# INVESTIGATING LEARNING ENGAGEMENT ACROSS GENDER AMONG EFL STUDENTS IN WRITING CONTEXT

## THESIS

Submitted in Partial Fulfilment of the Requirement for Degree
of Bachelor of Education in English Education Department



**by:**

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is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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## RATIFICATION

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Dear Sir,
Dean of Education and Teacher Training Faculty
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*Assalamu'alaikumWr. Wb*
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*Wassalamu'alaikumWr. Wb*

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**MOTTO**

إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ

(Al-an'am ayat 162)

*Meaning: Verily, my worship, my worship, my life, and my death are only for Allah, the Lord of the worlds*

"it's not whether you're right or wrong that's important, but how much money you make when you're right and how much you lose when you're wrong."

Goerge Soros

# DEDICATION

This writing project is fully dedicated to:

1. My beloved father and mother, Bapak Purnomo and Ibu Sri Hayati, always supported me. Thank you for believing me until finishing the project.

2. My beloved little brother and sister, Moh. Ikhlas Adenan and Wanda Hamidah who always support me.

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All the goodness is from Allah SWT, that has given me mercy and blessing to accomplish this thesis. My beloved prophet Muhammad SAW has inspired me to be better.Thank you for giving me a chance to finish this project as the requirement for the Bachelor's Degree of Education in the English Language Education Department.

I realize that I cannot complete this thesis without the support and spirit from others. Many people had helped me while writing this, and it would be impossible for me to mention all of them. Therefore, I would like to give my sincere thanks to all of them, especially to:

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5. All participants that have given time and answered questionnaires and interviews.
6. *Last but not least, I want to thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all time*

The researcher realizes that this thesis is still far to be perfect; therefore, constructive suggestions and criticism are needed to make it perfect. The researcher hopes this thesis can be helpful for the improvement of English teaching-learning.

Semarang, 15 December 2021
The Writer,

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# ABSTRACT

Title : INVESTIGATING LEARNING ENGAGEMENT
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Student engagement is essential in determining a student's interest in a particular subject in class. When students have a strong desire to learn, they are more likely to understand the information and perform well in class. Student engagement theory refers to Frederick, Blumenfeld, and Paris that consists of three main components, namely behavioural engagement, emotional engagement, and cognitive engagement. Engagement consists of publicly observable behaviours, as expressed in a person's involvement in an activity.(Yu et al., 2019) Student engagement was a factor that improved student participation in school and, as a result, influenced students' achievement, academic knowledge, and social behaviour. In this study, gender difference can be a critical factor on student engagement that attention in current time. The purpose of this study was to identify student engagement across gender in the first semester of writing class and to fill out research student engagement across gender. This study was qualitative study utilizing questionnaire and interview design. The participant of study ware 36 students from educational department UIN Walisongo Semarang in first semester 2020/2021. The participants consisted of 15 males and 21 females. The data collection was done through questionnaire and interview. The obtained date were analyzed descriptively. The result shows that, males and females have no significant gap in student engagement.

Keywords; **Student engagement, gender**

# CHAPTER I

# INTRODUCTION

This chapter discusses the background, the questions, the objectives, the significances, and the key terms of the research.

## A. Background of the Research

Universities worldwide are attempting to give their students the chance to expand their abilities for living and working in a globalized environment. As a result, in such an international context, global learning demands student engagement in all aspects of learning—behavioural, emotional, intellectual, and intercultural. (Zhao et al., 2021). Student engagement has been described in various ways; however, the most frequent understandings emphasize what the student does to learn. (Tai et al., 2019) The concept of engagement is beyond the scope of numerous articles and is given somewhere else. The meaning of educational engagement is bound to see of learning. Earlier researchers have advanced ideas such as mindfulness. Engagement is the foundation of high school change efforts. It has been depicted as a

potential "meta-construct" within the field of instruction bringing together numerous isolated lines of inquiry beneath one conceptual show. (Appleton et al., 2006) Engagement is typically conceptualized as a meta-construct, consisting of three primary indicators or forms: These indicators of engagement are: (a) affective-emotional engagement, (b) cognitive engagement, and (c) behavioural engagement. (Lawson & Lawson, 2013)

Engagement is a topic of interest to most teachers. When students are optimally engaged in their studies, they are on task, thinking, and enjoying the learning process. Teachers hope to see this; when teachers talk about a desire to motivate students, they may be discussing the desire to help students actively engage. (Oga-Baldwin & Nakata, 2017)

Student engagement is often considered among the better predictors of student learning and development. Educators should refine their teaching by investigating engagement as a primary contributor to learning outcomes. (Burch et al., 2015) Student engagement indicates that active engagement in school is critical for

academic success and student adaptation. Students who attend school regularly, self-manage their studies, adhere to school rules, and are involved in after-school activities generally perform better. Indeed, the rapidly expanding body of research has attested to its emergence as a critical summary marker of the quality of students' experiences in school that contribute to learning and achievement.(Chong et al., 2018) As Dewey put it a century ago "the educational significance of effort, its value for an educative growth resides in its connection with a stimulation of greater thoughtfulness, not in the greater strain it imposes." (Filsecker & Hickey, 2014) Their study also revealed individual differences in students' motivation in L2 writing as functions of language proficiency, gender, and grade. Only one empirical study has specifically examined student motivation and engagement in L2 writing to the best of our knowledge. But we cannot know how students are motivated by a teacher in learning writing because inspiration comes inside a human (student); however, motivation can come from outside. Using engagement can help a student improve motivation and writing skills.(Yu et al., 2019)

According to Amir et al. (2014), as students get older, they feel that the learning process is no longer fun. The researchers were interested in studying student engagement based on gender and grade. A significant difference was found in behavioral and emotional engagement components. However, no significant difference was found in the cognitive engagement component.(Hartono et al., 2019)

Gender and academic discipline have long been investigated in educational research. Scot (1986) points out the emergence of gender as a social category and its significance in analysis and research.(Abulela & Bart, 2020) Gender is an important topic to study, especially in the curriculum.(Abulela & Bart, 2020) Males, compared to females, tend to have more difficulty achieving success in school. In several Western countries, including Norway, females earn higher grade point averages and have lower dropout rates than males. These gender differences are concerning, and theory and research on the factors contributing to such differences are necessary to help inform educational practice on how teachers can

better facilitate student engagement and academic achievement in males and females alike.(Bru et al., 2021) Differences in academic performance between the genders have been subjects of considerable debate over the years. For example, Colom and Lynn (2004) argue that adult males outperform adult females on IQ tests. Some researchers, however, conclude that although males and females differ in performance on tests designed to measure specific cognitive abilities—i.e. females scoring higher on verbal ability tests and males scoring higher on spatial ability tests—there is no overall difference between the genders on tests of overall cognitive ability.(Harrop et al., 2007)

To mention the terms "gender" or "sex" particularly in the same sentence as concepts like "intelligence," "IQ" or even "difference" is to court academic, sociological, and political controversy. To some extent, this is due to the different and problematic definitions and interpretations of these concepts.(Downing et al., 2008) To consider what gender

differences might exist in perceived support from teachers and student engagement.(Bru et al., 2021).

Academic learning requires effort, and student engagement is essential in that it leads to sustained study and supports activities needed for students to improve their academic work and develop proficiency.(Prata et al., 2019) This shared knowledge construction in the collaborative learning process advances the individual to higher-order thinking and enhanced learning gains, thus, becoming the desired outcome of education in the 21st century.(Galikyan & Admiraal, 2019) Therefore, teachers have many demands to help students develop writing abilities. Although a student doesn't have enough motivation in writing, he/she is going to have engaged in doing a good essay. In brief, the researcher assumed that there must be a correlation between students' engagement and their writing skills.

In prior studies of this topic, several studies on cross-gender student engagement were discussed. This study aims to identify student engagement across gender in the first semester of writing class and to fill out research

of student engagement across gender. The researcher hopes that this study can help the teacher to recognize more about student engagement in learning English. Moreover, it could identify deeply with student's preferences towards learning English in school.

## B. Research Question

This Research was conducted to answer the main problem: What is the learning engagement across gender among EFL students in writing context in the first-semester student of English Department in UIN Walisongo Semarang?

## C. Objective of the Research

According to the research question, the objectives of this research can be stated as to investigate learning engagement across gender among EFL students in writing context in the first-semester student of English Department in UIN Walisongo Semarang in the first semester 2021/2022.

## D. The Significance of the Research

This research is essential for some reasons to know the study's goals. It gives benefits as follow:

1. Theoreticaly

     The researcher wishes that this study's result will give the readers additional information. They will know more about student engagement across gender among EFL students in a writing context.

2. Practically

    a.  The Teachers

     The researcher expects that this result of the study might be helpful for additional information in teaching English, this research reveals information about some own students' responses to the teacher in EFL writing. This situation gives information for the teacher as a reflection to conduct the best strategy in helping the students master writing.

    b.  The Students

     The researcher expects that this study result can be useful to make the students understand and help the student improve their learning English.

    c.  The Writer

     The researcher can get many valuable experiences as an English teacher in the future. In addition, the result

can be used to improve the researcher's knowledge and skill in learning English.

   d.   The other researcher

By doing this research, the researcher expects that this result can be a reference to other researchers to do new research in the future

**E.  Key Terms**

To know further about this research and also to avoid any misunderstanding on the readers, the researcher would like to present the explanation of some crucial terms in this research:

1. Student engagement

Student engagement is a combination of elements that can be noticed in students' responses to texts and attitudes toward writing and responding to texts, to the extent that students are invested or committed to their learning.

2. Gender

Gender refers to the socially constructed characteristics of women and men, whereas sex refers to biologically determined characteristics. People are born as either females or males.

# CHAPTER II
# LITERATURE REVIEW

This chapter discusses previous researches, reviews of related literature of this research.

## A. Previous Research

Many studies on students' engagement regarding English have been undertaken. It demonstrates that the student engagement of English students is an exciting topic to research. The researcher would like to review five previous types of research-related studies in this opportunity.

