>.

package were the main issues besides unfamiliar with the substitution platform and other technical stuff. On the other hand, they felt unsatisfied when learning alone without friends around them. Moreover, they lack motivation to engage in learning activities because there is no reinforcement from their teacher like they commonly had in face-to-face learning. Indeed interaction, direct communication, gesture, expression, eye contact, and teacher reinforcement during learning can build a better understanding.¹¹

Regardless, every student has the right to study and get an education. Moreover, the online system is a way for schools to keeps the learning carry out. As stated by Ibn Majah, who was later validated by Shaykh Albani in Sahih and Dha'if Sunan Ibnu Majah no. 220:

حَدَّثَنَا هِشَامُ بْنُ عَمَّارٍ، حَدَّثَنَا حَفْصُ بْنُ سُلَيْمَانَ، حَدَّثَنَا كَثِيرُ بْنُ شَيْطَرٍ،
عَنْ مُحَمَّدِ بْنِ سَبْرِينَ، عَنْ أَنَسِ بْنِ مَالِكٍ، قَالَ قَالَ رَسُولُ اللَّهِ - صَلَّى اللَّهُ

¹¹ Azedah Nemati, 'Attitude of Foreign Language Learners on Nonverbal Communication and Privacy in Communicative Classes', *Vision: Journal for Language and Foreign Language Learning*, 8.1 (2019), 11 <<https://doi.org/10.21580/vjv8i13269>>.

عليه وسلم - " طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ "

It was narrated from Anas bin Malik that the Messenger of Allah (ﷺ) said:

*"Seeking knowledge is a duty upon every Muslim."*¹²

The hadith explains that every human being has equipped with the sense to think, and because of that, seeking knowledge is something that every Muslim must do during his life. Therefore, even if they cannot go to school, students must continue to study.

The learning system must set based on the student's needs. For example, in English class, teaching analytical expository text material needs a platform with an options menu to attach document files, edit, and give feedback. Likewise, with other materials that require appropriate options menu. Besides the student's digital competence, it may gain them to engage in

¹²Sunnah Ibnu Majah, no. 224 (The Book of the Sunnah [The Introduction]) in book reference: book 1, Hadith 224, English Translation: Vol. 1, Book 1, Hadith 224. <http://sunnah.com/ibnmajah/introduction/224>. Accessed on 6/12/2020 at 7:00

learning.¹³ With both the system readiness and student digital competence, the learning activity expects to run well and achieve the standard.

In order to evaluate the learning system, student engagement measurement is required. The previous research about behavior engagement was conducted by adopting a marketing measurement model called RFM (Recency, frequency, and Monetary purchasing behavior). It is reconstructed into IFD (Immediacy, Frequency, and Duration) in e-Learning engagement behavior. Recency transforms into learner's immediacy (of access, reflecting the learner's sense of urgency or excitement to learn in an online learning context), and monetary transforms into duration (or better known as time-on-task). As a result, almost half of all students who have exhibited high immediacy have also demonstrated a high level of online activity. The model

¹³ Hye Jeong Kim, Ah Jeong Hong, and Hae Deok Song, 'The Roles of Academic Engagement and Digital Readiness in Students' Achievements in University e-Learning Environments', *International Journal of Educational Technology in Higher Education*, 16.1 (2019) <<https://doi.org/10.1186/s41239-019-0152-3>>.

is applicable to measure student engagement behavior in a learning-analytic context and explore adult learners' online engagement patterns.¹⁴ Hence, they could monitor student engagement in learning activities.

E-learning is something new for the senior high school level, especially in a rural Indonesian school. Besides behavior engagement, there are three more aspects of engagement. It means necessary to conduct research that discusses aspects of engagement more completely. In this chance, the researcher conducted the research. Furthermore, the researcher put more focus on English Language Study. Therefore, the research about student engagement is needed to showcase the extent to which students engage in an e-learning environment and seek their reaction toward learning activities to give insight into implementing an

¹⁴ Adam Wong and Sylvia Chong, 'Modelling Adult Learners' Online Engagement Behaviour: Proxy Measures and Its Application', *Journal of Computers in Education*, 5.4 (2018), 463–79 <<https://doi.org/10.1007/s40692-018-0123-z>>.

online learning system in a rural Indonesian school.

This study intends to observe the student engagement with e-learning-driven language learning activity at the senior high school level in four perspectives (Social, Cognitive, Behaviour, and emotional). Moreover, explain student's reactions to their engagement with the implementation of the online learning model.

1.2 Reason for Choosing the Topic

This research discussed student engagement with an e-learning-driven language learning activity. The reasons for choosing this topic are as follow:

1. The researcher observed the student engagement with e-learning-driven language learning activity as a new Learning Management System.
2. The researcher considered that e-learning has benefits to teach language if it is prepared well to reach the academic aim.

1.3 Research Questions

The study has two research questions:

1. How is student engagement with e-learning driven language learning activity?
2. What are the student reactions to their engagement with e-learning-driven language learning activity?

1.4 The Objectives of the Research

According to the research questions above, the study aimed:

1. To explain the student engagement with e-learning driven language learning activity in senior high school level.
2. To explain the student reactions to their engagement with an e-learning-driven language learning activity.

1.5 Limitation of the Research

In order to maintain the focus of the research, the research is limited by:

1. This study focused on examining student engagement with e-learning driven language learning activity and their reaction to the engagement.

2. As e-learning users, the students are the subjects of this study.
3. The research is aimed to describe student engagement with e-learning in their learning activities.

1.6 Significances of the Research

The researcher intended that the result of the study will be helpful both theoretically and practically for others. Therefore, here are the significances of the research:

1. Theoretical benefit

The researcher hopes that the study results can provide insights into student engagement toward e-learning in online language learning activities. In addition, the research finding can also be considered to determine what kind of e-learning learning model is suitable for language learning and has more benefits.

2. Practical benefit

- a. For the students

This study can be a reference for them in researching student engagement with e-learning driven language learning activity. Find out the strengths and weaknesses of the teaching-learning process at the senior high school level.

b. For the teachers

Hopefully, teachers will be inspired to set a learning model suitable for language learning and have more benefits in the future.

c. For the researcher

As the following result of this research, the researcher hopefully can give some benefits for many people and the following future research.

d. For the next researchers

Hopefully, this study will be a helpful reference for the following researchers and becomes basic research to conduct future research that is better and informative.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theoretical framework, previous research and theory that is related to the research.

2.1 Theoretical Framework

a. Language Learning

Of the many branches of Knowledge, language learning includes within the student need to learn. The process of transferring information requires language as a connection tool from one individual to another. Therefore, the role of language in the learning process is crucial to achieving learning objectives. Students need to put some effort carried out by practicing, studying, or seeking experience to know something or master the target language.¹⁵

b. Online Learning System

¹⁵ Brown translated by Cholis & Pareanom, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Pearson Education: Jakarta, 2008 p. 2

Learning activities will properly run if it is well-prepared. The lesson planning must be prepared well and organized with enough portion of time and scope of discussion. Hence, it may grant meant influence on every learning activity. The teacher might be having various methods and techniques to conduct a good learning in face-to-face learning model. Therefore, online learning system was a new that has been implemented recently. Moreover, students have different learning styles to acquire knowledge such as; visual, auditory, kinesthetics, and sometimes tactile.¹⁶ In addition, to measure the learning outcomes, there are tests, exams, and assignments that aim to boost their motivation for learning. It might lead different challenges for both the teacher and the student.

c. Engagement Theory

The level of student participation, involvement, and attention in a particular activity is called engagement. There are four components in it such as;

¹⁶Dornyei, *The Psychology of the Language Learner; Individual Differences in Second Language Acquisition*, (New Jersey: LEA Publisher, 2005) p. 139

behavioral, cognitive, affective, and social engagement.¹⁷ The merits of engagement can define by contribution, response, interest, effort, and focus.

Engagement is close to motivation, but in fact, it is different. In this study, the researcher was employed the engagement theory by Philp that stated engagement could support learning to be more effective. The researcher focuses on explaining four facets of engagement, where the learning process was about to be described as each aspect in detail. Technology integration has its difference from the previous learning model. The new learning system called the Learning Management system needs to be observed how the implementation works.

2.2 Previous Research

The first previous research is modeling online learning, in which the focus of the discussion was on behavior engagement measurement and its application. It

¹⁷ Jenefer Philp and Susan Duchesne, 'Exploring Engagement in Tasks in the Language Classroom', *Annual Review of Applied Linguistics*, 36 (2016), 50–72
<<https://doi.org/10.1017/S0267190515000094>>

was conducted by adopting a marketing measurement model called RFM (Recency, frequency, and Monetary purchasing behavior). Furthermore, it is reconstructed into IFD (Immediacy, Frequency, and Duration) in e-Learning engagement behavior. Recency transforms into learner's immediacy (of access, reflecting the learner's sense of urgency or excitement to learn in an online learning context), and monetary transforms into duration (or better known as time-on-task). They use online behavioral data traces to measure their learning activities.

The study had conducted at one of University in Singapore. The research population was 418 adult learners using an online course named the University's Canvas LMS platform. A descriptive quantitative method had used in this study. For the data collecting technique, the study used RMF, which is adapted into IFD models. The log data is a source to record students' activities on the platform. It can synchronize user behavior toward *Canvas* by precise time and its description by internet connection. And then, it is analyzed used SPSS as a tool to process the data collection named a min-max normalization procedure. As a result, almost half of all students who have

exhibited high immediacy have also demonstrated a high level of online activity. It indicated that the model is helpful to measure student engagement behavior in a learning-analytic context and explore adult learners' online engagement patterns.¹⁸

This study has similarity with the current research that discussed about student engagement in online learning. The previous research has been conducted on the general learning scope but in this current research, the focus study is only English language subject. Moreover, the previous study only focused on behavior engagement. In the other hand, the current research also explains other engagement components (Social, Cognitive, and Affective) besides behavior aspect to fill the gap.

In the second previous research discusses online learning engagement from four regions in Indonesia. The participants were 18 teachers with five students of each them. The research was a case study that provides insight

¹⁸ Wong and Chong. Modelling Adult Learners' Online Engagement Behaviour: Proxy Measures and Its Application', *Journal of Computers in Education*, 5.4 (2018), 463–79 <<https://doi.org/10.1007/s40692-018-0123-z>>.

about the online learning process in four regions in Indonesia. The study was descriptive research design and collected qualitative data. Survey and interview were conducted to collect the data. This research spans from cities considered advanced to areas that are categorized not to have adequate technology infrastructure. The results showed that various factors become challenges for students and teachers in carrying out online learning.

The researchers took five elements that every teacher must have to conduct online learning. Those are learners, teachers' prior exposure to online learning, technological knowledge, pedagogical knowledge, and the support system. However, the teacher was still struggling to enhance the student engagement with the online learning system. Hence, educators need to improve their digital competence besides technology development to reach the adequacy of the learning system.¹⁹

¹⁹ Anita Lie and others, 'Secondary School Language Teachers' Online Learning Engagement During the Covid-19 Pandemic in Indonesia', *Journal of Information Technology Education: Research*, 19 (2020), 803–32 <<https://doi.org/10.28945/4626>>.

This study has similarities with the current research in conducting the research method and employed interview to collect the data. Therefore, the research also has difference in subject focus and setting. The previous research took the teacher as a subject, but in this current researcher intends to observe student engagement in an e-learning-driven language learning activity at the senior high school level. The last previous researcher may be the most in line with this study that discuss about the engagement with an online learning issue.

2.3 Literature Review

This chapter provides a theoretical review. The theoretical review below consists of the explanation of the research title in detail. The previous study contains a description of the theory and findings from previous research that contributes as preference and research activities.

2.3.1 Student Engagement

The level of student participation, involvement, and attention in a particular activity is

called engagement. There are four components in it such as; behavioral, cognitive, affective, and social engagement.²⁰ The cognitive, behavioral, and emotional responses can arise when students have a psychological desire to learning.²¹ The merits of engagement can define by contribution, response, interest, effort, and focus. Engagement is identical to motivation. However, some experts stated that these are two different things but have similarities, and if they are linked, it will create a sense of flexibility.²² In the language learning context, student engagement indicates in various ways:

1. Attitude or response when they receive material, assignments, or tests during learning.

²⁰ Jenefer Philp and Susan Duchesne, 'Exploring Engagement in Tasks in the Language Classroom', *Annual Review of Applied Linguistics*, 36 (2016), 50–72 <<https://doi.org/10.1017/S0267190515000094>>

²¹ Gale M. Sinatra, Benjamin C. Heddy, and Doug Lombardi, 'The Challenges of Defining and Measuring Student Engagement in Science', *Educational Psychologist*, 50.1 (2015), 37–41 <<https://doi.org/10.1080/00461520.2014.1002924>>.

²² Jenefer Philp and Susan Duchesne, 'Exploring Engagement in Tasks in the Language Classroom', *Annual Review of Applied Linguistics*, 36 (2016), 54 <<https://doi.org/10.1017/S0267190515000094>>p.

2. How many tasks they could do, and how many challenges they can complete.
3. How much effort and student's seriousness are in following learning activities, which the intensity can also see their attendance and learning outcomes.
4. Their reaction toward learning.
5. Their communication among language learners.
6. Students' activeness during learning.