1. **The first previous** study is Shulin Yu, and others (2019), entitled "Evaluating student motivation and engagement in the Chinese EFL writing context". This study focused to explore English-majored, undergraduate students' motivation and engagement in Chinese EFL writing classes. This study aims to (a) evaluate the construct validity of the MES-UC in the Chinese EFL writing context; (b) examine the individual differences of students' motivation and engagement across multiple demographic niches; and (c) identify the potential patterns of motivation

and engagement configured within students. This study may provide insights for enhancing student motivation and engagement in L2 writing such that writing instructors, researchers, and administrative officers may use the findings as references in their development of L2 writing instruction. The research was a descriptive research, data collection was done by using questionnaire. The result of the finding shows the student made the different engagement among the 44-item scale includes 11 first-order factors. This previous research is similar to my research which discusses student engagement. The difference is that this previous study researched the student engagement in chines student in EFL in writing context, while the current study researched student engagement in Indonesia student in EFL in writing context. The method will be not the same with my research namely qualitative. The data collection techniques also will be the same with my research namely using questionnaires but in my research i use questionnaires and interview.(Yu et al., 2019)

2. **The second previous** study is W.L. Quint Oga-Baldwin (2017) entitled "Engagement, gender, and motivation: A predictive model for Japanese young language learners". This research is aimed to investigate the link between engagement and motivation over the course of a semester in a naturally occurring Japanese elementary school classroom environment. And to validate the concept of engagement in Japanese elementary foreign language classes, and show how an engaging classroom environment may help to achieve the long-term goal of promoting positive motivation for learning English presented in the current Course of Study for Foreign Languages. This research was a quantitative research whereas the data came in the form of reading to charts. Based on the research results, the results indicate that in order to achieve the central policy goal of intrinsic motivation for foreign language learning in elementary schools actively engaging students in their schoolwork offers a valuable step in the dynamic motivational

process, these findings show how students' activity and enjoyment during class dynamically influences their future motivation. In the context of Japanese elementary foreign language learning, engagement in class may help students to feel a sense of positive affect, value, and interest in English at the end of the school term. The research design is similar with the current study in the term of the object yet it has different subject.

3. **The third previous study** is Mohammed A. A. Abulela & William M. Bart (2020). "Learning and study strategies and engagement among Egyptian undergraduates: do gender and discipline matter?" This study investigates gender and discipline differences in learning and study strategies and student engagement among 522 Egyptian undergraduates. An adapted Arabic version of the Learning and Study Strategies Inventory – Second Edition (LASSI-II) and a Student Engagement Scale (SES) are used. Multivariate analyses of variance reveal the existence of main effects for gender only on the anxiety strategy and for discipline on six

LASS: information processing, anxiety, attitude, motivation, study aids, and time management. There are also statistically significant interactions between gender and discipline on three LASS: anxiety, motivation, and self-testing. This previous research is similar to my research which discusses the students' attitudes toward learning the English language. The difference is that this previous study focused on the Learning and Study Strategies and engagement, while the current study researched specifically about the student engagement across gender among EFL in writing context. The method will be not the same with my research namely qualitative. The data collection techniques also will be the same with my research namely using questionnaires.

4. **The fourth previous study** is Ida Fatimawati binti Adi Badiozaman, Hugh Leong & Olivia Jikus (2019). "Investigating student engagement in Malaysian higher education: a self-determination theory approach". This research to explore an important gap in the Malaysian higher education

engagement literature in identifying the internal factors (i.e. autonomy, belonging and competence) that engage students in the Malaysian higher education. The results of our article supported prior findings that students have unique motivational resources (i.e. competence, autonomy belonging, goals, interests) that shape their engagement thus focuses on investigating what engages students in HE through the lens of self-determination theory (SDT), in order to better understand the internal processes of engagement in individual students. In Phase 1, through a survey distributed to 838 students in four higher education institutions in Malaysia, it was revealed that perceived sense of autonomy, competence and belonging provided a crucial framework for understanding what is important for student engagement in HE. The method of both research are similar, yet this study will focus on investigating students' engagement based on gender while this previous research focused on a student's engagement with a self-determination.

5. **The fifth previous study** is Edvin Bru, and others (2019). Gender Differences in the Strength of Association between Perceived Support from Teachers and Student Engagement.This research to examined gender differences in links between perceived support from teachers (emotional support, structuring of learning activities, learning process support) and student engagement (behavioural engagement, emotional engagement). In line with hypotheses, females reported higher levels of behavioural engagement than males. Interestingly, though, the association between structuring of learning activities and engagement, emotional support and learning process support (i.e., perceived support from teachers) and behavioural engagement were found to differ by student gender, and the strength of association between structuring of learning activities and learning process support (i.e., perceived support from teachers) and student engagement was found to differ by student gender as well. The present study is similar yet different in having the research subject.

## B. Literature Review

### 1. Theories of student engagement

The first thing that must be understood in studying engagement is the concept of student engagement. Several definitions of student engagement from different perspectives are considered in language learning. According to Rahayu, student engagement is the student's psychological investment and efforts in the learning process to understand and master the materials, skills, and instructions given. The red line of these definitions is the students' willingness, need, desire, and compulsion to participate and be successful in the learning process. Therefore, engagement is different from motivation.(Rahayu, 2018) Not to be confused with motivation, a clear demarcation between the two constructs in this study is that 'motivation is an unobservable psychological, neural, and biological process that serves as an antecedent cause to the publically observable behaviour is engagement' (Reeve 2012, 151). Thus, while motivation may lead students to take some

action, engagement refers to students' experiences and actions during the activity.(Adi Badiozaman et al., 2020)

Engagement or student engagement is an essential theoretical construct in educational research that typically represents the interstice between the student and the school. It is conceived as either a unique phenomenon or a notion that 'glues' many parts together, such as student agency, ecological influences, organizational structures, and school cultures.(Vallee & Vallee, 2017)

The definition of student engagement as "the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes," and its associated purpose as "a cogent means of guiding higher education research policy and practice".(Trowler & Schreiber, 2020)

Student engagement encompasses student-faculty interaction and participation in educational activities and practices that directly and indirectly influence development during college.(Chen & Chan, 2020) Student engagement as a construct developed based on social

control theory, which focuses on individual's emotions contributing to attachment and a sense of belonging to an organization.(Fletcher et al., 2020)

According to Labelle and Jhonson, Student engagement is to represent the actual learning process rather than the students' views of what they have learnt Students' emotional and cognitive interest in a course are linked to their engagement with course material.(LaBelle & Johnson, 2020) Engagement is related to positive skills, capabilities, and more significant psychological adjustment during college. Therefore, students' engagement was regarded as one of the key learning outcomes in this study.(Wen et al., 2018)

Student engagement is a construct that has received continued attention from educational researchers. Conceptual frameworks of student engagement are diverse, affecting how engagement is understood and researched. Broadly speaking, while the domain of educational psychology tends to adopt the tripartite model of engagement (positing cognitive, affective, and behavioural dimensions) with minor

variations, other researchers have conceptualised student engagement in terms of school relationships); democratic participation or critical-democratic practice; race/ethnicity and class; pre-service teacher education; student voice; and historical materialist perspectives.(Vallee & Vallee, 2017) Student engagement is understood in a variety of ways. It is taken to include many different activities: for example, student motivation, the way educators practice and relate to their students, institutional structures and cultures, the socio-political context in which Education engagement takes place, and the impact of family background and economic status. These perspectives on student engagement are frequently canvassed in the literature.(Leach & Zepke, 2011) The literature points to engagement as multidimensional, including four dynamically related dimensions: cognitive, affective, behavioural, and personal agency.(Prata et al., 2019)

As Poort defines student engagement as 'the quality of effort students themselves devote to educationally purposeful activities [i.e., the group work]

that contribute directly to desired outcomes. Common sub-dimensions of engagement include (1) behavioural/academic engagement, which involves attendance, participation, persistence, and preparation for class; (2) cognitive engagement, which refers to the mental energy students apply to learning and self-regulation; and (3) emotional engagement, including interest and identification.(Poort et al., 2020)

In conclusion, the definition of student engagement from previous theories can be summarized as Student engagement can be defined as a student's willingness, need, desire, and compulsion to participate in and succeed in the learning process. As a result, the active participation of students in learning activities is closely tied to their engagement. Active engagement in class discussion is an excellent approach to getting students involved in the learning process. Through active learning, students are at the center of the teaching and learning process. Furthermore, classroom disturbances and discipline difficulties are reduced when students are actively involved in the teaching and learning process.

## 2. Types of Students' Engagement

Fredricks et al. (2004) suggested three factors that influence student engagement, namely (1) school size, (2) classroom context, and (3) individual needs. In addition, the characteristics owned by students can also impact the level of student engagement.(Hartono et al., 2019) These indicators of engagement are (a) affective-emotional engagement, (b) cognitive engagement, and (c) behavioral engagement.(Lawson & Lawson, 2013)

1) Affective - Emotional Engagement

The affective engagement deals with the positive emotions during the learning activities. It may be in the form of interest, enjoyment and enthusiasm in the learning. The emotionally engaged students would show the affective reasons in learning such as interest, enjoyment, and sense of belonging.(Rahayu, 2018) Affective - Emotional engagement refers to a student's students' perceptions and dispositions toward their school and their sense of belonging and identification with their school. Emotional engagement included students'

sense of safety at school and their perceived abilities to be themselves.(Fletcher et al., 2020)

2) Behavior Engagement

As stated by Fredricks et al. (2004), behavioral engagement contributed to positive learning. It includes students' willingness to make efforts, persistence in academic tasks, attention, and involvement in class discussions. In addition, participation in school-related activities was considered necessary in behavioral engagement. As Linnenbrink and Pintrich (2003) pointed out, behavioral engagement involves some observable behaviors(Queenie P. S. Law et al., 2017). Behavioral engagement assessed the participation of students in co-curricular/extracurricular activities or work in and outside of school/class. (Fletcher et al., 2020)

3) Cognitive Engagement

Cognitive engagement is in line with the process-oriented approach to cognitive engagement (also substantive engagement in Nystand & Gamoran, 1991). Cognitive engagement reflects how one is

thinking about the learning activity, or attending and focusing on the task. (Posner, 1980; Posner, Snyder, & Davidson, 1980; Rueda, Posner, & Rothbart, 2004)(Ben-Eliyahu et al., 2018) Cognitive engagement assessed a student's psychological investment in learning; self-perceptions of capability; inclination, desire, and determination to participate in learning activities; and willingness to develop task-oriented goals.(Fletcher et al., 2020)

## 3. Theories of gender

### Gender

Gender is one of the two great organizing principles in child development—the other principle being age.(Sax M, 2017) Terminology is concerned, gender rather than sex will be the key category under discussion. 'Sex' refers to a biological distinction, while 'gender' is the term used to describe socially constructed categories based on sex. Most societies operate in terms of masculine and feminine, and it is tempting to treat the category of gender as a simple binary opposition. Gender is instead conceptualised as

plural, with a range of femininities and masculinities available to speakers at any point in time.(Coates, 2004)

Regarding gender and education, probably one of the most studied issues is the performance and achievement gap between girls and boys, with girls on average scoring better than boys. This educational gender gap has been investigated at different levels, with some scholars focusing on the individual level. To understand gender and gendered outcomes, Risman (2004) has proposed to conceptualize gender as a social structure and to classify the mechanisms that help produce gendered outcomes within each dimension of this gender structure, namely (1) the individual level or the development of gendered selves; (2) the interactional level or the gendered expectations during daily interactions, and (3) the institutional level or organizational practices and regulations regarding resource distribution and role expectations at the cultural level.(Houtte, 2020)

Gender is psychologically and socially constructed upon a biological base (Rhode, 1990; Kimmel, 2000).

Consequently, arguments rage about whether "gender" or "sex" is the most appropriate term for distinguishing males from females.(Downing et al., 2008).

## 4. Theories of writing
## a. The Nature of Writing

Writing is additionally a shape of considering; it is considering for a specific audience and a particular event. Writing is also a vital dialect expression activity, so composing is the handle of thinking, feeling, and forming encounters. It is an essential medium for self-expression, communication, and revelation of meaning. According to Jarvis (2002), the mechanical aspect is the product-oriented approach's main feature. In other words, the correctness is paid more attention to in the final product.(Thi & Thao, 2017) Writing may be defined as "a process-oriented, goal-directed and problem-solving process, which involves the writer's awareness of the composting process and the teacher's or peer's intervention at any time needed.(Steinlen, 2018) So writing is a process of considering and feeling and forming experiences. It is

a critical medium for self-expression, communication, and revelation of meaning.

b. **Definition of Writing**

Writing is the process of describing a language in written form. According to Wikipedia, writing is a critical component in English, particularly in language communication. Unlike speaking utilizing verbal communication for interaction, writing could be a medium of human exchange that speaks to language and feelings with signs and symbols. In most languages, writing could be a complement to the talked language. Writing isn't a language, but a tool utilized to create the language read. In a language framework, writing depends on numerous structures comparable to speech, such as vocabulary, grammar, and semantics, in expansion to a framework of signs or symbols. The writing results are called text, and the beneficiary of the text is the reader. Inspiration for composing incorporates publication, storytelling, correspondence, recording, and journal. Writing

has played a part in maintaining history, maintaining culture, spreading information through the media and building up a legitimate framework. Writing could be a solid strategy for recording and displaying transactions in a permanent frame.[1] It means writing can be interpreted as a complementary instrument that includes a structure similar to speech. But writing is different from speaking.

Because a speech has its characteristics, specifically utilizing sound, while writing is by using written media. According to Heaton (1990) in Wahyuni, writing is to explain or give information about something in writing form. Moreover, Writing is about mastering grammatical and rhetorical devices and conceptual and judgemental elements. Based on the definition raised by Heaton, it can be assumed that writing is a process of communicating ideas, thoughts, feeling to share with other people in written frame.

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[1] https://en.wikipedia.org/wiki/Writing (accessed on 29 March 2020, at 19.20).

Still, we have to pay consideration to grammatical sentences. Writing is additionally one of the abilities that include numerous viewpoints. Writing also uses a thought or idea to be passed on in writing; when we write and don't comply with the proper rules, the reader will not catch the message we want to communicate in writing. We must consider our way of writing when we want to compose something. We ought to be careful because, indeed, the slightest mistake in writing will change its meaning.

5. **The conceptual framework for student engagement in writing context:**

Based on the literature reviewed on the previous sections, this theoretical framework is to help answering the research questions on the types of engagement occurred during English writing class. As explained by Fredricks et al. (2004) suggested three factors that influence student engagement, namely (1) school size, (2) classroom context, and (3) individual needs. In addition, the characteristics owned by students can also impact the

level of student engagement.(Hartono et al., 2019) These indicators of engagement are (a) affective-emotional engagement, (b) cognitive engagement, and (c) behavioral engagement.(Lawson & Lawson, 2013) Because one construct of one kind may come from a similar construct of the other type, and all of the constructs are dynamically embedded within a single individual and are not separate processes, these types are very likely to overlap. As a result, even if two or more interaction kinds are processing at the same time, the amount of involvement for each type can vary. The results or consequence of one sort of engagement may be the result or consequence of the other. For more modified explanation conceptual framework by (Redmond et al., 2018)
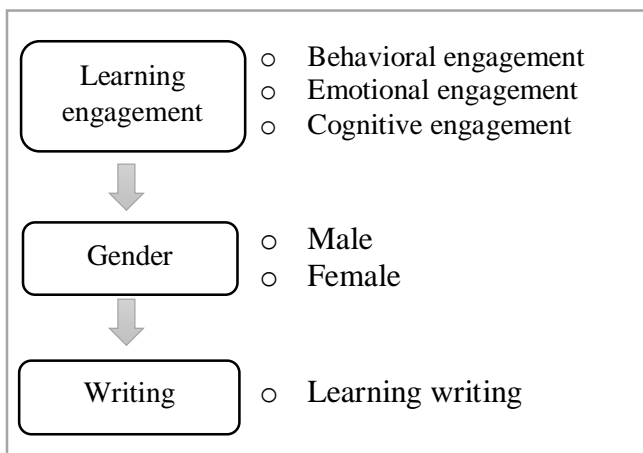
# CHAPTER III
# RESEARCH METHODOLOGY

This chapter presents the research method implemented in this research to obtain the answer to the research questions. However, five sections are presented; they are, research design, research setting and participants, data gathering technique, and data analysis technique.

## A. Research Design

This research belongs to descriptive qualitative because it described investigating students' engagement based on gender. The design of this research could be a qualitative research. Qualitative researches look for to understand a phenomenon by centering on the entire picture instead of breaking it down into factors. The objective could be all encompassing picture and profundity of understanding instead of a numeric analysis of information.(Ary, 2010: 29) According to Catherine, qualitative research was an approach to the study of social phenomena; had a various genre which was naturalistic and interpretative, and they drew on multiple methods of

inquiry.(Marshall, Catherine, Rossman, 2016 : 71) Louis also explained that there were some purposes in qualitative research, they were describing and reporting the creation of key concepts, theory generation and testing.(Cohen et al., 2007: 168)

At that point of Sugiyono summed up that qualitative investigate was natural. This meant the investigation was taken from common depiction without control the condition. The method of taken information also called as "taking of the data naturally".(Sugiyono, 2008: 8)

This research analyze the students' engagement based on gender by focusing on the potential patterns of engagement configured within students in EFL writing context. Furthermore, this research was conducted by using content analysis because the data that were collected came from the students' interview.

## B. Research Setting and Participants

The research was conducted at UIN Walisongo, Semarang on the first semester of academic year 2020/2021. This research involved 36 participants from English education department which the researcher have given a consent form of an agreement that their data to be gathered. The research was conducted on 29 October-28 November 2021. The reason why researcher choose first semester students of English Department is that because those students are participating the current writing class so that the data gathered in this study will be more accurate. Furthermore it was because the consideration of the accessibility to the time, respondent and financial reason.(Ary, 2010: 438)

## C. Data Gathering Technique

As aforementioned, in order to answer the research questions, this research employed qualitative methods of data collection.

**Instrument of the Research**

A research instrument is a tool or facility used by the researcher in collecting data to make the researcher easier in order to get better results.(Suharsimi Arikunto, 1996 : 203) In this context, the analyst uses questionnaire and interview as a research instrument. In qualitative research, the instrument or research tool is the analyst himself. The researcher as human instrument capacities to decide the research focus, select informants as sources of information, conduct information collection, survey information quality, analyze information, decipher information, and make conclusions on his findings.(Sugiyono, 2013 : 222) Instrument may be an instrument or facility used to assemble the information, which the instrument in this consider is the students' draft record and meet. The researcher used the students' draft report as the most data at that point used the interview to total the data that can be revealed from the main information.

- Questionnaire is "an instrument for collecting survey information, providing structured, often

numerical data…and often being comparatively straightforward to analyze" (Wilson and McLean, 1994 in Cohen et al., 2007:317). The statements given in the questionnaire were constructed in relation to finding out what type of student engagement that is mostly supported in a classroom which learning process.

There were 40 statements provided in the questionnaire which were distributed to 36 respondents. The statements in the questionnaire were written in Bahasa Indonesia in order to avoid misunderstanding and to ease the respondents in filling the questionnaire.

See appendix a

- Interview is a research tool to gather data in which the interviewees are given spaces to discuss and express their opinions on particular issue. Through its flexibility, moreover, interview also provides the interviewer more opportunity to dig information broader and deeper (Cohen, 2007:349). To collect elicit data, an interview was conducted. The

interview has been defined as a meeting of two persons to exchange information and idea through questions and responses resulting in communication and joint construction of meaning about a particular topic.(Sugiyono, 2015: 231) In this research, the information gathered from the interview was to provide the exploration of the research question. There were 6 students from 36 participants that were interviewed as the representative of their class. The interview served as an instrument exploring how the students were engaged in a classroom.

The primary instrument that was used in this study was a survey questionnaire and interview. The statements in questionnaires and the interview questions were made by adopting questions from Fletcher et al., (2020) .The survey included questions in Indonesians (to avoid misunderstanding). The survey was designed to take 5–10 minutes to complete. The main topic addressed is about

student engagement in English language teaching. The questionnaires are given with Likert Scale. The Likert Scale is a technique that often used to measure statements that express positive/ favourable or negative/ unfavourable student engagement toward certain object. The 15 items were put in a 4-point Likert Scale. Ranging from Strongly Agree to Strongly Disagree.