Their act can interpret students' activeness, whether; intentionally or being asked to respond, comment, or answer. Moreover, in general, there are students that actively or passively engage with the learning activity.²³ Here down below are the following description of engagement components:

- a. Cognitive engagement

²³ Endang Sulistianingsih, 'Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC)', *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 1–10 <<https://doi.org/10.21580/vjv7i12200>>

Cognitive engagement is a constant concern and mental strength toward learning.²⁴ Every student has a different uniqueness of intelligence, and they have their respective strengths and weaknesses. A *low-level* cognitive student did not mean that they cannot participate in language learning activities well. Many other factors determine success in learning. Besides sincere effort and intention, students can achieve the learning standards through an appropriate learning approach. Either students can follow the activities through their smartphone or dismiss them because some of those activities demand them to explore beyond their conversance. Cognitive engagement is also named the mental effort that embeds into task content

²⁴ Sue Helme and David Clarke, 'Identifying Cognitive Engagement in the Mathematics Classroom', *Mathematics Education Research Journal*, 13.2 (2001), 133–53 <<https://doi.org/10.1007/BF03217103>>.

such as suggestions, elaborations, reasons, and opinions.²⁵

In classroom learning, cognitive engagement could be identified by working in pairs, sharing, and evaluating ideas, directing, pointing out, arguing, and asking questions.²⁶ Alternatively, we can say that it is including the student's commitment to acquiring knowledge or understanding the material. Furthermore, it could be what students can produce or tells based on what they have learned. However, students require experience, skill, attitudes, abilities, strategy, and awareness to solve the problem. Furthermore, they need to perform the task,

²⁵ Craig Lambert, Jenefer Philp, and Sachiko Nakamura, 'Learner-Generated Content and Engagement in Second Language Task Performance', *Language Teaching Research*, 21.6 (2017), 665–80 <<https://doi.org/10.1177/1362168816683559>>.

²⁶ Sue Helme and David Clarke, 'Identifying Cognitive Engagement in the Mathematics Classroom', *Mathematics Education Research Journal*, 13.2 (2001), 133–53 <<https://doi.org/10.1007/BF03217103>>. on Lambert et al., "Learner-generated content and engagement in second language task performance", *Language Teaching Research*, 2017, p. 4

communicate, share information, create and manage content, and build knowledge effectively and efficiently²⁷ with cognitive engagement.

b. Behavioral engagement

Behavioral engagement is student excitement to take part in the learning process.²⁸ Students who take part in learning activities may be motivated to do the assignment. Nevertheless, some of them may be unmotivated too. To assess it, we can figure out its indicators such, how many efforts, perseverance, and active involvement. Besides the attendance, student discipline in learning is also crucial in each learning activity. The term

²⁷ Fernando Guzmán-Simón, Eduardo García-Jiménez, and Isabel López-Cobo, 'Undergraduate Students' Perspectives on Digital Competence and Academic Literacy in a Spanish University', *Computers in Human Behavior*, 74 (2017), 196–204 <<https://doi.org/10.1016/j.chb.2017.04.040>>.

²⁸ Benjamin C. Heddy and Gale M. Sinatra, 'Transforming Misconceptions: Using Transformative Experience to Promote Positive Affect and Conceptual Change in Students Learning about Biological Evolution', *Science Education*, 97.5 (2013), 72 <<https://doi.org/10.1002/sce.21072>>.

of discipline could be defined as the student's obedience to keep up with learning activities.

Based on task context, behavior engagement includes answering questions, contributing to exercise, and other learning activities.²⁹ Task means activities that make students finish challenges in the academic field.³⁰ It could be the term of assignments, exercises, or discussion. They use their skills and competence to contribute and finish it.

c. Social engagement

Social engagement is the relationship between students and their peers and willingness to engage in conversation.³¹

²⁹ Jenefer Philp and Susan Duchesne, 'Exploring Engagement in Tasks in the Language Classroom', *Annual Review of Applied Linguistics*, 36 (2016), 54 <<https://doi.org/10.1017/S0267190515000094>>p.

³⁰ Rod Ellis, 'Task-Based Language Teaching: Sorting out the Misunderstandings', *International Journal of Applied Linguistics*, 19.3 (2009), 221–46 <<https://doi.org/10.1111/j.1473-4192.2009.00231.x>>.

³¹ Craig Lambert, Jenefer Philp, and Sachiko Nakamura, 'Learner-Generated Content and Engagement in Second Language Task Performance', *Language Teaching Research*, 21.6 (2017), 67 <<https://doi.org/10.1177/1362168816683559>>.

Communication among students and between students and teachers in learning activities is an example of social engagement. Students who have good social competence will create good relationship, whether with other students or with the teacher. Therefore, social engagement also plays an essential role in creating a good classroom atmosphere.

The classroom atmosphere is an issue related to the teaching and learning process, with all its activities filled with motivation, courage, involvement, and joy of students in learning.³² It could aid students to focus and enjoy the learning activities. It includes communicating politely, listening, respecting each other, obeying the rules, being involved in learning activities, and enjoying and comfortable with the learning.³³ Then, the way

³² Icy Lee and Pauline Mak, 'Classroom Atmosphere', *The TESOL Encyclopedia of English Language Teaching*, 2018, 1–7 <<https://doi.org/10.1002/9781118784235.eelt0217>>.

³³ Martina Alles, Tina Seidel, and Alexander Gröschner, 'Establishing a Positive Learning Atmosphere and Conversation

students being supportive and consider what they are supposed to do is determined a good learning atmosphere in a classroom. What students say to their friends can influence their level of self-confidence, or in this case, it is called self-efficacy. Wrong opinions expressed by students towards their friends can damage the student's self-efficacy. Accordingly, a student who has been told that he or she cannot perform a particular assignment is likely to avoid or neglect that assignment. It was a disadvantage because every student has the potential and abilities that they can use to complete the task instead of avoiding it.³⁴

d. Emotional Engagement

Culture in the Context of a Video-Based Teacher Learning Community', *Professional Development in Education*, 45.2 (2019), 250–63 <<https://doi.org/10.1080/19415257.2018.1430049>>.

³⁴ Ida Yulianawati, 'Self-Efficacy and Writing: A Case Study at A Senior High School in Indonesian EFL Setting', *Vision: Journal for Language and Foreign Language Learning*, 8.1 (2019), 83-84 <<http://dx.doi.org/10.21580/vjv8i13470%0ASelf-Efficacy>>.

Emotional engagement is an emotional response to the subject areas.³⁵ There are two emotions called positive and negative emotions. The positive emotion means that students are willing to engage and intentionally contributed to learning activities.³⁶ Students feel enjoy, satisfy, and happy toward learning. Meanwhile, the negative emotion was the opposite. Negative emotion means students are not happy with the learning; they feel bored, unsatisfied, and challenging.³⁷ Both have their respective influences on something. In general, Student

³⁵ Craig Lambert, Jenefer Philp, and Sachiko Nakamura, 'Learner-Generated Content and Engagement in Second Language Task Performance', *Language Teaching Research*, 21.6 (2017), 67 <<https://doi.org/10.1177/1362168816683559>>.

³⁶ Colin Beard, Barbara Humberstone, and Ben Clayton, 'Positive Emotions: Passionate Scholarship and Student Transformation', *Teaching in Higher Education*, 19.6 (2014), 641 <<https://doi.org/10.1080/13562517.2014.901950>>.

³⁷ Martin E.P. Seligman and others, 'Positive Education: Positive Psychology and Classroom Interventions', *Oxford Review of Education*, 35.3 (2009), 296 <<https://doi.org/10.1080/03054980902934563>>.

engagement boost by positive emotional influences.

When students feel discomfort, boredom, frustration, or stress, they will have poor learning activities. They tend not to be involved in existing activities. It is due to their low self-efficacy.³⁸ However, when they feel comfortable learning, feel motivated, and confident, they will be heavily involved in these learning activities. The American Psychological Association pinpoints that building motivation is one of the primary teaching and learning processes.³⁹ Motivated students will concern with their academic achievement. They will do something to achieve their learning goals. Usually, highly motivated students will not be tempted by

³⁸ Ida Yulianawati, 'Self-Efficacy and Writing: A Case Study at A Senior High School in Indonesian EFL Setting', *Vision: Journal for Language and Foreign Language Learning*, 8.1 (2019), 84 <<http://dx.doi.org/10.21580/vjv8i13470%0ASelf-Efficacy>>.

³⁹Affairs et al., *Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform*. (Washington DC: APA and the Mid Continent Regional Educational Laboratory), 1995

things that can destroy their goals. Maslow stated that there are two kinds of motivation, namely, intrinsic motivation and extrinsic motivation.⁴⁰

Taxonomy of emotional engagement is tested positive versus negative emotions on academic emotions.⁴¹ An activation of enjoyment emotion as the example of positive emotion can bring the student to engage while deactivating emotion gives the opposite. The result is showing that student engagement boost by positive emotional influences.⁴²

2.3.2 Language

⁴⁰ John M. Keller, 'First Principles of Motivation to Learn and E-Learning', *Distance Education*, 29.2 (2008), 175

⁴¹ Reinhard Pekrun, 'The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice', *Educational Psychology Review*, 18.4 (2006), 315–41

⁴² Benjamin C. Heddy and Gale M. Sinatra, 'Transforming Misconceptions: Using Transformative Experience to Promote Positive Affect and Conceptual Change in Students Learning about Biological Evolution', *Science Education*, 97.5 (2013), 723–44 <<https://doi.org/10.1002/sce.21072>>.

William stated that communication and culture are two things that affect each other.⁴³ There are two sorts of communication, i.e., verbal and non-verbal communication. However, communication occurs when two or more people send and receive signals to each other. Hence, it takes a pattern or symbol that man understands to communicate. Then we know it as language, which is defined as a communication pattern in written, spoken, or gestures that a group uses to communicate.⁴⁴ Language is inseparable in human life because it becomes a connecting element between one to another. Moreover, people can analyze the signal, either verbal or non-verbally, with their senses through learning and experience.⁴⁵

⁴³Gudykunst, W. B., & Ting-Toomey, S. (1988). *Culture and Interpersonal Communication*. (Newbury Park: Sage), P.327

⁴⁴Brown translated by Cholis & Pareanom, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Pearson Education: Jakarta, 2008 p. 2

⁴⁵Răzvan, “Non-verbal communication - indispensable complement of oral and written communication”, *Procedia - Social and Behavioral Sciences* 137, 2014. P. 107

Students use language in the process of receiving, searching, and implementing ideas.⁴⁶ Considers as communication, they need to formulate language into the sentence with the correct meaning.⁴⁷ They are also supposed to communicate politely because the selection of words and gestures could affect social relationships. In an academic context, it is helpful to build an ideal learning environment.

2.3.3 Language Learning

Learning is a process or effort carried out by practicing, studying, or seeking experience to know something or master skills.⁴⁸ At least, students have the goal to learn a foreign language that is to be able

⁴⁶Brown translated by Cholis & Pareanom, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Pearson Education: Jakarta, 2008) p. 6

⁴⁷Wardhaugh, *Introduction to Linguistic*, (Michigan: McGraw-Hill Book Company, 1972), p. 8

⁴⁸Brown translated by Cholis & Pareanom, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Pearson Education: Jakarta, 2008) p. 8

to read literature written in it.⁴⁹ Generally, it is identical to the school or course. However, learning can be done anywhere, anytime, and by anyone. Students are not limited by whether inside or outside the classroom. They can learn from various sources of books, the Internet, or something around them.

Commonly, students will get material that is taught with a learning method when they study at school. Moreover, CLT (Communicative Language Teaching) method is one of the learning methods that are frequently applied to teach English.⁵⁰ Besides, students have different learning styles to acquire knowledge such as visual, auditory, kinesthetics, and sometimes tactile.⁵¹ Then there are tests, exams, and assignments that aim to boost their motivation for learning and assess their progress.

⁴⁹Freeman, *Techniques and Principles in Language Teaching*, (Oxford: OXFORD university Press,2002) p.15

⁵⁰Brown translated by Cholis & Pareanom, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Pearson Education: Jakarta, 2008), P.19

⁵¹Dornyei, *The Psychology of the Language Learner; Individual Differences in Second Language Acquisition*, (New Jersey: LEA Publisher, 2005) p. 139

2.3.4 e-Learning

Rapid technological advances allow one to exchange information and connect to communicate in writing or images. The internet was a term used to describe computers' interconnected networks to send and receive information. In its development, the internet is also beneficial for the world of education. Moreover, e-learning is one of its innovations.⁵²

e-Learning is a learning model that uses electronic media and an internet connection in its learning activities. Usually, it is referred to as online learning, virtual learning, network, and based learning because it includes a learning model.⁵³ In its implementation, e-learning bridges a learning process synchronously and asynchronously using internet connection-based information and communications technology (ICT). Therefore, it

⁵²Reddick and king, penerjemah Maris, *Internet untukWartawan, internet untukSemua Orang*, (Jakarta: Yayasan Obor Indonesia,1996), p.100

⁵³ Som Naidu *E-Learning A Guidebook of Principles, Procedures and Practices, E-Learning*, 43. 2006.

helps distribute information in a broad scope and is also helpful as a communication medium.

E-learning offers many features and functions that can support students' language learning activities. For example, they can study the material that the teacher shared and communicate with each other either by Voice note, V-call, or text messages. Besides, it is also helpful in carrying out online learning classes and exams. Along with technology development, e-learning for learning activities has undergone many improvements, although it does not rule out the possibility of developing even better by considering the student needs. Moreover, here is the following Features of *e-learning*:

a. List of attendance

The learning schedule for English subjects started from 7.00 – 9.00 am on each Wednesday. Students can confirm their attendance from early morning until the night of that day. They are uncounted if they do the attendance on the day after or earlier. The log data can note student's attendance, including

their confirmation time, specifically. If they are absent, then the system will not record their attendance. The teacher can export the file into a doc, or excel then the teacher can print it out from the log data.

b. Timeline post

The concept of *timeline* post is broadcasting a message or announcement on the main page of *e-learning*. It is aiming students can read the teacher's direction early after they are opening the platform. The timeline post usually shows them what learning activities they would conduct. And then, they can respond to it by giving a comment or asking a question. This timeline allows the student to interact with their friends and the teacher as well.

c. Quiz and assignment

The server has provided a *computer-based test* (CBT) and quizzes to exercise on the online learning platform. Therefore, the teacher can set assignments or quizzes to assess the student's competence. They can upload the

assignment file or arrange it manually on the *e-learning*. It is including time setting and duration to do the assignments or quizzes. The teacher can post and send it to the student after setting the exercises. And then, the student will get a notification about their assignment.

d. Log data

The e-learning platform provides a data log as an activity recorder. This feature can note and save all activities and the student's reaction in *e-learning*, including annotation and time detail. However, the teacher can monitor their response and act toward learning activities. The researcher uses the log data to observe their behavioral engagement with *e-learning* during English learning activities. Therefore, the researcher could find depth data about student's acts and reactions in e-learning. It is including anyone who does confirmation attendance, accessing the material, and anyone who has done the task.

e. Video-call conference

E-learning platform provides *Video-call conference* that the teacher and students can conduct a virtual meeting. The *Video Call Conference* concept is provided virtual learning for many users to join on the same *page*. Commonly, it consumes more internet data packages than learning and teaching through chatting or sending a file. Hence, this option tends to be abandoned by many schools.

f. Message (only among teacher)

Unfortunately, the *e-learning* had not provided chatting features for students. Therefore, the student cannot send a personal message to their friends or the teacher because it is only available among teachers. Consequently, students use another chatting application to communicate. In this case, they used *WhatsApp* as the substitution application.

g. File attachment

There is an attachment file that the teacher could attach materials, assignments, or links in

e-learning. It aids in distributing files between the teacher and students. The teacher can attach photos or videos as well. As a result, the students could access the teacher's files and vice versa.