For the interview, the researcher did the semi-structured interview in relation to the student's answers on the questionnaire. Semi-structured was defined as the best method to do interview since it provided richer data, and it have a flexibility and thus will get more insightful information toward what the student had answered in the given questionnaires.

## D. Data Analysis Technique

In this study, the data was processed in qualitative analysis. After collecting the data through the questionnaires and the interview, I used the techniques of data analysis which was provided by Miles and Huberman  in Sugiyono (2017: 337). They classify qualitative data analysis into three concurrent steps of

activities; data reduction, data display and conclusion drawing/verification. Based on that theory, in analyzing the data, I analyzed student engagement used questionnaires, and the clarification of student engagement by gender used semistructured interviews. I did three steps to analyze it:

1. Data Reduction

In this step, I conducted selection and attention focus on simplifying, abstracting, and transforming a hard data achieved. Qualitative data could be reduced and transformed in a lot of ways; they were selection and summary or paraphrase.

2. Data Display In this step, I developed and arranged information, descriptions to take conclusions and action. The display data which was used a narrative text and tables. The display was organized, compressed assembly of information that permits conclusion drawing and action. It was designed to assembly organized information into an immediately accessible, compact form so that analyst can see what

happening and either draw justified conclusions or move on the next step of analyst the display.

3. Conclusion drawing and verification I attempted to take a conclusion and to do verification by looking for the meanings of every single phenomenon achieved. Conclusion was verified at the analyst process. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing by checking back the notes. I reviewed among colleagues to developed inter subjective consensus, or with extensive efforts to replicate a finding in another data set.

Therefore, this study was analyzed in descriptive analysis. The data from questionnaires were exposed by showing the results of classroom observation in the tables and concluded narratively. Meanwhile, the collected data from interview was transcribed and the obtained data which was in Bahasa Indonesia was translated into English. Furthermore, the information obtained from the interview was supposed to confirm the data obtained from the questionnaire.

In analyzing the result of questionnaire, I use the formula as follows(Sudjana, 2005) :

$$p = \frac{f}{n} X 100\%$$

In which:

P = Percentage

f = Frequency

n = Total

100 = Constant value

For the last step, the researcher drew conclusion from the analysed findings.

# CHAPTER IV
# FINDINGS AND DISCUSSION

In this chapter is to elaborate the discussions based on the research questions. The first part presents comes about gotten from survey which points to discover the student engagement across gender in writing class.

It also presents the interview result which is conducted in order to confirm the survey result as well as to provide more profound clarification on student engagement across gender during English lesson in writing class. Before analyzing some problems, the researcher described about profile of the English Education Department.

## A. Findings

### 1. Profile of Participant

There are a total of 36 people that are taking part in this study. All of the participants are now taking a bachelor's degree at UIN Walisongo Semarang's English Department. The participants are in their first semester of college and are studying writing. Due to the Covid-19 pandemic,

participants are now required to study in a flipped classroom, with half of them learning in class and the other half learning online.

## 2. Data Analysis

This section would discuss and analyse the finding as the answer for the research question "What is the learning engagement across gender among EFL student in writing context in the first semester student of English Department in UIN Walisongo Semarang?". These results are at that point talked about based on the related theories and other comparable research. In order to present the results, thus section is divided into two parts that are the type of student engagement based on survey result and the description of student engagement which was occurred by the interview. The survey was conducted through questionnaire distribution into the students from a writing class in their English learning. The interview, on the other hand, involved four students randomly

The data were categorized into three major themes. They were behavioural engagement, emotional engagement, and cognitive engagement. The discussion of each theme was presented by giving the questionnaire data on tables followed the discussion from the interview.

3. **EFL Students Engagement across Gender in Learning English Writing Context.**

   **Questionnaire Test Result**

The responses of the questionnaire were calculated through a statistical computation. Each response of the statements in the questionnaire was given scale values that were "Strongly agree" which value was 4. "Agree" which value was 3, "Disagree" which value was 2, and "Strongly disagree" was 1.
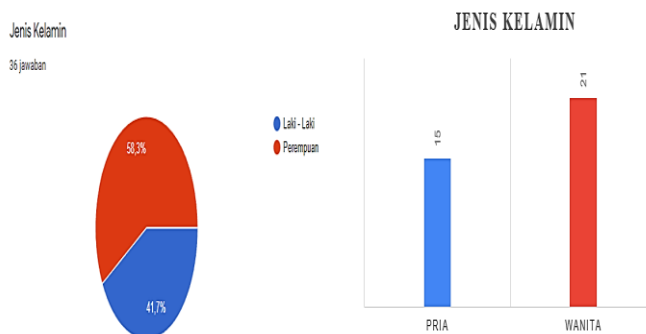
The data was taken from English education department in first period. They was in writing class. It will show about student engagement across a gender. From the data, most of the participants are female from 36 participants. The chart shows that 58.3% is female and 41.7% is male. 58.3% represents 21 females, and 41.7% represents 15 males.

Behavioral engagement
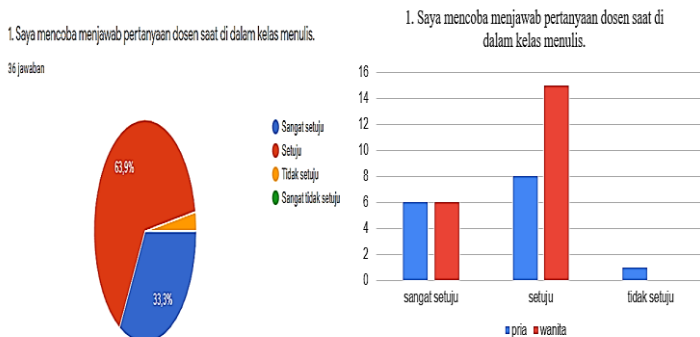


From first question most of participants 6 voted for 63.9% agree, 33.3% strongly agree and 2.8% disagree. 63.9% are 23 participants who ware 8 from male and 15 from female. 33.3% are 12 participants who were from 6 males and 6 females. Only one persons that disagrees with that question. From interview, they said they agree with the question. They try to answer question to be more active in class. They think, answering question from lecturer is important in class.(e.g. yes, I try answer the question). From that graphic the percentages that are male 53.3% and 71.4% female for choosing "agree" on this question from

all participant. There is a gap between male and female that is 18.4% for choosing "agree".
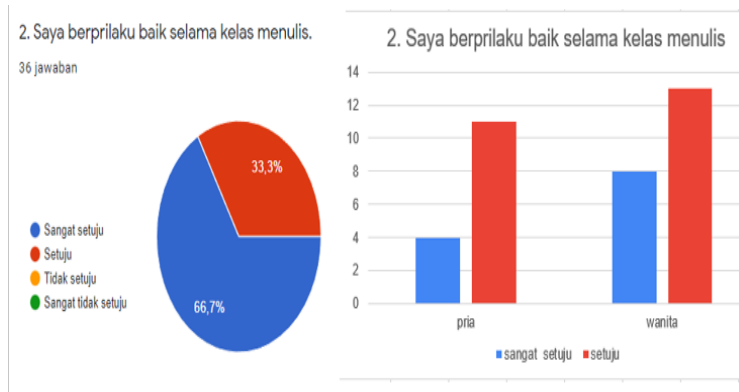


The diagram shows that most of participants selected strongly agree. 66.7% strongly agree that are from 24 participants and 33.3% agree that are from 12 participants. 24 participants are 11 males and 13 females. 12 participants are 4 males and 8 females. They said a good attitude during class is to give attention, to listen teacher explanation, and so on.(e.g. I listen teacher explanation carefully, I pay attention during class). From that graphic the percentages that are male 73.3% and 61.9% female for choosing "strongly agree "on this question from all participant. There is a gap between male and female that is 11.4% for choosing "strongly agree".

3. Selama di kelas menulis saya bertanya ke pada dosen

36 jawaban

Sangat setuju
Setuju
Tidak setuju
Sangat tidak setuju

72,2%
16,7%
11,1%

3. Selama di kelas menulis saya bertanya ke pada dosen

pria  wanita
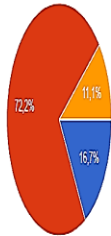
It shows that 72.2% agree, 16.7% strongly agree and 11.1% disagree. Most of them agree with the question. 72.2% are 26 participants that are 9 males and 17 females. 16.7% are 6 participants that are 3 males and 3 females. 11.1% are 3 males and a female. Most of them strongly agree or agree because they has something that have to ask to the teacher about the material, meanwhile they disagree because they have no idea to ask to the teacher yet, one of them prefer ask to his friend than lecturer if his friend have understood, if not he try to ask the lecturer. (e.g. yes, I ask to lecturer if I don't understand, if I can ask to my friend why I should ask to lecturer). From that graphic the percentages that are male 60% and 80.9% female for choosing this question from all participant. There is a gap between male and female that is 20.9% for choosing "agree".

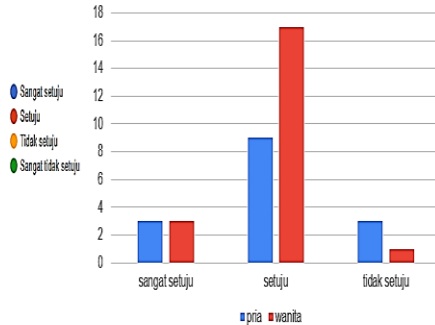4. Saya mendiskusikan ide-ide saya bersama dosen di luar jam kelas menulis.
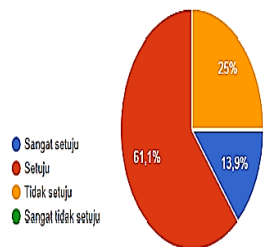
36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

25%

61,1%

13,9%

4. Saya mendiskusikan ide-ide saya bersama dosen di luar jam kelas menulis.
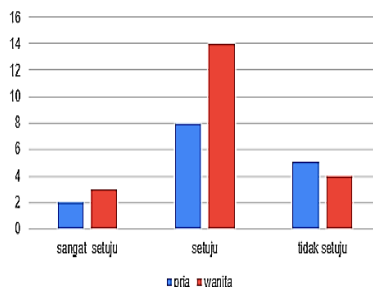
■pria ■wanita

It shows that 61.1% agree, 13.9% strongly agree, and 25% disagree. Most of them agree with the question. 61.1 are 22 participants that are 8 males and 14 females. 13.9% are 5 that are 2 males and 3 females. 25% are 9 participants that are 5 males and 4 females. Some students ask to lecturer after off the class, if they have a question in class but they have no chance or confuse, they will try to ask again outside the class. For participants who disagree because they have no question or they have ever asked to lecturer yet. One of them say that he have no time for asking or the lecturer have no time too for answering.(e.g. I have ever asked to my lecturer, I sent a private massage) From that graphic the percentages that are male 53.3% and 66.6% female for choosing this question from all

participant. There is a gap between male and female that is 13.3% for choosing "agree".