2.3.5 Language learning During COVID-19 Pandemic

China reported a study on a new type of virus that has identified at the end of 2019. It is argued from the research that this virus seems to be the coronavirus found in bats with a very similar percentage. They also claimed that this virus has similarities with SARCoV. Then, it is named COVID-19 or Corona Virus Disease. The virus is named COVID-19 (Corona Virus Disease), and the number 19 indicates the virus discovered year. This virus rapidly spreads to other cities in China because it is easy to infect humans. In mid-January 2020, Thailand reported its first case of COVID-19. Then the virus continued to spread to various countries

across the world, attack Iran, Italy, and many other countries.

Moreover, later situation became a global pandemic after WHO has claimed. COVID-19 rapidly spreads because it can transmit through droplets due to coughing or sneezing. Usually, infected patients will experience various common symptoms such as sore throat, fever, nausea, breathing difficulties, headache, and various other symptoms. Even patients with mild symptoms can pass the virus on to others. People who just traveled from an area exposed to COVID-19 are called a suspect. He should undergo self-isolation or treatment if he has severe symptoms. However, not all patients experience sore throats or other common symptoms. Therefore, a test such as a swab test is necessary to know whether they are infected.⁵⁴

After five months, at the end of March 2020, there were 693,224 positive cases with a death rate of more than thirty-three thousand people. America,

⁵⁴ Tanu Singhal, 'Review on COVID19 Disease so Far', *The Indian Journal of Pediatrics*, 87.April (2020), 282.

Asia, Europe, and Africa have also been affected by the spread of the COVID-19 virus.⁵⁵ Patients who are infected are still increasing in almost all countries around the world. Nowadays, at the end of 2020, the affected countries faced many economic, educational, and social aspects.⁵⁶

Countries that are badly affected usually impose lock-down so that all access, both entering and leaving the country, is closed. And then, they are restricting the activities of their citizens. Therefore, events that can invite large crowds or attract crowds are not allowed during this lock-down period. In addition, they implemented a regional quarantine system to break the chain of spreading this virus.

Since the pandemic began, almost all countries worldwide have been experiencing changes in their lifestyle, especially in education. As

⁵⁵ Francesco Di Gennaro and others, 'Coronavirus Diseases (COVID-19) Current Status and Future Perspectives: A Narrative Review', *International Journal of Environmental Research and Public Health*, 17.8 (2020), 1. <<https://doi.org/10.3390/ijerph17082690>>.

⁵⁶ Tanu Singhal, 'Review on COVID19 Disease so Far', *The Indian Journal of Pediatrics*, 87.April (2020), 282

a result, all schools were forced to close.⁵⁷ In addition, the affected countries, especially in Indonesia, changed their learning system from face-to-face class to online learning system or electronic learning (E-Learning).⁵⁸

2.3.6 Online Learning Management System

Management is derived from the Latin "*Manus*," which means "hand," and "*agere*," which means "to do," or "manager," which means to handle something, organize, contain things as desired by utilizing all available resources. Therefore, from the thoughts of these experts, management is the science and art of managing, controlling, communicating, and utilizing all the resources that exist in the organization by implementing management

⁵⁷ Huber and Helm. Huber and Helm. "COVID-19 and Schooling: Evaluation, Assessment and Accountability in Times of Crises—Reacting Quickly to Explore Key Issues for Policy, practice and research with the school barometer", *Educational Assessment, Evaluation and Accountability*, 2020, p. 1

⁵⁸ Shazia Rashid and Sunishtha Singh Yadav, 'Impact of Covid-19 Pandemic on Higher Education and Research', *Indian Journal of Human Development*, 14.2 (2020), 1 <<https://doi.org/10.1177/0973703020946700>>.

functions (Planning, Organizing, Actuating, Controlling) so that the organization can achieve goals effectively and efficiently.

In the previous system, the learning was conducted in the classroom synchronously. Students and teachers are in the same place to do learning without the need for an internet connection. They can also make physical contact, such as in the sports subject, and have a conversation. Teachers can supervise students and give warnings when they make mistakes. Teachers can also reinforce students when they need help. This learning system is commonly called classroom learning, which it offers students to work on assignments in groups dynamically.

Usually, in the classroom learning model, there are additional activities to improve student's skills called extracurricular which they can choose what they are interest with. For example, they can choose sports like basketball, football, and volleyball. In Health, they can register for PMI (Indonesian Red Cross Society) and many more. All

activities are available after regular classes that generally run from 7 a.m. to 2 p.m.

Most of the learning activities conducted when students are in school. Currently, it is different from the online learning system that dismisses all physical activities at school. Instead, they study at home through smartphones and internet connections. Online learning systems offer innovation in education with a learning process that can run synchronously or asynchronously. Hence, the school could utilize online learning systems/Learning management systems to carry out this distance learning.

Learning Management System (LMS) is software to handle administration, documentation, activity reports, teaching, and learning activities based online.⁵⁹ The system relies on internet connection and digital technology. The use of digital technology offers improvements for the learning

⁵⁹ Ryann K. Ellis, 'A Field Guide to Learning Management Systems', *International Anesthesiology Clinics*, 48.3 (2010), 27 <<http://www.ncbi.nlm.nih.gov/pubmed/20616636>>.

process running. It makes the user can access information wider than before. Teaching and learning activities that are used to conduct face-to-face could be adapted virtually. It allows the task and learning material to spread faster and broader because students and teachers can access it from their smartphones. Furthermore, with a learning management system, the teaching and learning activities run more dynamic.

The Online Learning Management System can simplify academic affairs to run effectively and efficiently. An internet connection allows schools or universities to develop learning methods by combining face-to-face learning with distance learning or so-called hybrid learning.⁶⁰ It offers an innovative method by implementing digital technology to assist the learning process. For example, the teacher could distribute direction and

⁶⁰ A. K.M.Najmul Islam, 'Investigating E-Learning System Usage Outcomes in the University Context', *Computers and Education*, 69 (2013), 1
<<https://doi.org/10.1016/j.compedu.2013.07.037>>.

information to the student through internet access inside or outside the class.

During its development, LMSs had been implemented by universities to simplify academic and operational costs. It is also possible to save time and effort through an internet connection. Furthermore, it makes the communication and learning activities possible to be done from a long-range distance. Some examples of LMSs are: Blackboard™, WebCT™, First Class™, Moodle™, and Lotus Learning Space™.⁶¹ In nowadays era, there have been many more enterprises or universities that launched their learning system.

Universities have utilized online learning in their academic needs. They started using the blended learning or hybrid learning system to support their teaching and learning process. Moreover, it has applied to the subject of listening and speaking at a

⁶¹ Som Naidu *E-Learning A Guidebook of Principles, Procedures and Practices, E-Learning*, 43. 2006.

university in Semarang.⁶² Meanwhile, this pandemic has forced schools to utilize the online learning system. Despite this, many of them are unfamiliar with this "stranger" stuff. Therefore, many issues appeared following this phenomenon. Furthermore, student engagement is one of those issues that the researcher discuss.

⁶² Daviq Rizal, 'Hybrid Learning of Daviqr.Com in the Subject of Teaching Listening and Speaking', *Vision Walisongo*, 6.2 (2017), 177.

CHAPTER III

RESEARCH METHOD

This chapter covers research design, research approach, research setting and context, type and data sources, participant, data collection procedures and instruments, data collection technique and instruments, data analysis techniques, and thesis organization.

3.1 Research design

The study employed qualitative method and use descriptive research design. This research aims to examine the subject research naturally. The sample was select purposively to obtain the research data. This research is based on the post-positivist philosophy to discuss the condition of subject research without any special treatment. This research method emphasizes a case be described based themes by triangulation method for collecting data.⁶³ The role of the researcher

⁶³ John W. Creswell and others, 'Qualitative Research Designs: Selection and Implementation', *The Counseling Psychologist*, 35.2 (2007), 223 <<https://doi.org/10.1177/0011000006287390>>.

is as a presenter for the data collected. Implementation of e-learning as a medium for conducting learning is different from everyday classroom learning. Researchers task to explain data and facts from the object under study. The data from this study were obtained from student engagement results when participating in language class learning activities.

This research aims to describe the student engagement with e-learning-driven language learning activity in-depth and thoroughly by implementing a descriptive qualitative research design. The researcher will interpret the data collected from observation and interview to a depth result of descriptive research.

3.2 Research Procedure

The qualitative research procedure yields descriptive data that is written in depth data related to the focus of this study. Generally, the research is flexible and possible to get result that beyond what it is set. The following are steps to conduct the research:

- a. Orientation, the researcher described the information from what he has seen, heard, and

felt.

- b. Reduction, the researcher reduced information that is not relatable to determine the research focus.
- c. Selection, the researcher elaborated and explained the topic deeply.⁶⁴ The result was constructed based on the base theory. In this research, Philp theory about student engagement was employed to describe the language learning process through online learning system.

3.3 Source of data

Events mean what the participants are doing during observation or interview. Actors also called the students that being observed or interviewed. The setting means where the observation took place. Moreover, the process can be interpreted by the natural phenomena that exist during the research. There are two sources as the target of collecting data as follows:

1. Events

⁶⁴ Sugiono, *Metode Penelitian Pendidikan (Pendekatan, Kualitatif, Kuantitatif, dan R&D)*, (Bandung: Alfabeta, 2010), p. 43

The researcher determines the learning process that relates to the research as the event. The concern research is about student engagement with an e-learning-driven language learning activity.

2. Participants

Students that are selected purposively will be part of data sources to obtain deep data through observation and interview.

3.4 Method of collecting data

1. Research setting and context

This research had been conducted in 2nd-grade students of MAN Pekalongan in the academic year 2020/2021 started from 10-23 November, by considering some reasons. This school has implemented an e-learning model in its language learning activities. Besides, researchers have asked permission to conduct this research, and participants are willing to be researched.

This research had been conducted in grade second of Islamic senior high school in English lessons when the learning is running. The teacher

and the researcher were only research the learning activities in e-learning until the required data is completed.

2. Participant

In this study, the researcher uses purposive sampling to help the researcher understand the issue and the research question. It includes events, actors, the setting, and the process.⁶⁵ The participants in this research are XI IPA 2, which is selected purposively. The researcher has set the criteria to choose the sample. One class is selected purposively as participants by considering student demography. All participants are e-learning users, master or able to use the platform, and willing to be researched, and the participant has the equipment needed to involve in e-learning. The student range of ages is not far apart, about one or two years, consisting of 3 males and 31 females. Furthermore, the teacher and the school sides provide access to the researcher.

⁶⁵ John W. Creswell and others, 'Qualitative Research Designs: Selection and Implementation', *The Counseling Psychologist*, 35.2 (2007), 144
<<https://doi.org/10.1177/0011000006287390>>.

3.4 Data Collection Technique

Observation is needed to investigate student engagement. The observation object is the level of student participation, involvement, and attention in something, whether from behavioral, cognitive, affective, and students' social engagement with an e-learning-driven language learning activity.⁶⁶ The research instrument used is an observation guide that helps record existing data in the field. The researcher was act as "*the complete observer*," the researcher made observations by joining the participants under study to observe them during learning without being involved in any activities.⁶⁷

The Researcher was also conducted structured interviews as a data collection technique. To fulfill the research data and be matched by zthe observation result, the interview used guided

⁶⁶ Jenefer Philp and Susan Duchesne, 'Exploring Engagement in Tasks in the Language Classroom', *Annual Review of Applied Linguistics*, 36 (2016), 53

⁶⁷John W. Creswell and others, 'Qualitative Research Designs: Selection and Implementation', *The Counseling Psychologist*, 35.2 (2007), 146.

questions as the data collection instrument. Technically, an interview considers the research object, the tools used, and the participants' willingness. Therefore, the researcher will ask participants to be willing to be interviewed. The interview uses digital communication tools by sending written messages in the form of a questions list to participants. Then the results of the interview will be transcribed to be interpreted and confirmed to the participants.

4 Instrument

a. Observation

A research method used to obtain data from participants by observing objects in a focused manner is called observation. Observation is a technique of collecting data that most commonly used in qualitative research. Observation helps get an overview of an event that occurred in the field. The observation was taken by login into e-learning using the teacher account. Moreover, the researcher accessed the online class to observe student engagement in English class. The data

findings collected to answer the research question. Moreover, here is the following observation guide:

The Guide of Observation

Behavioral Engagement	Note/Description
Student attendance.	
Student effort and action toward learning activities.	
Student finishing assignments and tests.	
Cognitive Engagement	Note/Description
Students give response, idea, or	

opinion toward learning.	
Students ask question about learning material that they do not understand.	
Students doing evaluation toward learning.	
Social Engagement	Note/Description
Communication with the teacher	
Communication among students.	
Emotional Engagement	Note/Description

Student's reaction	
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b. Interview

Besides observation, the interview is commonly used by the researcher for qualitative study. This data collecting method is done by the self-report, or knowledge, or personal belief.⁶⁸ Structured interviews, semi-structured interviews, or unstructured interviews are several ways of an interview technique that can be done.⁶⁹ Technically, an interview considers the research object, the tools used, and the respondents' willingness. It needs to take notes of the questions list or the object so that no questions miss. The tools used during interviews, for example, tape-recorders, stationery, and camera, help obtain authentic evidence of the data as it is

⁶⁸ P. Gill and others, 'Methods of Data Collection in Qualitative Research: Interviews and Focus Groups', *British Dental Journal*, 204.6 (2008), 292 <<https://doi.org/10.1038/bdj.2008.192>>.