5. Saya mendiskusikan ide-ide saya bersama teman sekelas di luar jam kelas menulis.

35 jawaban
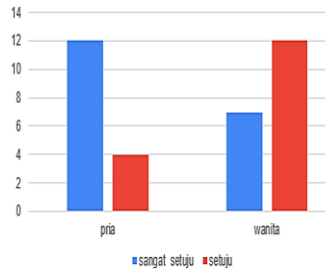
It shows that most of participants agree about the question. From 35 contributors that voted the question, 54.3% are 19 participants that are 12 males and 7 females. 45.7% strongly agree, they are 16 contributors that are 4 males and 11 females. They usually discussed the material outside the class. They have more time when outside the class, so they can share what has their understanding of sources or doing task together whereas they can't do it class.(e.g. yes I usually hang out together sometimes we discuss our material or assignment). From that graphic the percentages that are male 80% and 33.3% female for choosing this question from all participant. There is a gap between male and female that is 46.7% for choosing

"agree". That is pretty high for the gap between male and female
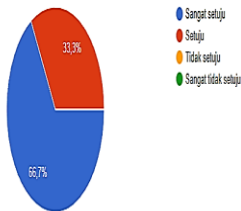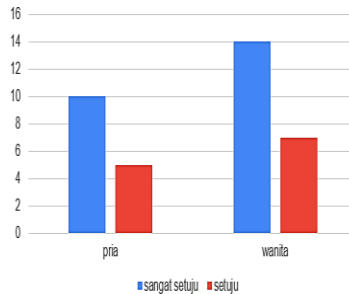


It shows that most of participants strongly agree with the question. From 36 participants 66.7% strongly agree and 33.3% agree. 66.7% strongly agree, they are 24 participants that are 10 males and 14 females. 33.3% agree, they are 12 participants that are 5 males and 7 females. They always do a group task during class. They try to participate a group task such as giving an opinion, giving appreciation giving a comment or suggestion while they discuss in the class.(e.g. yes, I give my opinion in discussion).From that graphic the percentages that are male 66.6% and 66.6% female for choosing this question from all participant. There is no a gap between male and female.

7. Saya tidak hadir di kelas menulis dengan alasan yang jelas.

35 jawaban
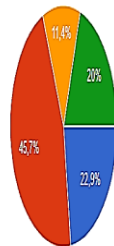
Sangat setuju
Setuju
Tidak setuju
Sangat tidak setuju

7. Saya tidak hadir di kelas menulis dengan alasan yang jelas.

pria   wanita
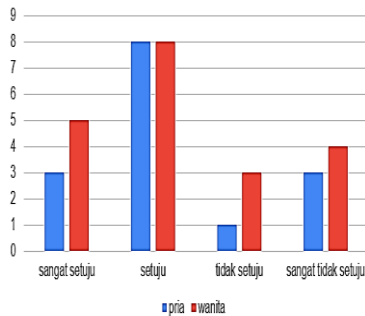
It shows different answers. There are 4 answers for that question. From 35 participants 22.9% strongly agree, 45.7% agree, 20% strongly disagree and 11.4% disagree. 22.9% are 8 participants that are 2 males and 6 females. 45.7% are 16 participants that are 8 males and 8 females. 20% are 8 participants that are 3 males and 4 females. 11.4% are 4 participants that are a male and 3 females. They always try to give a reason why they can't attend in class. For example she doesn't ever come to class because of sick, at that time she could not send a message or something. She was weak so that why she agree.(e.g. yes, I ever, because of sick). From that graphic the percentages that are male 53.3% and 38% female for choosing this

50

question from all participant. There is a gap between male and female that is 15.3% for choosing "agree".
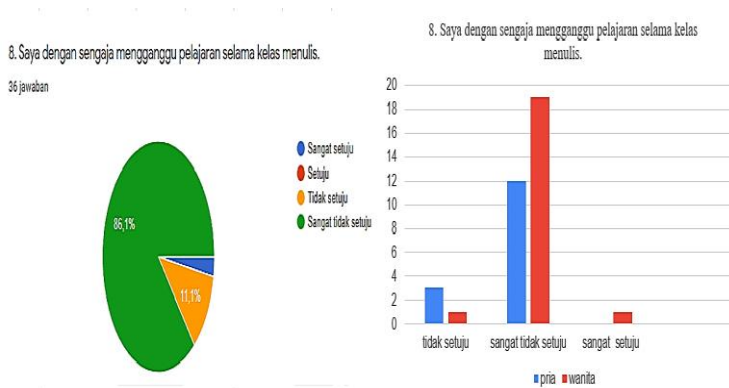


From 36 participants has voted the question. It shows 86.1% strongly disagree, 11.1% disagree and 2.8% strongly agree. 86.1% are 31 participants that 12 males and 19 females. 11.1% are 4 that are 3 males and a female. 2.8% is a female. They said "strongly disagree" because they want focus on the explanation from lecturer. Good atmosphere in class is one of factor to reach the goal of study.(e.g. sure, a good condition can make learning more comfort to understand the material from teacher). From that graphic the percentages that are male 80% and 90% female for choosing this question from all participant.

51

There is a gap between male and female that is 10% for choosing "strongly disagree".
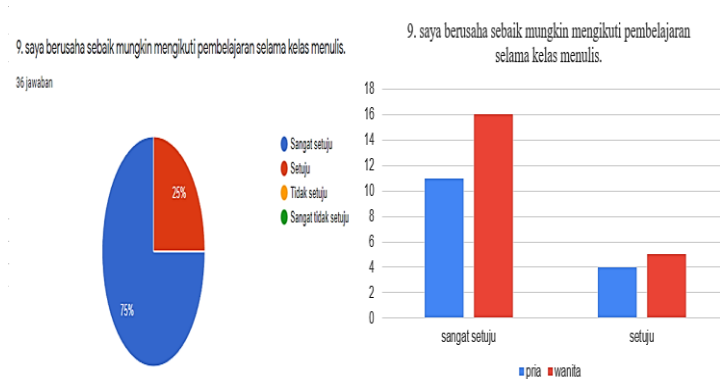


It shows 2 answers from the question. From 36 participants 75% strongly agree and 25% agree with the question. 75% are 27 participants that are 11 males and 16 females. 25% are 9 participants that are 4 males and 5 females. Most of them "strongly agree" with the question. They said if we are in class, we have to pay attention and to listen lecturer explanation. They give some examples of effort such as be quite, making a note, no chatting with friend, asking question, and so on. (e.g. yes, I pay attention in class, I ask if I have a question or I still don't understand).From that graphic the percentages that are

52

male 73.3% and 76.1% female for choosing this question from all participant. There is a gap between male and female that is 2,8% for choosing "strongly agree".



10. Saya mengerjakan tugas- tugas yang diberikan dosen dengan sebaik mungkin di kelas menulis.

36 jawaban

10. Saya mengerjakan tugas- tugas yang diberikan dosen dengan sebaik mungkin di kelas menulis.

It shows 72.2% and 27.8% on graph from 36 participants that has voted. 72.2% strongly agree and 27.8 agree. 72.2% are 26 participants that are 10 males and 16 females. 27.8% are 10 participants that are 5 males and 5 females. They strongly agree with the question because it related to scoring (obligation). So they will the best effort for doing the assignment for lecturer. Doing the assignment is in time, try to find other source not only from main source but other that related to the assignment. Discussing with other friends before submitting the

assailment. (e.g. yah, I do my assignment well, I submit in time, I elaborate main source and others source).From that graphic the percentages that are male 66.6% and 76.1% female for choosing this question from all participant. There is a gap between male and female that is 9.5% for choosing "strongly agree".
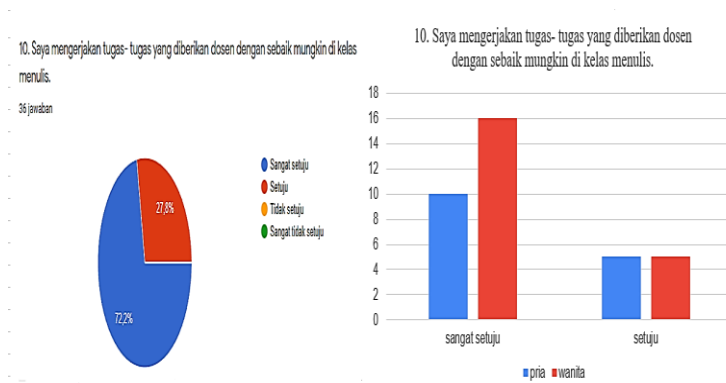
Emotional engagement
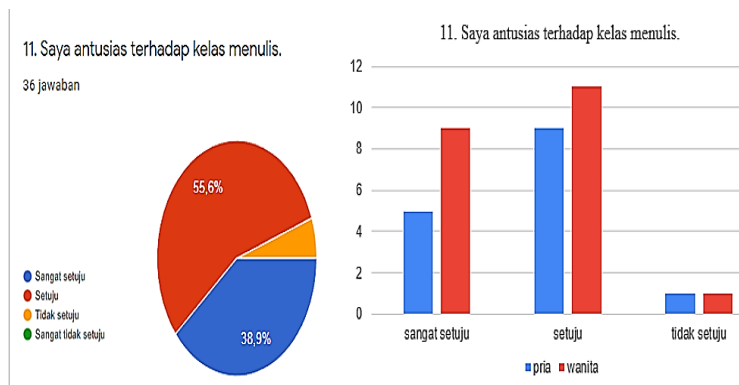


From 36 participants, they had chosen answer from the question. It shows 38.9% strongly agree, 55.6% agree, and 5.6% disagree. 38.9% are 14 participants that are 5 males and 9 females. 55.6% are 20 participants that are 9 males and 11 females. 5.6% disagree are 2 participants that are a male and a female. Most of them agree with the question.

They are enthusiastic about this writing class. They want to develop their English skill so they are enthusiastic in class. They said that they attended in class on time, listened to lecturer explanation, answering question from lecturer. They're more active in class. For someone disagrees with the question. Because she feel nothing special with writing class she more prefer about other English class. She only wants to listen not writing.(e.g. yes, I enthusiastic, I attend in class on time, no, not everyone want to write, but only want to listen). From that graphic the percentages that are male 60% and 52.3% female for choosing this question from all participant. There is a gap between male and female that is 7.7% for choosing "agree".

12. Saya bersemangat ketika saya berada di dalam kelas menulis.

35 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

62,9%

37,1%

12. Saya bersemangat ketika saya berada di dalam kelas menulis.

- sangat setuju
- setuju
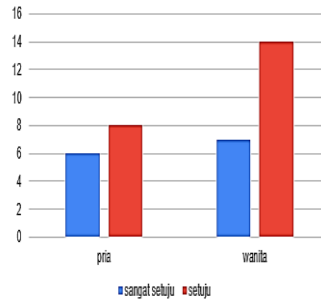
It shows that most of participants agree with the question. From 35 participants had voted, 37.1% strongly agree and 62.9% agree. 37.1% strongly agree, they are 13 participants that are 6 males and 7 females. 62.9% agree, they are 22 participants that are 8 males and 14 females. They feel energetic when I'm in this writing class. They can attend on time, not being late. Some of them want try to compose an essay, so they are energetic in class to understand and to increase their writing skill. While lecturer was explaining the source, she made note from explanation, she said. And the other one said if we read and listen more we can write. From that graphic the percentages that are male 60% and 52.3% female for choosing this question from all participant. There is a gap

between male and female that is 7.7% for choosing "agree".



13. Saya merasa mampu dengan tugas yang saya selesaikan di kelas menulis ini.
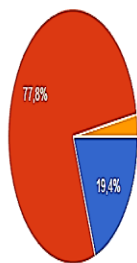
36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

77,8%

19,4%

13. Saya merasa mampu dengan tugas yang saya selesaikan di kelas menulis ini.

pria wanita

sangat setuju    setuju    tidak setuju
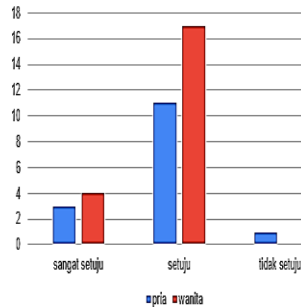
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 19.4% strongly agree, 77.8% agree and 2.8% disagree. 19.4% strongly agree, they are 7 participants that 3 males and 4 females. 77.8% agree, they are 28 participants that are 11 males and 17 females. 2.8% it a participant that is a male. They can complete the assignments. They didn't feet that the assignment was hard, so they agree with the question. They said many assignments has completed than not. For someone disagree with the question. He said that he hadn't understood yet, so he disagree with the question. Sometime lecturer gave hard question according to him.

From that graphic the percentages that are male 73.3% and 80.9% female for choosing this question from all participant. There is a gap between male and female that is 7.6% for choosing "agree".
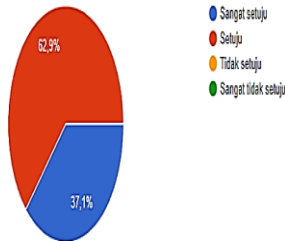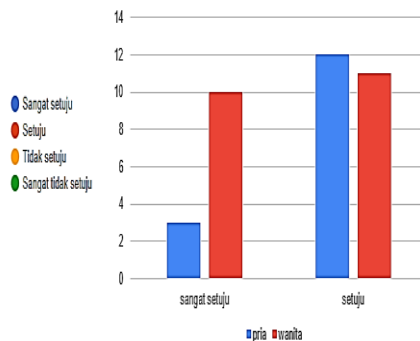


It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 36.1% strongly agree, and 63.9% agree. 36.1% strongly agree, they are 13 participants that are 3 males and 10 females. 63.9% agree, they are 23 participants that are 12 males and 11 females. They like their writing class. They said want to get new experience I writing class so that why they like their class. She said if we want to know the world we have to read. If world want to us, we have to write.

Attending in class is the act of liking.(e.g yes I like this writing class). From that graphic the percentages that are male 80% and 52.3% female for choosing this question from all participant. There is a gap between male and female that is 27.7% for choosing "agree".



It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 38.9% strongly agree, 58.3% agree and 2.8% disagree. 38.9% strongly agree, they are 14 participants that are 4 males and 10 females. 58.3% agree, they are 21 participants that are 10 males and 11 females. 2.8% is a participant that is a male. They're proud to be at this

writing class. (e.g. I'm proud of this class, I can be creative to my writing). Because they can get new knowledge especially in writing. They can compose something from their ideas. They can create a something using their feeling in writing. It can make someone feel satisfying. From that graphic the percentages that are male 66.6% and 52.3% female for choosing this question from all participant. There is a gap between male and female that is 14.3% for choosing "agree".



16. Saya tertarik dengan materi- materi yang ada di kelas menulis.

36 jawaban

16. Saya tertarik dengan materi- materi yang ada di kelas menulis.
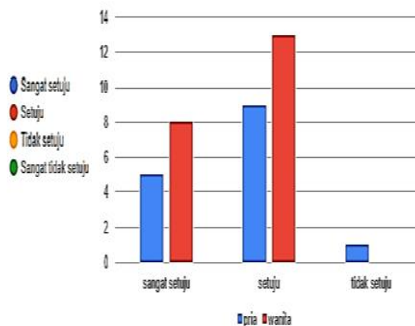
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 36.1% strongly agree, 61.1% agree, and 2.8% disagree. 36.1% strongly agree, they are 13 participants that are 5

males and 8 females. 61.1% agree, they are 22 participants that are 9 males and 13 females. 2.8% disagree, it a participant that is a male. From interview that further: They're interested in material that they learn in this writing class. They are interested in creating essay or story. Making a blog or vlog and the function of them, difference blog and vlog. How to writing properly (structure, vocab, punctuation, and so on). From that graphic the percentages that are male 60% and 61.9% female for choosing this question from all participant. There is a gap between male and female that is 1.9% for choosing "agree".



17. Saya merasa didukung oleh dosen di kelas menulis.

36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

50%

47,2%

17. Saya merasa didukung oleh dosen di kelas menulis.

sangat setuju    setuju    tidak setuju

■ pria ■ wanita
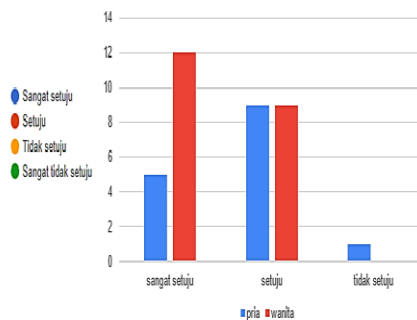
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 47.2% strongly agree, 50% agree, and 2.8% disagree.

47.2% strongly agree, they are 17 that are 5 males and 12 females. 50% agree, they are 18 participants that are 9 males and 9 females. 2.8% disagree, it is a participant that is a male. They feel supported by teacher, (e.g. my lecturer gives comment, suggestion, or advice about the assignment, giving additional time even though has a deadline, correcting while presenting or finishing assignment). For someone disagree, he felt have no interaction with the teacher. From that graphic the percentages that are male 60% and 42.8% female for choosing this question from all participant. There is a gap between male and female that is 17.2% for choosing "agree".



18. Saya merasa didukung oleh teman- teman di kelas menulis.
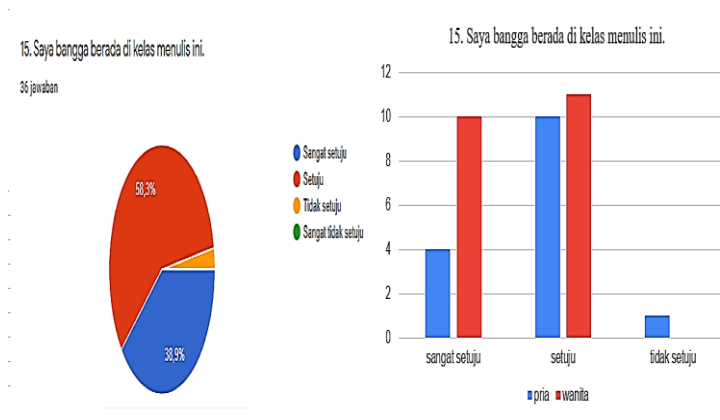
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 38.9% strongly agree, 55.6% agree, 2.8% disagree, and

2.8% strongly disagree. 38.9% strongly agree, they are 14 participants that are 5 males and 9 females. 55.6% agree, they are 20 participants that are 8 males and 12 females. 2.8% disagree, it is a participant that is a male. For 2.8% strongly disagree is same as disagree but it's different person. They had supported by other students. ( e.g. his friend always reminds about class or assignment, they exchange their idea, giving comments or suggestions in discussion, and so on). For someone disagree, he said that his classmate sometime didn't understand too, so he felt no supported by his friend. From that graphic the percentages that are male 53.3% and 57.1% female for choosing this question from all participant. There is a gap between male and female that is 3.8% for choosing "agree".