⁶⁹ John W. Creswell and others, 'Qualitative Research Designs: Selection and Implementation', *The Counseling Psychologist*, 35.2 (2007), 145

helpful to present deeper data.⁷⁰ Data comprehension, concept, argument, perception, or respondent's perception related to the focus study can be a fact. Researchers conducted interviews as secondary data via electronic media such as chatting and calling applications (*WhatsApp*).

Students were selected purposively based on student demography and willingness. Students that are interviewed were eight students or more, considering the data needed. The interview aims to complete the appropriate data for the second research question. It was an unstructured interview due to obtaining depth data regarding the research topic. Before conducting the interview, the researcher selected the interviewees and ask their willingness. If the interviewees ready, then the researcher sent the list of questions. They can answer it in written

⁷⁰ P. Gill and others, 'Methods of Data Collection in Qualitative Research: Interviews and Focus Groups', *British Dental Journal*, 204.6 (2008), 292.

text, *voice note*, or by *voice call*. Furthermore, here are the following questions:

The interview questions include four aspects of engagement: **BE** as known as Behaviour Engagement, **CE** as known as Cognitive Engagement, **SE** as known as Social Engagement, and **AE** as Affective Engagement.

1. Did you participated in the language learning activity over e-learning on time and be active on each activity? If not, give the reason? (**BE**)
2. Do you finish the given assignment on the previous learning activity over e-learning? Why? (**BE**)
3. What are you doing during the language learning activity over e-learning? (**BE**)
4. Does e-learning ease you or even obstruct you from understanding and give any idea of the material? (**CE**)
5. Do you ask a question about the material that has not been understood yet? Why? (**CE**)

6. What kind of method do you use to understand and master the material? Do you understand the material? **(CE)**
7. Does e-learning ease you to communicate with your teacher? **(SE)**
8. Have you ever communicated with your classmate over e-learning? Please, explain does it about the material or not? **(SE)**
9. What your impression during the learning activity over e-learning? Do you feel anxious, bored, enjoy, or satisfy? give your reason! **(AE)**
10. Do you have any suggestion or opinion for the e-learning, the material, or the learning activity which you think can afford better language learning in the future? **(AE)**

3.5 Data Collection Procedures

Students who had become the research subjects represent the entire population selected purposively

based on the student demography. The steps for conducting this research are:

a. Choose the subject research

First, the researcher determined class, namely, the observation class. The researcher chose one class in second grades from one of the senior high schools in Pekalongan. This class is a research focus to find the required data. Then, the participant is selected purposively by the researcher.

b. Asking permission

Then the researcher asked permission from the homeroom teacher and the English teacher who teaches the class. The researcher also asked students' willingness to be a participant.

c. Research setting

The researcher was an observer that investigate student engagement during learning. The researcher logged in to the e-learning but not be involved and do not take any actives reactions to the learning. The

researcher only observed participants collect data.

d. Research

The researcher joins a language class via e-learning for three weeks to observe student engagement. The researcher identified student engagement through e-learning features, such as comment columns, assignments, materials, score-recaps, attendance, discussion forums, or quizzes.

3.6 Data Analysis Techniques

Data analysis is a process of finding data and arranging systematically from the results of interviews, notes, and all collected material to be understood so that, in the end, it is presentable. As stated by Creswell, the data analysis for qualitative research includes a description of the setting or participants and the analysis of themes or issues. There are several steps, such as organizing and preparing data for analysis, and they are *data*

*reduction, data display, and conclusion drawing.*⁷¹

Data analysis is a process of finding data and arranging systematically from the results of interviews, notes, and all collected material to be understood so that, in the end, it is presentable. The following is a detail of the steps in analyzing data:

1. Data reduction.

Data reduction means searching for patterns and themes by summarizing, selecting, and focusing on essential data from the data that appears in the observational guide/ field note and transcriptions. In this case, the researcher will reduce the data by doing two steps:

- b. Observing data: After obtaining data in e-learning features, the researcher observed the data to evaluate student engagement by transcribing the whole findings.
- c. Identifying and classifying data: The data obtained have been matched with the

⁷¹ Matthew B. Miles and A. Michael Huberman, 'An Analytic Approach for Discovery', *CEUR Workshop Proceedings*, 1994, 10–12.

observation to select the most objective findings from the interview.

1. The data display.

Data display includes findings that have been reduced to help the researcher understand. The data is in the form of a description after collected and identified. A data display can be done in the form of narration, flowchart, or chart. The researcher presented and described the data after selected and took it based on some criteria. In this case, the data is about student engagement with an e-learning-driven language learning activity. The data is supported by the problems encountered during learning.

2. The conclusion

The conclusion drawing or verification is the last step from data that have been analysed. The conclusion is in the form of a description of student engagement and their reaction toward e-learning-driven language learning activity.

CHAPTER IV

RESEARCH FINDINGS

This chapter covers research findings and discussion, including observation results and interviews with the students on their engagement with e-learning-driven language learning activities.

A. Findings

This research data was obtained from observation and interview related to student's engagement with e-learning-driven language learning activities. Those findings are explained in the following:

1. The Student Engagement with E-Learning-Driven Language Learning Activity

The findings are obtained from observation toward students' engagement with e-learning held using the principle of engagement by Philip regarding the classroom model. Nevertheless, the researcher has considered the adoption of the online learning model. Therefore, some indicators were adjusted based on the term and conditions. The

theory stated that engagement aid learning runs optimally. Moreover, engagement has four components that are heightening the learning outcomes. Here is the following interpretation of those components under the research data:

a. Cognitive Engagement

Cognitive engagement is a conscious effort to use thought in a particular matter that we want to know or solve. It could be influenced by three factors: the individual, the learning environment, and the task. For example, in an online learning context, students use their knowledge, skills, or potential to understand the material and perform tasks over e-learning.

From the observation result over e-learning, the learning activity is aimed to implement the learner-centre strategy. Hence, the participant is supposed to access the given material and try to understand or master it through their way, whether by making a resume, mind map, or brainstorm. Then, finish the assignment.

Based on *log data*, 22 from 29 or 76% of students did not access both materials and assignments in the first and second meetings. It may interpret that most students did not understand the material because they did not even access or read it. Moreover, they also did not attempt the assignment given. As indicated in the first and second meetings, the student did not cognitively engage with learning activities. For example, in the *timeline* class, the teacher wrote a post to give a direction about what they would do in that meeting. However, the researcher did not find students who gave feedback/expressed ideas, asked questions about the subject matter, or evaluated learning outcomes over e-learning.

The student seemed to be more engaged at the third meeting. As the observation result, 27 students, or 79% of 34 students, completed their assignments after the teacher gave them additional time to submit them. As the student finish their assignment, they were cognitively engaged because they put some efforts and

knowledges to perform tasks. Regularly, the teacher employed direct teaching to teach students. She wrote the material before and send it in the form of *word* file to the student. The material contains explanation and sometimes include tasks too. The researcher found two materials during the research is running. Those two materials were Personal Letter and passive voice. The learning is aiming to explain both topics so as the student could understand and implement it whether for personal or social context.

In this third meeting, the teacher gave extend time to perform all tasks that have not finished yet. However, 27 students, or 79% of 34 students, completed their assignments. They were able to understand how to use passive voice in the right way and write a personal letter correctly. Even they still need much practice to make a good writing. Those number showed an improvement from the two previous meetings. Students who did not finish the assignment may

because they did not understand the material. Therefore, they were not cognitively engaged with learning activities. As indicated in the first and second meetings, many students are not cognitively engaged. Furthermore, this is confirmed by the student as follow:

Yes (e-learning obstruct me to understand) because I do not understand with the material and the assignment. (Student No. 7 on Sat 21 November 2020 at 8.13 AM)

The student said that e-learning is restraining to understand the material. In consequence, the assignment could not be finished. On the other hand, students who have finished the assignment mean that they are cognitively engaged because they understand the material and do the assignment. Furthermore, this is confirmed by a student as follow:

No, my teacher translated the material. Because of that, because I can understand by myself. Also, I can use google translator to learn. I read it only because it is not difficult, but still need to be thorough if it is about formula. (Student No. 8 on Sat 21 November

2020 at 9.21 PM)

Google and *WA* are apps that the participant chooses to help them find additional resources. Browse over the Internet offers students to find the information needed. However, they still struggle to understand the material over the online learning model.

b. Behaviour Engagement

Based on task context, behavior engagement includes answering questions, contributing to exercise, and other learning activities. A student who takes part in learning activities may be motivated to do the assignment. Several indicators can identify behavioral engagement: how many efforts, perseverance, and active involvement in learning activities.

From the observation result above, the researcher may interpret that many students did not participate in the class activity when it is running. As a result, they are late to confirm their attendance, and most of them confirmed their attendance after the class is over. The researcher

noted that five students are absent in the first meeting, and six students were absent at both the second and third meetings.

Based on the *data logs/monitors*, the researcher found that at the first meeting, November 4, 2020, twenty-nine students, or 85% of 34 students, confirmed their attendance. Seven students from 29 or 24% of total attendance were categorized as active learning activities based on indicators; confirm attendance, access or download the learning materials and the assignment. However, two of them did the learning activities after the class ended. On the other hand, 22 from 29 or 76% of students were categorized passive in learning activities based on only confirmed attendance. Most of them browse e-learning for less than 5 minutes. The second meeting, 11 November 2020, did not change the data findings. 29 from 34 students or 85% of students only confirmed their attendance while the rest did not present at the end.

On the other hand, seven students from 29 or 24% were categorized as active in learning activities. Ten students participated in learning activities with under 10 minutes browsing over e-learning. At the third meeting, 18 November 2020, the teacher did not give any material. Instead, she gave students a chance to complete their assignments that have not been finished. Twenty-eight students or 82% students confirmed the attendance, and the rest six students did not confirm the attendance. In the end, 27 students, or 79% of 34 students, completed their assignments to the teacher on 21 November 2020. The researcher found that at the third meeting, more students participated in the learning activities.

The teacher used to provide the learning material and the assignment for students before the class started. However, the researcher found that some students did not access it in terms of assignments and learning materials. As indicates at the first meeting, the researcher found that five

students are paying attention since the beginning of the lesson. Then there were seven students at the second meeting. Moreover, four students access the class at the third meeting since the lesson just started. Therefore, the student who is categorized as passive has a problem in their discipline. By forgetting to check and do the assignment means they did not behaviorally engage with the e-learning-driven-language learning activities. It is confirmed by the student as follow:

No (confirm the attendance on time), because I got bad signal and late to wake up. No (in finishing assignments), sometimes I missed {the assignment} because I did not check it. (Student No.4 on 20 November 2020 at 10.37 AM)

Based on the interview result above, it allows the researcher to interpret that one of the participants was excused that she was late to join the class because she was not disciplined and missed the assignment because she did not take the lesson as a priority. However, their effort was getting better on the third meeting. As a result, 27

students, or 79% of 34 students, completed their assignments to the teacher on 21 November 2020. Moreover, the teacher gave additional time for students to complete as a requirement if they want to pass the exam. Indeed, in the end, many students could accomplish their tasks because of the teacher's toleration. However, they were behaviorally engaged with e-learning-driven language learning at the end. It is confirmed by the student as follow:

Yes (do the assignment), because it was my obligation to finish it and the responsibility that I must be done because the result could help me to increase my score at the final exam. (Student No. 6 on 19 November 2020 at 8.12 AM)

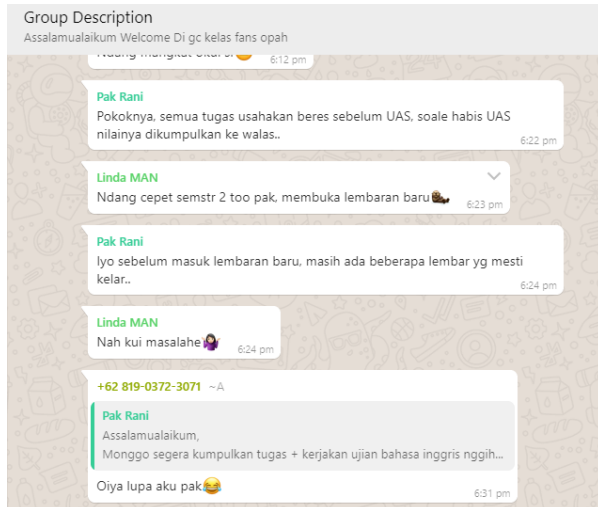
c. Social Engagement

Communication among students and between students and teachers in learning activities is an example of social engagement. Students who have good social competence will create good relationship, whether with other students or with the teacher. Most engagement models do not include the social aspect as one

aspect of the engagement. However, this aspect can provide strength in forming good social relationships. The goal is to build good relationships for students in the context of instructed language learning.

Based on the observation result, the students did not comment or respond to the teacher's instruction post over e-learning. Then, the researcher observes students' WA group and found that some students had a conversation or discussion about the English lesson. It indicated in the observation over the WA group, **some students** were joking with each other. Because of in the context of group-class chat. Hence, it also covers the discussion of other subjects. However, the researcher only focuses on the English subject part. There were two students who responded to the teacher's message. Moreover, here is the following evidence:

Image 1.1 Student's Conversation



The researcher interprets that one student has an intense conversation with the homeroom teacher while he reminds students to finish their assignment from the following image. Moreover, one another replied that she forgot to do her assignments. Total students who had answered the teacher's messages in WA group were 7 of 34 students or 20%.