19. Saya merasa aman berada di kelas menulis.

36 jawaban

Sangat setuju
Setuju
Tidak setuju
Sangat tidak setuju

63.9%

33.3%

19. Saya merasa aman berada di kelas menulis.

pria   wanita
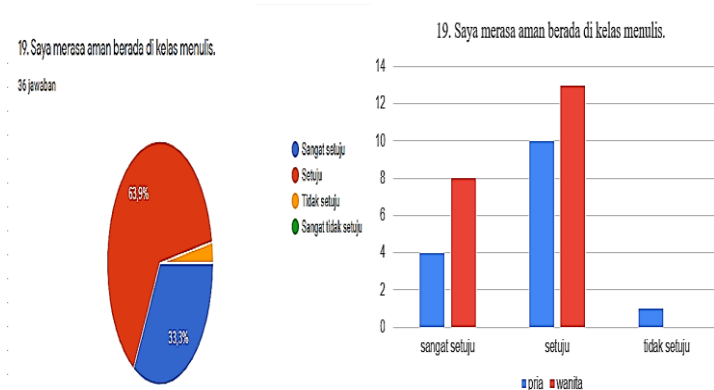
It shows that most of the participants agree with the question. From 36 participants, they had are 12 participants that are 4 males and 8 females. 63.9% agree, they are 23 participants that are 10 males and 13 females. 2.8% disagree, it is a participant that is a male. They feel safe in writing class. They can study safely without any disturbing from outside, the lecturer is joyful when teaching in class, so that they can enjoy and feel safe in class.(e.g. Yes. I feel safe during class) From that graphic the percentages that are male 66.6% and 61.9% female for choosing this question from all participant. There is a gap between male and female that is 4.7% for choosing "agree"

20. Saya bisa berkreativitas di kelas dalam mengerjakan tugas- tugas dan project- project dari dosen.

35 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

68,6%

31,4%

20. Saya bisa berkreativitas di kelas dalam mengerjakan tugas-tugas dan project- project dari dosen.

pria   wanita

It shows that most of the participants agree with the question. From 35 participants, they had chosen "agree". 31.4% strongly agree, and 68.6 agree. 31.4% agree, they are 11 participants that are 2 males and 9 females. 68.6% agree, they are 24 participants that are 12 males and 12 females. They can be creative in classroom assignment and project. ( e.g. I can put my imagination or my feeling in writing, I can make a good writing, I can relate to my experience in real life, I use my opinions while presenting a discussion, and so on). From that graphic the percentages that are male 80% and 57.1% female for choosing this question from all participant. There is a gap between male and female that is 22.9% for choosing "agree".

21. Dosen melibatkan saya dalam diskusi di kelas menulis.
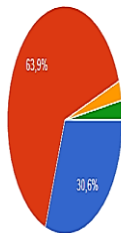
36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

63,9%

30,6%

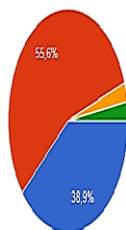21. Dosen melibatkan saya dalam diskusi di kelas menulis.

pria ■ wanita

It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 30.6% strongly agree, 63.9% agree, 2.8% disagree, and 2.8% disagree. 30.6% strongly agree, they are 11 participants that are 4 males and 7 females. 63.9% agree, they are 23 that are 10 males and 13 females. 2.8% disagree, it is a participant that is a female. 2.8% strongly disagree, it is a participant that is a male. They are engaged me in classroom discussion. They should give some ideas in discussion. (e.g. we made a small discussion in class and then we presented if front of the class). For someone disagree he said he ever engaged in discussion but mostly he seldom engaged by lecturer. From that graphic the percentages that are male 66.6% and 61.9% female for choosing this question from all participant. There is a gap

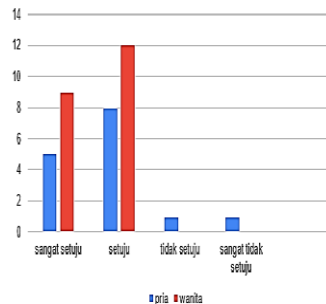between male and female that is 4.7% for choosing "agree".
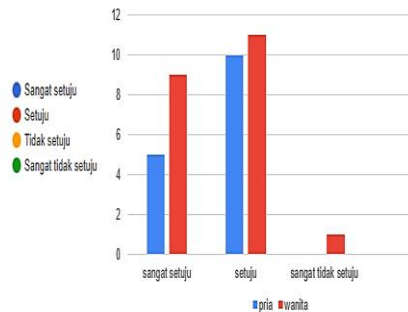


It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 38.9% strongly agree, 58.3% agree, and 2.8% strongly disagree. 38.9% strongly agree, they are 14 participants that are 5 males and 9 females. 58.3% agree, they are 21 participants that are 10 males and 11 females. 2.8% strongly disagree, it is a participant that is a female. Their opinions are respected in this class. (e.g. they give a good respond on my opinions, they give some feedbacks on my opinion, they listen and pay attention when I'm giving my opinion). For someone disagree, she didn't want tell her reason. From that graphic the percentages that are male

66.6% and 52.3% female for choosing this question from all participant. There is a gap between male and female that is 14.3% for choosing "agree".



23. Peraturan yang berada di kelas menulis adil bagi saya.
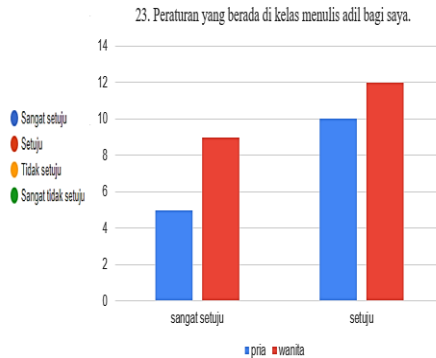
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 38.9% strongly agree, and 61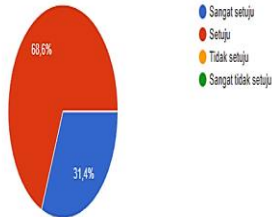.1% agree. 38.9% strongly agree, they are 14 participants that are 5 males and 9 females. 61.1% agree, they are 22 participants that are 10 males and 12 females. Their class's rules are fair. They can follow up the rules. They didn't disobey the rules. (e.g. I still get extra-time for submitting the assignment on lecturer's web, I can creative and give my imaginations freely). From that graphic the percentages that are male 66.6% and 57.1% female for choosing this question from

all participant. There is a gap between male and female that is 9.5% for choosing "agree".



24. Saya peduli dengan kelas menulis ini.

36 jawaban

It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 38.9% strongly agree, and 61.1% agree. 38.9% strongly agree, they are 14 participants that are 5 and 9 females. 61.1% agree, they are 22 participants that are 10 males and 12 females. They care about their writing class. (e.g. I care to inform our classmate if today, there is writing class, I make some notes, I pay attention in lecturer explanation). From that graphic the percentages that are male 66.6% and 57.1% female for choosing this question from all participant. There is a gap between male and female that is 9.5% for choosing "agree".
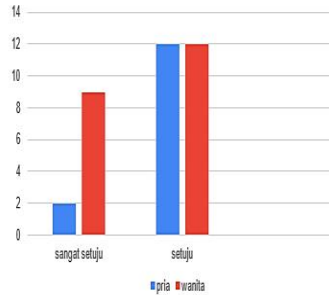
25. Saya merasa nyaman dengan kelas menulis ini.
36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

25. Saya merasa nyaman dengan kelas menulis ini.

pria · wanita
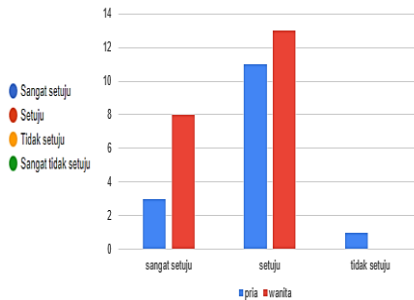
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 30.6% strongly agree, 66.7% agree, and 2.8% disagree. 30.6% strongly agree, they are 11 participants that are 3 males and 8 females. 66.7% agree, they are 24 participants that are 11 males and 13 females. 2.8% disagree, it is a participant that is a male. They're comfortable in their writing class. (e.g. I can enjoy the class, the explanation can understand easily). For someone disagree, he said the schedule of writing class on afternoon, so that he sometime sleepy during class, it make him can feel comfort in class. From that graphic the percentages that are male 73.3% and 61.9% female for choosing this question from all participant. There is a gap between male and female that is 11.4% for choosing "agree".

Cognitive engagement

36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

55,6%

44,4%



26. Ketika dalam pembelajaran saya mencoba memahami meterinya dengan lebih baik dengan cara menghubungkannya dengan hal- hal yang saya ketahui .
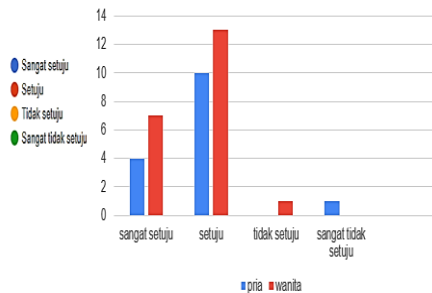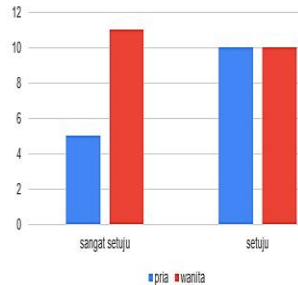
pria  wanita

It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 44.4% strongly agree and 55.6% agree. 44.4% strongly agree, they are 16 participants that are 5 males and 11 females. 55.6% agree, they are 20 participants that are 10 males and 10 females. They try to understand the material by relating what they had known. (e.g. I usually do it, when lecturer explains the material, I try to relate with what I try before, if I got new material I try to relate and apply with everything in real life, so it will be benefit in life). From that graphic the percentages that are male 66.6% and 47.6% female for choosing this question from

all participant. There is a gap between male and female that is 19% for choosing "agree"



27. Ketika saya sedang menulis, saya mencoba menghubungkan apa yang saya tulis dengan pengalaman yang saya miliki.

36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

55,6%

44,4%

27. Ketika saya sedang menulis, saya mencoba menghubungkan apa yang saya tulis dengan pengalaman yang saya miliki.

■ pria ■ wanita
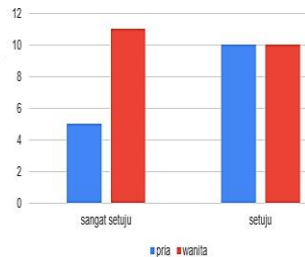
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree ". 44.4% strongly agree and 55.6% agree. 44.4% strongly agree, they are 16 participants that are 5 males and 11 females. 55.6% agree, they are 20 participants that are 10 males and 10 females. They try to connect what they are learning with their own experiences. (e.g. We should learn from experience to make sure that the material has a source, the best teacher is experience). From that graphic the percentages that are male 66.6% and 47.6% female for choosing this question from all participant. There is a gap

between male and female that is 19% for choosing "agree".