There is no student that intentionally gave any response to the teacher's post over e-learning. They did not communicate with each other too. Indeed, e-learning did not provide a private feature message among students or between

students and teachers. Meanwhile, Students felt unconfident to give any comment or respond over e-learning. Here is the following evidence:

Never, because I feel embarrassed to communicate in e-learning{timeline} because my classmates could see. (Student No. 1 on 19 November 2020 at 8.53 AM)

Social engagement comes near to emotional engagement, particularly among students. Usually, the student will feel more confident when they have a social connection. Therefore, even though the student felt embarrassed to communicate over e-learning, it is hard to believe that they have no interaction ultimately. From the observation result over WA group chat, the researcher found that students socialize with their classmates and their teacher. It is confirmed by the student as follow:

No, no through e-learning but frequently through WhatsApp. (Student No. 4 on 20 November 2020 at 10.37 PM)

d. Emotional Engagement

Emotional engagement could be defined as the bond of students' feelings with the learning activity, learning environment, and others. The nuance of emotion could be in the form of positive or negative emotions. Positive emotion refers to good feelings such as interest, enjoyment. Meanwhile, negative emotion refers to bad feelings such as boredom and frustration.

Based on the observation result over e-learning, the researcher did not indicate any student's emotion toward e-learning platforms, learning activities, or materials and tasks because they did not respond or comment over e-learning. Hence, the researcher tried to find the students' emotional engagement with e-learning by joining their *WA* group. From the result found through the *WA* group, the researcher indicated that some students were used emoticons / emotional symbols attached to their messages when they responded to a conversation about English study. The symbols or emoticons may explain what they feel. Moreover, the researcher found that some

students express their tiredness or frustration toward assignments. The image below is the observation results from WA group discussion when they are being asked to do assignments after the third meeting:

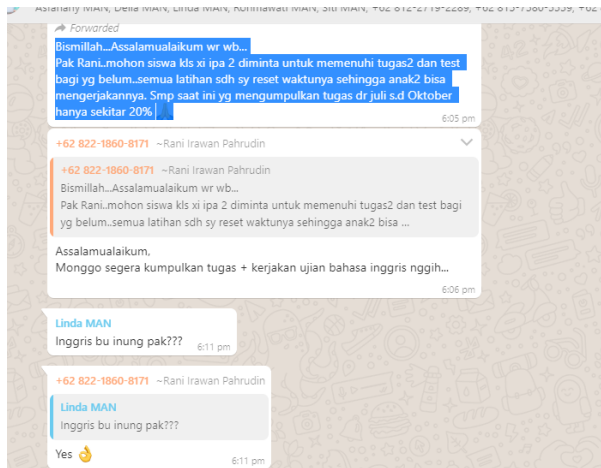


Image 2.1 Student's Conversation

Bismillah... Assalamualaikumwrwb...Sir... may you tell xi ipa 2 class to fulfil the test and assignments who have not finished yet... I have resetting it all so as they can reassign. Recently, only around 20% students who has finished their assignment from the beginning of this semester. 🙏" (The teacher through WA group on 19 November 2020 at 6.09 PM)

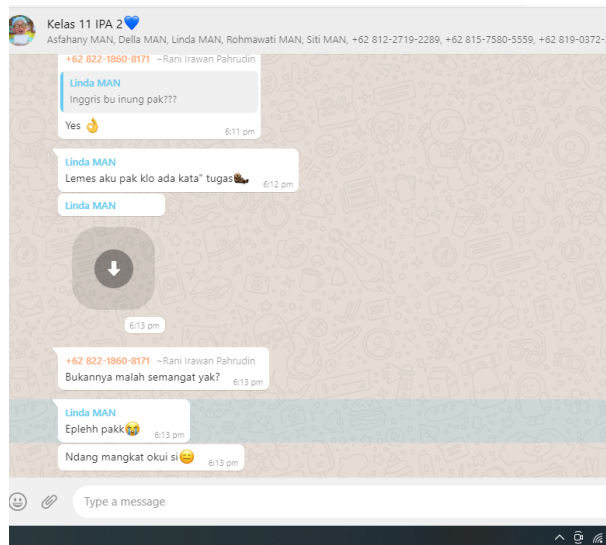


Image 2.2 Student's Conversation

“Eplehhpakk 🙄”-in Javanese. [“(exhausted sir 🙄)” -emoticon; bored/frustration/unsatisfied.]
 (Student No. 8 on 19 November 2020 at 6.17 PM)

From the following image, the researcher interprets that the student felt frustrated with the assignment. In this case, she is burdened with many assignments. Students were also unsatisfied with learning over e-learning. It is confirmed by the student as follow:

Bored, because cannot learn face-to-face with the teacher. Maybe I can more enthusiastic with face-to-face learning than in online way. (Student No.

3on 20 November 2020 at 1.58 PM)

The participant reveals that he feels more enthusiastic if learning in the "real" classroom as before. Instead, the online system made him feel bored because he could not interact straight (face-to-face) with the teacher or the classmate.

2. Student's reactions to e-learning-driven language learning activities

Besides the research focus on student engagement, the researcher considered identifying the student reaction toward their engagement with e-learning-driven-language learning activities. Based on the observation over e-learning, many students were doing the confirmation attendance without being active in the learning at first and second meetings. They were indicated behaviorally engage at the third meeting.

E-learning could bridge students and the teacher to conduct learning at a distance. However, no student gave any response or

commented on the teacher's post. Two students felt unconfident to give any response over e-learning because they are embarrassed by their friends. Indeed, there is no private chat feature in e-learning. Accordingly, they prefer to communicate over *WhatsApp*. They utilized *WA* as an app to communicate and share information.

Moreover, they used to search additional sources over Internet. Hence, *WA* and *Google* are platforms that students used to help them in their learning. Although they got help from these platforms, they still felt burdened and exhausted for their assignments. Students said that they felt bored and wanted to run the learning with the classroom learning model. It has been presented through the observation result over *WA* after the third meeting.

Although he felt the struggle to understand, one participant said that online learning models help him during the pandemic. Meanwhile, another student said that she could understand the subject matter well through e-learning. Besides

the material from the teacher, she could search various sources and translate words has not known the meaning yet over the Internet. Nevertheless, the student still prefers to learn in a classroom model because the online learning model forced them to use digital tools as much as they must do. Student in the following interview confirms it.

annoyed, bored, want to go (to school) like I used to because my eyes are sometimes tired staring at the screen too long. Plus spend much my money (to buy internet packages) so prefer to go to school. At home also too much laying on bed, if at school there is extracurricular such as basketball so not get bored.
(Student No. 8 on Sat 21 November 2020 at 9.28 PM)

The student also said that she felt anxious to learn over the Internet because sometimes, they have problem with the internet signal. Here is the evidence:

Anxious because when using e-learning, there must be a good network. (Student No. 1 on 19 November 2020 at 8.53 AM)

Meanwhile, all participants prefer being taught in the "real" classroom with the face-to-face model. The student confirms this:

My opinion about e-learning, it inhibits me to understand the material given. Because it is better to learn face-to-face, but sometimes face-to-face is also has difficulties to understand. But if not face-to-face, I cannot understand the material at all 🤔 (emoticon: frustrated). I can get it easier if learn by face-to-face way. However, I miss being taught face-to-face in class. (Student No. 6 on 19 November 2020 at 8.12 AM)

B. Discussion

The online learning model has become an opportunity in conducting academic programs during the pandemic. Schools tried to develop their online learning system that is arranged based on the teaching and learning needs. By using various features, e-learning can bridge the student and the teacher into the teaching and learning process. In this case, the researcher explores student engagement with e-learning-driven language

learning activities. According to the data obtained from observation and interview, engagement aid learning runs optimally as the principles of engagement as stated by Philp and Duchesne.⁷² Students require experience, skill, attitudes, abilities, strategy, and awareness to solve problems, perform tasks, communicate, share information, create and manage content, and build knowledge effectively and efficiently.⁷³

First, cognitive engagement is interpreted as a commitment to acquiring knowledge or understanding the material. Alternatively, it could be seen as a student's constant concern and mental strength toward learning. The teacher did not conduct collaborative learning from the observation result, whether in the first, second, and third

⁷² Jenefer Philp and Susan Duchesne, 'Exploring Engagement in Tasks in the Language Classroom', *Annual Review of Applied Linguistics*, 36 (2016), 3 <<https://doi.org/10.1017/S0267190515000094>>.

⁷³ Fernando Guzmán-Simón, Eduardo García-Jiménez, and Isabel López-Cobo, 'Undergraduate Students' Perspectives on Digital Competence and Academic Literacy in a Spanish University', *Computers in Human Behavior*, 74 (2017), 197 <<https://doi.org/10.1016/j.chb.2017.04.040>>..

meeting. Thus, there was the last interaction between students during learning. The research found that students are not fully engaged in learning in the first and second meetings. 22 from 29 or 76% students were categorized passive in learning activities at the first meeting on 4 November 2020. Then seven students from 29 or 24% were categorized as active in learning activities at the second meeting on 11 November 2020. However, at the third meeting, 18 November 2020, 27 students, or 79% of 34 students, completed their assignments to the teacher on 21 November 2020.

Students are categorized as active if they fulfil several criteria: accessing/downloading the learning material and putting their commitment toward learning (doing tasks) or finishing the assignment. Students said that they used Google and WA as apps to support them in learning activities. They will search for additional information over the internet and communicate through WA to help them understand and fulfil the task.

Based on the interview result, the whole participant claimed that they can use digital media. However, they said that e-learning inhibited them from mastering the material. On the other hand, the participant realized that e-learning is helpful in the middle of a pandemic. The online learning model allows students to learn at a distance, and it makes them still be able to gain knowledge without going to school as before. 7 out of 8 participants claimed that they still got benefits from the e-learning model.

Furthermore, the online learning model offers students to get additional sources over the Internet. Moreover, the limit of time is longer than the classroom model. Therefore, even though the lesson time is ended, students still have time to master the material and finish the assignment. Usually, the teacher sets the time limit for a week.

Second, behavioral engagement, based on task context, includes answering questions, contributing to exercise, and other learning activities. Moreover, several indicators can be identified: how many efforts, perseverance, and active involvement in

learning activities. Finally, besides attendance, student discipline in learning is also crucial in every learning activity.

E-learning has provided various features that are arranged based on learning needs. Students can learn from a distance, including all the actions needed during learning. They only need to hit the confirmation of attendance button in e-learning through their Smartphone. In terms of assignments and materials, the teacher used to attach files or arrange them over e-learning. Transferring knowledge is practical and allows students to access it because they could share and accept files through e-learning. From the observation result, facts found from e-learning and *log data monitor*, in term of attendance, both first and second meeting, fourth – 11th November 2020, 29 students or 85% from 34 students confirmed their attendance and 28 students or 82% students at the third meeting on 18 November 2020. The assignments were also similar in both the first and second meetings. There are 7 students from 29 or 24% of total attendance were

categorized as active in learning activities. However, two students who are categorized as active were late to do tasks. Indeed, the teacher put the asynchronous learning method to participate still even when the lesson time is finished. Most of them browse e-learning for less than 5 minutes. However, at the third meeting, 18 November 2020, more students participated in the learning activities. In the end, 27 students, or 79% of 34, were able to complete their assignments. From the interview, the participant who missed assignments excused that they forget because did not check it. Besides, another participant said that she always finished the assignment despite the observation result through a log data monitor; her footprints show that she did not even access it. However, even attendance shows over 80% in three meetings, and 79% can finally finish their assignments. In the end, the student's behavior engagement with e-learning was not fully optimized. Those three meetings cover 87% students that engaged behaviorally.

Third, even most researchers did not consider the engagement domain, but Philip and Duchesne believe that the social aspect includes the engagement domain.⁷⁴ This aspect can provide strength in forming good social relationships. The goal is to build good relations among students in the context of instructed language learning. However, based on the observation result, the teacher did not conduct collaborative learning or any learning activities requiring communication among students. Furthermore, the student did not communicate with each other, whether as indicated in the first, second, or third meeting. The social relation newly appeared after the teacher asked students to finish their assignment before the final exam. Social engagement comes near to emotional engagement, particularly among students. Usually, the student will feel more confident when they have a social connection. Even though the student felt

⁷⁴ Jenefer Philp and Susan Duchesne, 'Exploring Engagement in Tasks in the Language Classroom', *Annual Review of Applied Linguistics*, 36 (2016), 9
<<https://doi.org/10.1017/S0267190515000094>>

embarrassed to communicate over e-learning, it is hard to believe that they have no interaction. The fact found that two students have quite intense communication with the teacher in *WA group* chat. Those three meetings cover 20% or 6 students that socially engaged through WA group chat.

As indicated on the observation result, the student was not socially engaged with e-learning-driven language learning activities because the teacher used to post a caption on the e-learning timeline such as; greets, directions, and motivation words to the student. Instead, the student was not giving any response to it. Unwell prepared whether e-learning features that did not provide the private message for student or learning activities make students unable to engage socially.

Fourth, emotional engagement includes student's feelings toward language learning activities over *Learning Management System* (LMS). Two kinds of emotion: positive emotions and negative emotions may also influence students to react during learning. As indicated in the

observation result, facts found that many students were categorized as passive. It means that they are under the negative influence of their emotion. Therefore, it caused them not fully to engage with the learning activity. Unfortunately, only two students that accept how helpful e-learning was. Those three meetings cover 5% students that emotionally engaged with the online learning system.

Moreover, it was confirmed in the interview. Students felt burdened and bored with learning activities over e-learning as Philip and Duchesne stated that emotional engagement relates to motivation and near to the affective of the learner's participation in the learning process. It may link to the student's metacognitive and cognitive aspect to understand the material and perform the task. The student said that e-learning could bridge them to still possible acquiring knowledge in the distance. However, they prefer they used Google to find additional sources to finish the assignment.

Meanwhile, some students said that they were bored to learn through e-learning. In addition, they felt embarrassed and unconfident to communicate over e-learning. Hence, emotional engagement links to cognitive engagement and the behavior and social aspect of the engagement.⁷⁵

The present research is conducted to obtain the result of student perspective toward learning activities over e-learning. By encompassing facets of engagement, the research tried to present data that could be used as a point of view in conducting an online learning activity. However, e-learning-driven language learning activities still require developments to run a better learning process in the future. The researcher used the data collection technique from log data traces successfully implemented in the previous research to observe

⁷⁵Philp & Duchesne, “Exploring engagement in tasks in the language classroom”, *Annual Review of Applied Linguistics*, 36, 2016, p. 9

online engagement behavior.⁷⁶ The participant was a predominantly online user in an online learning environment. Instead, in the present study, observation through the WA group and interview was conducted to encompass the broader domain of the engagement. Also, the online learning model was unfamiliar for both the student and the teacher. They may need more time to adapt to the LMS.

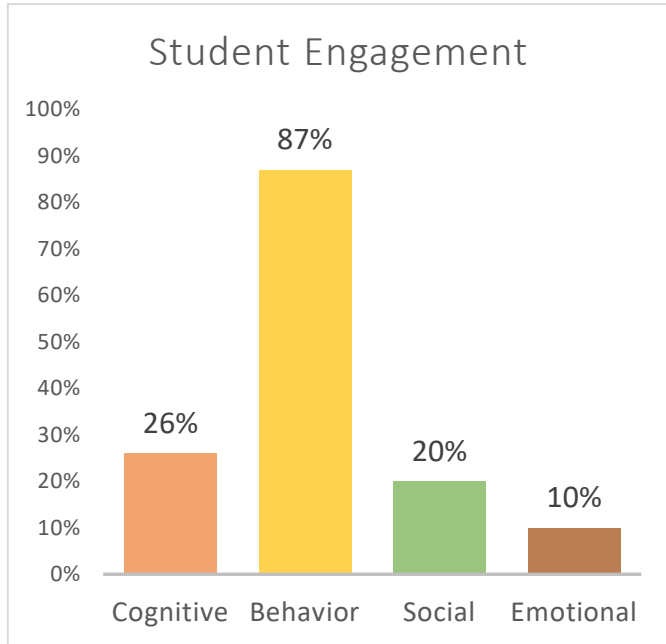
Moreover, students' disengagement is caused by the rural student not getting proper facilities to conduct online learning models such as the excellent network. Also, the student characteristic may lead them to be passive in the learning process. However, usually, LMS readiness and student engagement⁷⁷ could lead the learning to run optimally.

Overall, students did not entirely engage with learning activities over e-learning. The researcher

⁷⁶Wong & Chong, "Modelling adult learners' online engagement behaviour: proxy measures and its application" *Journal of Computers in Education*, 5(4), 2018, p. 476

⁷⁷Hong & Kim, "College Students' Digital Readiness for Academic Engagement (DRAE) Scale: Scale Development and Validation" *Asia-Pacific Edu Res* 27, 2018

found that the school's LMS was not optimally ready to facilitate learning activities. Based on the observation result, e-learning did not provide a message feature that could aid students communicates with their teachers and classmates privately. Moreover, they were less able to adapt to the integration of the online learning system. These factors have confirmed by the student that e-learning complicates them in communication and understand the material. Besides, all students that had interviewed revealed that they were unsatisfied with the learning activities. It is the reason that makes them passive in the learning process. However, the researcher also found a positive response when a student said that e-learning is helpful during the pandemic. It makes them still able to acquire knowledge even when they learned from a distance. This down below are the percentage of student engagement in three meetings.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions following the finding of the study.

A. Conclusion

From the research that has been done about student engagement with e-learning-driven language learning activity on eleventh-grade students in MAN Pekalongan in the academic year of 2020/2021, the researcher concluded that:

Students can be considered as not fully hearted engage with the e-learning-driven language learning activity from the identified theory. The researcher has noticed four aspects of engagement; behavioral, cognitive, social, and emotional engagement. They might not fully engage in those aspects. Most students were categorized as passive during learning activities, and often they are missing the assignment. The learning was near without communication

because they were unconfident, unsatisfied, and frustrated with the online learning system. Despite online learning, the system could aid schools to conducted learning at a distance.

Regardless, Learning Management System (LMS) was developed based on the learner's needs to help them learn during the pandemic. However, the student argued that e-learning is inhibited them from understanding the material. They felt burdened with assignments they should finish and got objected to the unstable network. Hence, they were bored with the learning activity and preferred being taught in the classroom model. Nevertheless, e-learning is known as a new thing for a rural school. Hence, it needs more development to help the teacher and students conduct better learning in the future.

B. Suggestion

Although this research was conducted involving a small number of participants in a short period of time, the researcher provides useful and in-depth information about student engagement with an

e-learning-driven language learning activity. Hence, here are some suggestions for this research:

1. For the researcher

The first research conducted by the researcher will hopefully motivate the researcher to conduct more research with a more extended range of research time so that the researcher can provide more information with different topics, and of course, with better quality in the research future.

2. For the students

As indicates in the result of the study, students are lack of engagement with e-learning-driven language learning. The student needs to be engaged with learning activities because it could aid them in acquiring knowledge instead of looking for excuses.

3. For the teacher

This research provides information about students' reaction to their engagement with an e-learning-driven language learning activity that can be considered a preference with

development and innovation in the future, hoping that the quality of teaching and learning progress will be better.

4. For the next researcher

Hopefully, this research can be used as a good reference for the next researcher who will conduct research with the same topic to develop the research findings. The researcher also suggests that the next researcher research an extended range of time to be deeper and suitably accepted as long-term research.

C. Closing Statement

Sincerely, this thesis is the researcher's first academic project, which is a kind of researcher's contribution to UIN Walisongo Semarang's academic field. Finally, by reciting *Hamdallah...*, this thesis is finished as partial fulfillment of the requirement for gaining the bachelor's degree of English Language of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDIX I

THE OBSERVATIONAL GUIDE

Behavioural Engagement	Note/Description
Student attendance and discipline.	
Student effort and action toward learning activities.	
Student finishing assignments and tests.	
Cognitive Engagement	Note/Description
Students give response, idea, or opinion toward learning.	
Students ask question toward learning	

material that they do not understand.	
Students doing evaluation toward learning.	
Social Engagement	Note/Description
Communication with the teacher	
Communication among students.	
Affective Engagement	Note/Description
Student's reaction	

APPENDIX II

The Observation Review

Pertemuan 4 November 2020

Pada pertemuan kali ini peneliti mengamati intensitas dan durasi para siswa yang login kedalam akun e-learning yang dibagi menjadi tiga kategori waktu yaitu tepat saat pelajaran baru dimulai (1), saat pelajaran berlangsung (2), dan setelah pelajaran usai (3), dengan aktifitas yang dilakukan cukup lengkap seperti:

- Melakukan konfirmasi kehadiran
- Mengakses / membaca / mendownload Materi pembelajaran.
- Mengecek menu tugas/UH/Kuis.

Berikut ini adalah hasil pengamatan tersebut:

1. Ketika jam pelajaran baru dimulai (07:00 – 07:30)
 - a. Della Safitri +/- 1 Menit (07:33:15 – 07:34:18)
2. Ketika jam pelajaran sedang berlangsung (07:31 – 09:00)

- a. Siti Elizah +/- 1 menit (07:47:24 – 07:48:14)
- 3. Setelah jam pelajaran usai (> 09:01)
 - a. Lana Ainus Salma +/- 2 Menit (11:27:27 – 11:29:36)

Note: Masing masaing siswa hanya mengakses e-learning sebanyak 1 kali selama pertemuan minggu ini berlangsung sampai pada pertemuan minggu selanjutnya.

Pertemuan 11 November 2020

- 1. Ketika jam pelajaran baru dimulai (07:00 – 07:30)
 - a. Siti Elizah +/- 1 menit (07:02:18 - 07:03:15)
 - b. Fadhilatul Ilmiah +/- 2 menit (07:07:33 - 07:09:02)
 - c. Naila Alya +/- 2 menit (07:11:15-07:12:49)
 - d. Rohmawati +/- 2 menit (07:20:14 - 07:21:59)
- 2. Ketika jam pelajaran sedang berlangsung (07:31 – 09:00)
 - a. Abidatul Karimah +/- 6 menit (07:59:22 - 08:05:04)

- b. Della Safitri +/- 6 menit (08:05:04 - 08:11:58)
- 3. Setelah jam pelajaran usai (> 09:01)
 - a. Lana Ainul Salma +/- 2 menit (11:20:05 - 11:21:57)
 - b. Nisfu Laili +/- 1 menit (15:04:32 - 15:05:12)

Note: Ashfahany, Abidatul Karimah, Fadhilatul Nikmah, Rohmawati, Siti Elizah, dan Della Safitri adalah siswa yang mengakses e-learning dengan intensitas sebanyak 2 kali atau lebih selama pertemuan minggu ini berlangsung sampai pertemuan minggu selanjutnya dimulai.

Pertemuan 18 November 2020

- 1. Ketika jam pelajaran baru dimulai (07:00 – 07:30)
 - a. Ghina Tsuraya +/- 4 menit (07:13:45 - 07:17:26)
 - b. Naila Alya +/- 1 menit (07:21:11 - 07:21:48)
 - c. Rohmawati +/- 18 menit (07:22:10 - 07:40:19)

2. Ketika jam pelajaran sedang berlangsung (07:31 – 09:00)
 - a. Della Safitri +/- 2 menit (08:31:06 -08:33:37)
 - b. Lana Ainus Salma +/- 4 menit (08:36:30 - 08:40:21)
3. Setelah jam pelajaran usai (> 09:01)
 - a. Lailatun Nikmah +/- 2 menit (09:09:34 - 09:11:06)
 - b. Nisfu Laili +/- 2 menit (09:40:10 - 09:41:54)
 - c. Rohmawati +/- 2 jam (09:45:27 - 11:44:13)

Note: pada pertemuan kali ini siswa tidak diberi materi baru, namun mereka diminta untuk melengkapi tugas-tugas yang belum diselesaikan dengan diberi tambahan waktu, oleh karena itu, intensitas masing-masing siswa kebanyakan telah mengakses e-learning beberapa kali atau lebih selama satu minggu berikutnya.

APPENDIX III

The Interview Instrument

1. Do you participate in the language learning activity over e-learning on time and be active in each activity? If not, give the reason? **(BE)**
2. Do you finish the given assignment on the previous learning activity over e-learning? Why? **(BE)**
3. What are you doing during the language learning activity over e-learning? **(BE)**
4. Does e-learning ease you or even obstruct you from understanding and give an idea of the material? **(CE)**
5. Do you ask a question about the material that has not been understood yet? Why? **(CE)**
6. What kind of method do you use to understand and master the material? Do you understand the material? **(CE)**

7. Does e-learning ease you to communicate with your teacher? **(SE)**
8. Have you ever communicated with your classmate over e-learning? Please, explain does it about the material or not? **(SE)**
9. What your impression during the learning activity over e-learning? Do you feel anxious, bored, enjoy, or satisfy? And give your reason! **(AE)**
10. Do you have any suggestion or opinion for the e-learning, the material, or the learning activity which you think can afford better language learning in the future? **(AE)**

APPENDIX IV

The Interview Transcription

INTERVIEW 1

Nama Lengkap : Rohmawati

Kelas : XI IPA 2

Tanggal : 19-11-2020

A : Salam. Saya Ikmal, ingin melakukan wawancara mengenai keterlibatan siswa dalam pembelajaran Bahasa berbasis e-learning. Boleh perkenalkan diri?

B : Salam. Iya Boleh Kak, Nama saya Rohmawati.

A : Apakah anda selalu tepat waktu mengikuti kelas Bahasa dengan e- learning dan aktif dalam segala aktifitasnya? (jika tidak, alasannya apa?

B : Tepat waktu dan aktif

A : Apakah anda selalu mengerjakan tugas yang diberikan? Mengapa?

B : Selalu mengerjakan tugas. karena, mengerjakan tugas adalah kewajiban pelajar.

- A : Bagaimana cara anda focus memahami materi pelajaran?
- B : Ketika sedang pembelajaran tidak membuka aplikasi sosmed.
- A : Apa pendapat anda tentang pembelajaran Bahasa dengan e-learning? Apakah e-learning memudahkan/justru menghambat dalam memahami materi dan memberi tanggapan saat pembelajaran?
- B : Menghambat.
- A : Apakah anda menanyakan bagian materi yang belum dipahami? Mengapa?
- B : Tidak.Karena,saya mencari materi yang berkaitan di google
- A : Untuk memahami dan menguasai materi yang disampaikan, apa yang anda lakukan?
- B : Membaca materi tersebut
- A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?
- B : Tidak pernah. karena saya malu berkomunikasi di e-learning(timeline) dikarenakan bisa dilihat teman sekelas.

- A : Pernahkah anda bertanya/berkomunikasi dengan siswa lain? apa itu tentang materi/bukan?
- B : Tidak pernah. Karena, saya bertanya/berkomunikasi dengan teman lain menggunakan aplikasi whatsapp.
- A : Bagaimana perasaan anda mengenai pembelajaran menggunakan e-learning?
- B : Cemas. Karena, ketika menggunakan e-learning harus ada jaringan yang bagus.
- A : Apa saran anda mengenai e-learning, materi, atau aktivitas pembelajarannya agar dapat menjadi lebih baik kedepannya?
- B : Saran saya ketika memberi materi berikan contoh soal dan jawabannya agar lebih mudah dipahami
- A : Bagaimana pendapat anda mengenai e-learning?
- B : Untuk pengiriman tugas tidak sulit karena bisa melalui e-learning, jadi kita tidak perlu private chat dengan guru, bisa mengetahui tugas yang sudah dikerjakan dan belum dikerjakan. Tidak banyak menghabiskan kuota.

INTERVIEW 2

Nama : Della Safitri

Tanggal : 19 November 2020

A : Salam. Saya Ikmal, ingin melakukan wawancara mengenai keterlibatan siswa dalam pembelajaran Bahasa berbasis e-learning. Boleh perkenalkan diri?

B : Salam. Iya Boleh Kak, Nama saya Della.

A : Apakah anda selalu tepat waktu mengikuti kelas Bahasa dengan e- learning dan aktif dalam segala aktifitasnya? (jika tidak, alasannya apa?)

B : Iya, tepat waktu dan aktif

A : Apakah anda selalu mengerjakan tugas yang diberikan? Mengapa?

B : Mengerjakan, walaupun sering telat mengumpulkan, karena ingin mendapatkan nilai

A : Bagaimana cara anda focus memahami materi pelajaran?

B : Fokus tapi jarang masuk ke otak, karena cara guru menjelaskan kurang bisa dipahami

A : Apa pendapat anda tentang pembelajaran

Bahasa dengan e-learning? Apakah e-learning memudahkan/justru menghambat dalam memahami materi dan memberi tanggapan saat pembelajaran?

B : Menghambat, karena kadang tidak paham

A : Apakah anda menanyakan bagian materi yang belum dipahami? Mengapa?

B : Bertanya pada teman saya, biar paham

A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?

B : Belajar

A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?

B : Tidak, susah kalau berkomunikasi di e-learning.

A : Pernahkah anda bertanya/berkomunikasi dengan siswa lain? apa itu tentang materi/bukan?

B : Pernah, iya materi.

A : Bagaimana perasaan anda mengenai

pembelajaran menggunakan e-learning?

B : MEMBOSANKAN (_)`

A : Bagaimana pendapat anda mengenai e-learning?

B : Tadinya ga bisa buat undangan dalam bahasa Inggris,tpi skrg bisa,trs nambah kosakata baru

INTERVIEW 3

Nama : Wigar Zada Syandana

Tanggal : Jumat, 20 November

A : Salam. Saya Ikmal, ingin melakukan wawancara mengenai keterlibatan siswa dalam pembelajaran Bahasa berbasis e-learning. Boleh perkenalkan diri?

B : Salam. Iya Boleh Kak, Nama saya Wigar.

A : Apakah anda selalu tepat waktu mengikuti kelas Bahasa dengan e- learning dan aktif dalam segala aktifitasnya? (jika tidak, alasannya apa?)

B : Tidak, karna ada kegiatan yang lain yang dapat mengganggu pembelajaran seperti Main Game dan kadang saya pergi ke kebun nanam sayur

A : Apakah anda selalu mengerjakan tugas yang diberikan? Mengapa?

B : Ya meskipun telat, karna kebutuhan untuk memenuhi nilai

A : Bagaimana cara anda focus memahami materi pelajaran?

B : Saya menunggu waktu yang pas. Kan metodenga diberi bahan ajar kemudian siswa mempelajari sendiri... Kalo habis duhur.. saya mulai tuh.. baca2. Kalo mengerjakan cbt pun tergantung waktunya. Kalau waktunya

panjang ya milih waktu yang pas.. Kalau terbatas... Saya baca bahan ajar kemudian mengerjakan, Nah disitu saya menunggu waktu saya ingin mempelajarinya

- A : Apa pendapat anda tentang pembelajaran Bahasa dengan e-learning? Apakah e-learning memudahkan/justru menghambat dalam memahami materi dan memberi tanggapan saat pembelajaran?
- B : Menghambat pemahaman saya... Karna jika tidak pada tempatnya, saya sulit melakukan sesuatu, karna lebih gampang bertanya kepada teman yang paham.
- A : Apakah anda menanyakan bagian materi yang belum dipahami? Mengapa?
- B : Saya mempelajari lgi dari YouTube
- A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?
- B : Pada masa seperti ini cukup membantu. Praktis, Saya dapat menyimpan materi dalam bentuk file.
- A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru?

Jelaskan, dan apa itu tentang materi/bukan?

B : Ya. jika ada materi yang kurang saya paham saya tanyakan kepada teman yang paham

A : Pernahkah anda bertanya/berkomunikasi dengan siswa lain? apa itu tentang materi/bukan?

B : Saya pernah bertanya ketika aplikasi e-learning mengalami masalah

A : Bagaimana perasaan anda mengenai pembelajaran menggunakan e-learning?

B : Bosan karna tidak bertatap langsung dengan pengajar. Mungkin saya bisa lebih antusias pembelajaran tatap muka ketimbang daring.

A : Bagaimana pendapat anda mengenai e-learning?

B : Pembelajaran dilakukan dengan Vidio cal guna mengganti tatap muka

INTERVIEW 4

Nama Lengkap : Lana Ainus Salma

Tanggal : 20 November 2020

A : Salam. Saya Ikmal, ingin melakukan wawancara mengenai keterlibatan siswa dalam pembelajaran Bahasa berbasis e-learning. Boleh perkenalkan diri?

B : Salam. Iya Boleh Kak, Nama saya Salma.

A : Apakah anda selalu tepat waktu mengikuti kelas Bahasa dengan e- learning dan aktif dalam segala aktifitasnya? (jika tidak, alasannya apa?)

B : *Tidak, karena susah sinyal dan banggunya kesiangan*

A : Apakah anda selalu mengerjakan tugas yang diberikan? Mengapa?

B : *Tidak, kadang ketinggalan karena gak ngecek*

A : Bagaimana cara anda focus memahami materi pelajaran?

B : *Saya belum nemu cara yang bisa buat saya konsentrasi*

A : Apa pendapat anda tentang pembelajaran Bahasa dengan e-learning? Apakah e-learning memudahkan/justru menghambat dalam

memahami materi dan memberi tanggapan saat pembelajaran?

B : *Menghambat dalam memahami materi dan memberi tanggapan saat pembelajaran*

A : Apakah anda menanyakan bagian materi yang belum dipahami? Mengapa?

B : *Kadang, ya pengen nanya aja gitu*

A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?

B : *Belum*

A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?

B : *Tidak, tidak kalo keawat e learing tapi kalo WA sering, nggak ada sinyal buat terlalu lama main E learing, enggak ada yang saya bahas kecuali tugas.*

A : Pernahkah anda bertanya/berkomunikasi dengan siswa lain? apa itu tentang materi/bukan?

B : *Tidak, tapi kalo lewat WA sering.*

- A : Bagaimana perasaan anda mengenai pembelajaran menggunakan e-learning?
- B : *Bosan dan kesal, karena apa, ya karena SINYAL, kadang e learning gak bisa dibuka kadang keluar erornya*
- A : Bagaimana pendapat anda mengenai e-learning?
- B : *Saran saya si nggak ada, cukup segera diberangkatkan sekolah saja:)*

INTERVIEW 5

Nama lengkap : Intan Mardiyani Sari

Tanggal : Kamis 19 November 2020

A : Salam. Saya Ikmal, ingin melakukan wawancara mengenai keterlibatan siswa dalam pembelajaran Bahasa berbasis e-learning. Boleh perkenalkan diri?

B : Salam. Iya Boleh Kak, Nama saya Intan.

A : Apakah anda selalu tepat waktu mengikuti kelas Bahasa dengan e- learning dan aktif dalam segala aktifitasnya? (jika tidak, alasannya apa?)

B : *sejauh ini selalu tepat waktu*

A : Apakah anda selalu mengerjakan tugas yang diberikan? Mengapa?

B : *selalu mengerjakan,karna kalo gak mengerjakan nanti ga dapat nilai*

A : Bagaimana cara anda focus memahami materi pelajaran?

B : *cuma di baca aja materinya*

A : Apa pendapat anda tentang pembelajaran Bahasa dengan e-learning? Apakah e-learning memudahkan/justru menghambat dalam memahami materi dan memberi tanggapan

saat pembelajaran?

B : *menurut saya menghambat dlm memahami materinya*

A : Apakah anda menanyakan bagian materi yang belum dipahami? Mengapa?

B : *Kadang*

A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?

B : *Belum. membaca materi berulang ulang,kalo ada yg ga paham,tanya guru mapel*

A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?

B : *menurut saya kurang memudahkan, pernah,iya tentang materi.*

A : Pernahkah anda bertanya/berkomunikasi dengan siswa lain? apa itu tentang materi/bukan?

B : *pernah,tentang materi juga.*

A : Bagaimana perasaan anda mengenai pembelajaran menggunakan e-learning?

B : *Bosan*

A : Bagaimana pendapat anda mengenai e-learning?

B : *Mungkin materinya dibuat seperti lagu agar mudah diingat,dan agar tidak membosankan*

INTERVIEW 6

Nama Lengkap : Siti Elizah

Tanggal : 19 Nov 2020

A : Salam. Saya Ikmal, ingin melakukan wawancara mengenai keterlibatan siswa dalam pembelajaran Bahasa berbasis e-learning. Boleh perkenalkan diri?

B : Salam. Iya Boleh Kak, Nama saya Siti.

A : Apakah anda selalu tepat waktu mengikuti kelas Bahasa dengan e-learning dan aktif dalam segala aktifitasnya? (jika tidak, alasannya apa?)

B : *Tidak*

A : Apakah anda selalu mengerjakan tugas yang diberikan? Mengapa?

B : *Iya, karena itu merupakan kewajiban kita untuk mengerjakannya dan tanggung jawab yang harus kita selesaikan dan nilai dapat membantu menambah nilai diakhir semester*

A : Bagaimana cara anda focus memahami materi pelajaran?

B : *dibaca, dipahami dan dihafalkan.*

A : Apa pendapat anda tentang pembelajaran Bahasa dengan e-learning? Apakah e-learning

memudahkan/justru menghambat dalam memahami materi dan memberi tanggapan saat pembelajaran?

B : *Pendapat saya tentang E learning itu E learning. menghambat pemahaman saya untuk memahami mteri yang diberikan tersebut .karena enak belajar tatap muka lebih paham, tapi kadang tatap muka juga belum pasti paham apalagi gak tatap muka. Materinya gak masuk semua 🤔 Tpi kalok tatap muka yang masuk lah dikit" tapi banyak 🤔 Kangen diajar tatap muka di kelas*

A : Apakah anda menanyakan bagian materi yang belum dipahami? Mengapa?

B : *Pernah, materi tapi kalok ditanyain jawabnya gak pada faham*

A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?

B : *Iya,,bukan tentang materi tapi bantuan PIP atau tanya sama tugas yang belum faham*

A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru?

Jelaskan, dan apa itu tentang materi/bukan?

B : *menurut saya kurang memudahkan, pernah,iya tentang materi.*

A : *Pernahkah anda bertanya/berkomunikasi dengan siswa lain? apa itu tentang materi/bukan?*

B : *pernah,tentang materi juga.*

A : *Bagaimana perasaan anda mengenai pembelajaran menggunakan e-learning?*

B : *Bosan,cemas ama kedepanya,kesal gak paham ama materinya*

A : *Bagaimana pendapat anda mengenai e-learning?*

B : *semoga cepet kelar pembelaaran lewat E learning dilanjut dengan pembelajaran tatap muka,semoga paham ama materinya ketika bljr tatap muka,semoga aktifitas bembelajaran seperti biasanya secara tatap muka*

INTERVIEW 7

Nama lengkap : Ashfahany

Tanggal : 19 November 2020

A : Salam. Saya Ikmal, ingin melakukan wawancara mengenai keterlibatan siswa dalam pembelajaran Bahasa berbasis e-learning. Boleh perkenalkan diri?

B : Salam. Iya Boleh Kak, Nama saya Hany.

A : Apakah anda selalu tepat waktu mengikuti kelas Bahasa dengan e-learning dan aktif dalam segala aktifitasnya? (jika tidak, alasannya apa?)

B : *Ya.*

A : Apakah anda selalu mengerjakan tugas yang diberikan? Mengapa?

B : *Ya, karena itu termasuk tugas saya*

A : Bagaimana cara anda focus memahami materi pelajaran?

B : *Terkadang tidak begitu focus, Hmm.... nggak fokus aja pak. Nggak tau itu kenapa. Mungkin terlalu banyak materinya jadi bingung*

A : Apa pendapat anda tentang pembelajaran Bahasa dengan e-learning? Apakah e-learning memudahkan/justru menghambat dalam memahami materi dan memberi tanggapan saat pembelajaran?

- B : *Pembelajaran bahasa di e-learning,, saya tidak begitu paham dengan materinya*
- A : Apakah anda menanyakan bagian materi yang belum dipahami? Mengapa?
- B : *Ya, karena belum paham tentang materi dan tugasnya*
- A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?
- B : *Berusaha sebisa mungkin untuk memahaminya*
- A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?
- B : *E-learning terkadang tidak memudahkan utk berkomunikasi perna berkomunikasi dengan guru dan itu tentang materi+tugas.*
- A : Pernahkah anda bertanya/berkomunikasi dengan siswa lain? apa itu tentang materi/bukan?
- B : *pernah berkomunikasi dengan siswa lain terkadang tentang materi terkadang bukan.*
- A : Bagaimana perasaan anda mengenai pembelajaran menggunakan e-learning?

- B : *Bosan, karena dengan e-learning terkadang saya tidak begitu paham dengan materi yang disampaikan*
- A : *Bagaimana pendapat anda mengenai e-learning?*
- B : *Menurut saya dengan adanya e-learning itu bagus karena siswa siswi dapat mengerjakan tugas dengan mudah. Tentang materi, jangan terlalu banyak tugasnya hehe. Aktivitasnya terkadang menikmati, terkadang bosan. Mudah nyaman dan santai. Hemat Krn tidak membeli buku paket ataupun yg lainnya. penyampaiannya materinya mudah krn bisa lewat video ataupun yg lainnya.. tugas2nya lebih detail.*

INTERVIEW 8

Nama : Linda Kurnia Sari

Tanggal : 18 November 2020

A : Salam. Saya Ikmal, ingin melakukan wawancara mengenai keterlibatan siswa dalam pembelajaran Bahasa berbasis e-learning. Boleh perkenalkan diri?

B : Salam. Iya Boleh Kak, Nama saya Intan.

A : Apakah anda selalu tepat waktu mengikuti kelas Bahasa dengan e-learning dan aktif dalam segala aktifitasnya? (jika tidak, alasannya apa?)

B : *berangkat terus, dan saya selalu cek apakah ada tugas dan kemudian mempelajari materi*

A : Apakah anda selalu mengerjakan tugas yang diberikan? Mengapa?

B : *insyaAllah ngerjain terus, karena tugas itu hororrr, berasa kek ada tekanan/tuntutan gitu loh klo blm ngerjain itu*

A : Bagaimana cara anda focus memahami materi pelajaran?

B : *nggak mesti, kadang kalua lagi mood bagus suka nyatet buat nulis materi tapi kadang juga ngga dan milih buat buka social media seperti youtube biar tidak bosan*

- A : Apa pendapat anda tentang pembelajaran Bahasa dengan e-learning? Apakah e-learning memudahkan/justru menghambat dalam memahami materi dan memberi tanggapan saat pembelajaran?
- B : *Tidak menghambat, karena juga bisa menggunakan google translate untuk belajar*
- A : Apakah anda menanyakan bagian materi yang belum dipahami? Mengapa?
- B : *Tidak, Soalnya kan udh di artiin langsung sama bu inung & bu novi jd bisa dipahami sndr*
- A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?
- B : *dibaca aja si, ga begitu sulit kok, cuma hrs teliti klo ada rumus"*
- A : Apakah e-learning memudahkan anda dalam berkomunikasi? Pernahkah anda bertanya/berkomunikasi dengan guru? Jelaskan, dan apa itu tentang materi/bukan?
- B : *ga ada masalah ga nanya gurunya pun insyaallah bisa.*
- A : Pernahkah anda bertanya/berkomunikasi dengan siswa lain? apa itu tentang materi/bukan?

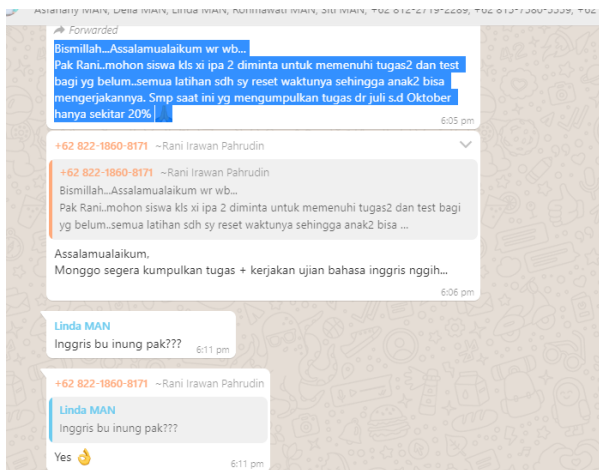
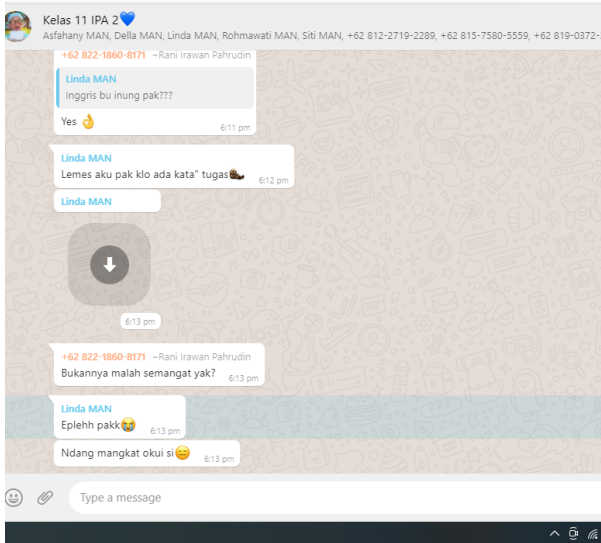
- B : *Pernah, tpi bukan nanya materi tpi nanya tugas.*
- A : *Bagaimana perasaan anda mengenai pembelajaran menggunakan e-learning?*
- B : *kesel, bosen, pen brngkt kek dulu lagi because mata kan kadang pegel gara" liat layar mulu ditambah pengeluaran makin banyak buat ngasi makan hp jd lbh suka brngkt sekolah. Dirumah jg rebahan mulu, klo disekolah kan ada ekstra kek basket jd ga bosen*
- A : *Bagaimana pendapat anda mengenai e-learning?*
- B : *Sarannya gaada si mas, Intinya cepet" masuk sekolah aku dah kangen basket, udh itu tok 🤔*

APPENDIX V

The Research Documentation

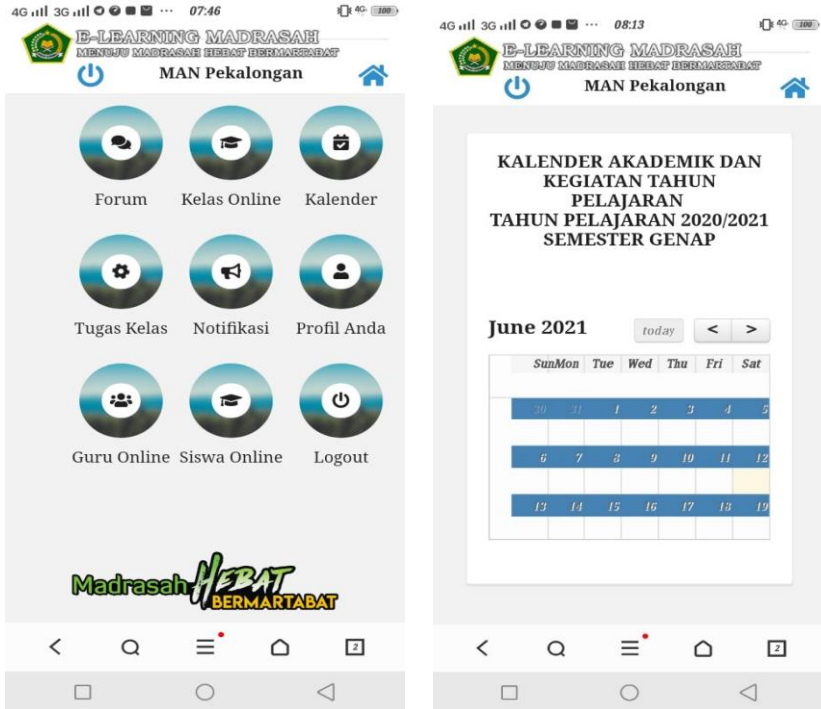
Image 1.1

Students and the teacher in WA group Conversation

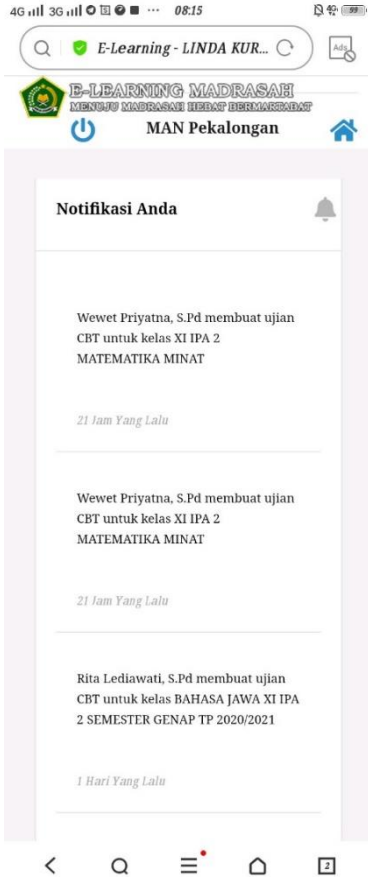


E-Learning Features

Image 2.1 (Dashboard and Academic Calendar)

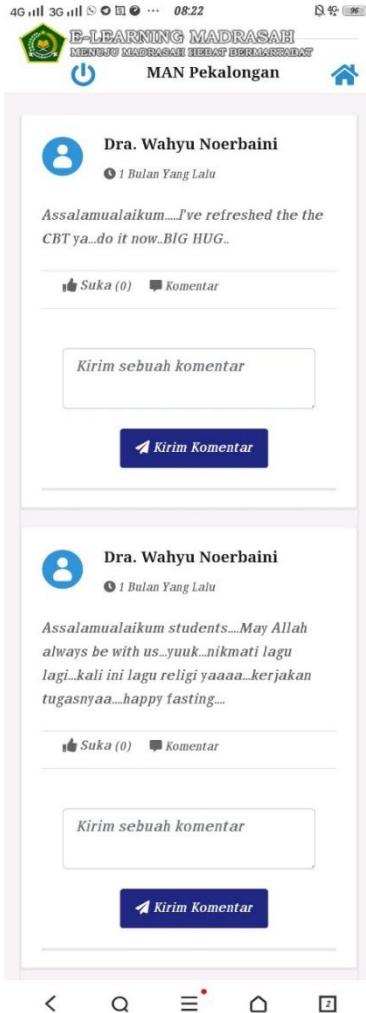


E-Learning Features Image 2.2 (Notification and Tasks)



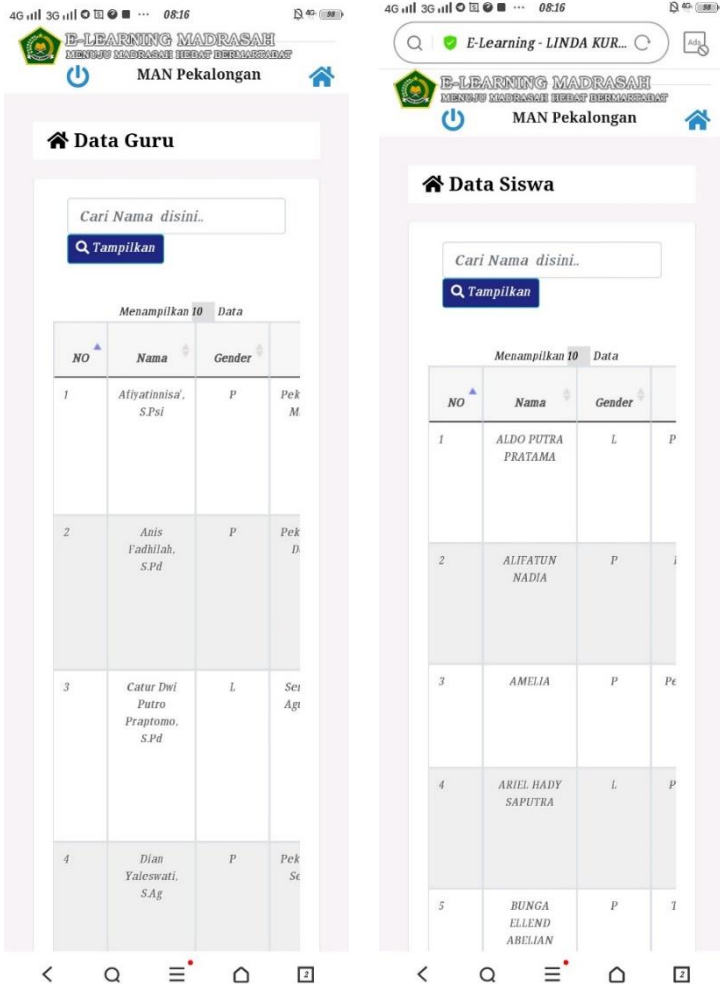
E-Learning Features

Image 2.3 (Chat Forum and Online Classes)



E-Learning Features

Image 2.4 (Teachers and Students)





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS
ILMUTARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang Telp.
024-7601295 Fax. 7615387

Nomor : B -4983/Un.10.3/D.1/PP.00.9/11/2020
2020

9 November

Lamp : -

Hal : Mohon Izin Riset

a.n. : Miftah Ikmal

NIM : 1703046035

Yth.

Bapak/Ibu Kepala Madrasah
di MAN PEKALONGAN

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi,
atas nama mahasiswa:

Nama : Miftah Ikmal

NIM : 1703046035

Alamat : Sumurjomblangbogo, RT. 18/ RW. 06, Bojong, Kab.
Pekalongan

Judul Skripsi : Student Engagement with e-Learning-driven Language
Learning Activity: A Descriptive Study

Pembimbing :

1. Agus Prayogo, M.Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diizinkan melaksanakan riset selama 13 hari, mulai tanggal 10 November 2020 sampai dengan tanggal 23 November 2020.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang
Akademik



Dr. Mahfud Junaidi,
M.Ag.
NIP. 19690320 199803 1
004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PEKALONGAN
MADRASAH ALIYAH NEGERI PEKALONGAN

Komplek Islamic Centre Jalan Capgawen Nomor 113 Kedungwuni Timur Kode Pos 51173
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SURAT KETERANGAN
TELAH MELAKSANAKAN PENELITIAN

Nomor : 560/ Ma.11.50/ PP.00.6/ 05/ 2021

Yang bertandatangan di bawah ini:

Nama : H. Bukhori, S.Ag
NIP : 196105171988031006
Golongan : Pembina (IV/a)
Jabatan : Kepala MAN Pekalongan

Dengan ini menerangkan bahwa :

Nama : Miftah Ikmal
NIM : 1703046035
Fakultas/ Jurusan : Ilmu Tarbiyah dan Keguruan
Instansi : Universitas Islam Negeri Walisongo Semarang

Telah mengadakan penelitian lapangan di MAN Pekalongan Kabupaten Pekalongan untuk mendapatkan *data* dalam rangka menyusun laporan penelitian dengan Obyek Penelitian " **Student Engagement With e-Learning-drivent Language Learning Activity : A Descriptive Study** " Penelitian dilakukan pada tanggal 10 November sampai dengan tanggal 23 November 2020.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Pekalongan, 10 Mei 2021

Kepala

H. Bukhori, S.Ag
NIP. 196105171988031006



APPENDIX VI

CURRICULUM VITAE

Personal Data

Name : Miftah Ikmal

Place of Birth : Pekalongan

Date of Birth : 27th May 1999

Religion : Islam

Gender : Male

Civic : Indonesia

Address : Gg. Parkit, RT 18 RW 06, Ds. Sumur-
Jomblangbogo, Bojong, Kab. Pekalongan

Formal Education

1. MI AL – UTSMANI PEKALONGAN
2. SMP ISLAM YMI WONOPRINGGO
3. MAN PEKALONGAN
4. English Education Department, Faculty of Education and Teacher, Walisongo State University, Semarang

Sincerely,

Miftah Ikmal