28. Saya mengulas catatan- catatan saya secara teratur, bahkan jika tidak ada ulangan/ ujian yang akan datang.

36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

61,1%  19,4%  19,4%

28. Saya mengulas catatan- catatan saya secara teratur, bahkan jika tidak ada ulangan/ ujian yang akan datang.

It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree ". 19.4% strongly agree, 61.1% agree and 19.4% disagree. 19.4% strongly agree, they are 7 participants that are 3 males and 4 females. 61.1% agree, they are 22 participants that are 6 males and 16 females. 19.4% disagree, they are 7 participants that are 6 males and a female. They review their notes regularly, even if a test is not coming up. They do it when they hang out with their friend or spare time. (e.g. I usually reread my note from writing class, I try to understand again from my note, I try to memorize my understanding from my note so my knowledge will stay

longer in my brain). From that graphic the percentages that are male 40% and 76.1% female for choosing this question from all participant. There is a gap between male and female that is 36.6% for choosing "agree"
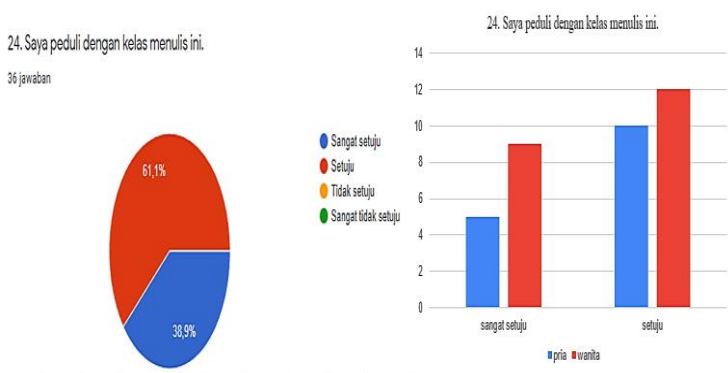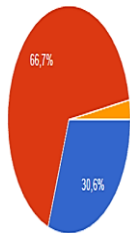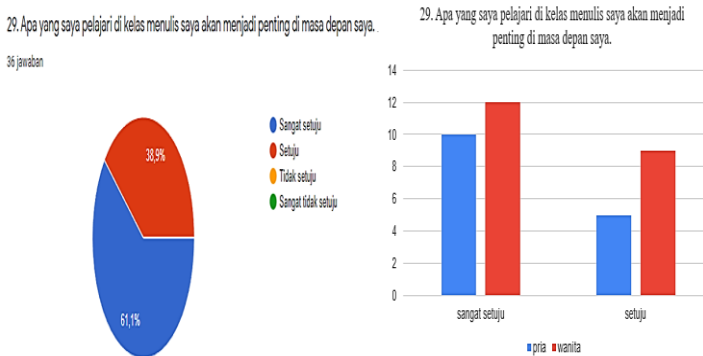


It shows that most of the participants agree with the question. From 36 participants, they had chosen "strongly agree". 61.1% strongly agree, and 38.9% agree. 61.1% strongly agree, they are 22 participants that are 10 males and 12 females. 38.9% agree, they are 14 participants that are 5 males and 9 females. They thought it will be important in future. (e.g. it will be crucial in future, it will help me for my activity in future.). From that graphic the percentages that are male 66.6% and 57.1% female for choosing this question from all participant. There is a gap

between male and female that is 9.5% for choosing "strongly agree".



30. Setelah menyelesaikan tugas -tugas saya, saya memeriksanya untuk melihat apakah itu benar.

36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

55,6%

41,7%

30. Setelah menyelesaikan tugas -tugas saya, saya memeriksanya untuk melihat apakah itu benar.

pria wanita

It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree ". 41.7% strongly agree, 55.6% agree and 2.8% disagree. 41.7% strongly agree, they are 15 participants that are 7 males and 8 females. 55.6% agree, they are 20 participants that are 8 males and 12 females. 2.8% disagree, it is a participant that is a female. They check it over to see if it's correct. (e.g. I always check it on detail before submitting my assignment). From that graphic the percentages that are male 53.3% and 57.1% female for choosing this question from all participant. There is a gap between male and female that is 3.8% for choosing "agree".

31. Ketika saya berada di dalam kelas menulis, pikiran saya terfokus pada diskusi dan kegiatan kelas.
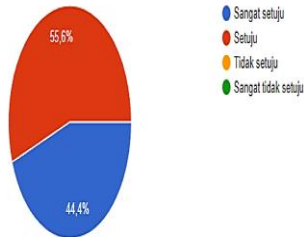
36 jawaban

It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree ". 27.8% strongly agree, 63.9% agree and 8.3% disagree. 27.8% strongly agree, they are 10 participants that are 3 males and 7 females. 63.9% agree, they are 23 participants that are 11 males and 12 females. 8.3% disagree, they are 3 participants that are a male and 2 females. Their mind is focused on class discussion and activities. (e.g. I always focus on lecturer explanation if I don't focus, I can't follow the material, I can't focus on class because sometimes our friends make a noise in class). From that graphic the percentages that are male 73.3% and 57.1% female for choosing this question from all participant. There is a gap between male and female that is 16.2% for choosing "agree".

32. Ketika saya memiliki masalah di kelas menulis, dosen saya bersedia membantu.

36 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

52,8%

41,7%

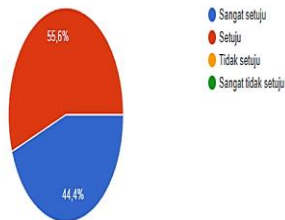32. Ketika saya memiliki masalah di kelas menulis, dosen saya bersedia membantu.

pria  wanita
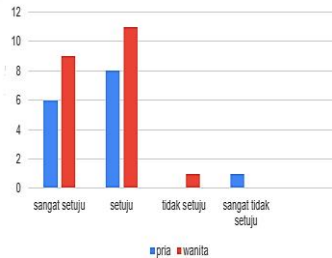
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree ". 41.7% strongly agree, 52.8% agree, 2.8% disagree and 2.8% strongly disagree. 41.7% strongly agree, they are 15 participants that are 6 males and 9 females. 52.8% agree, they are 19 participants that are 8 males and 11 females. 2.8% disagree, it is a participant that is a female. 2.8% strongly disagree, it is a participant that is a male. If they have problems in writing class, their teacher is willing to help them. (e.g. if I have something that I could understand, my lecturer allows me to chat her on private, when we are in discussion and we don't understand our lecturer help us to explain more, my lecturer corrects my work and gives some feedbacks to my work, my lecturer rarely helps me). From that graphic the percentages that

77

are male 53.3% and 52.3% female for choosing this question from all participant. There is a gap between male and female that is 1% for choosing "agree".
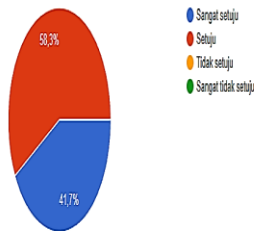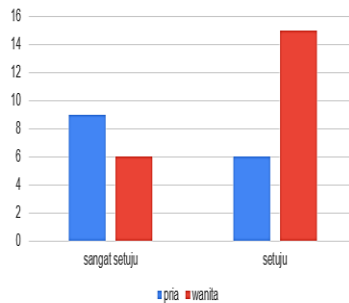


It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 41.7% strongly agree, and 58.3% agree. 41.7% strongly agree, they are 15 participants that are 9 males and 6 females. 58.3% agree, they are 21 participants that are 6 males and 16 females. They figure out how the information might be useful in the real life. (e.g. I can relate to history text or declaration text, it will help me on my blog). From that graphic the percentages that are male 40% and 76.1% female for choosing this question from all

participant. There is a gap between male and female that is 36.1% for choosing "agree".



34. Ketika saya menulis tugas - tugas saya, saya mulai dengan membuat rencana (kerangka teks) untuk menyusun teks.

36 jawaban
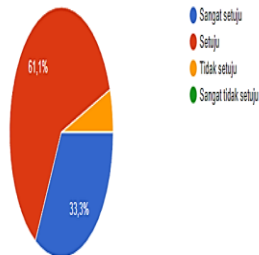
- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

61,1%

33,3%



34. Ketika saya menulis tugas - tugas saya, saya mulai dengan membuat rencana (kerangka teks) untuk menyusun teks.
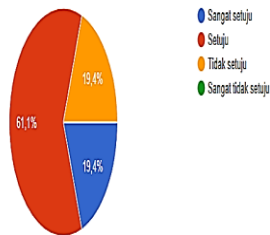
pria wanita
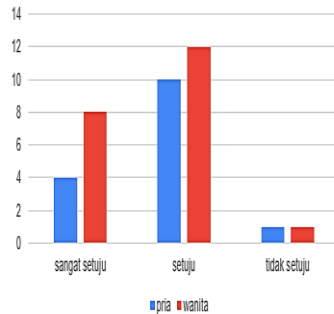
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 33.3% strongly agree, 61.1% agree and 5.6% disagree. 33.3% strongly agree, they are 12 participants that are 4 and 8 females. 61.1% agree, they are 22 participants that are 10 males and 12 females. 5.6% disagree, they are 2 participants that are a male and a female. They begin by making a plan for drafting the text. ( e.g. I make a draft to make easier when doing my assignment). From that graphic the percentages that are male 66.6% and 57.1% female for choosing this question from all participant.

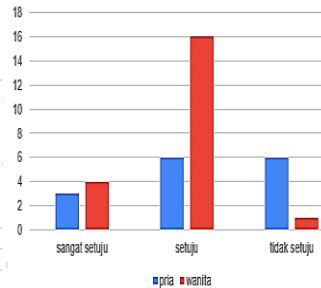There is a gap between male and female that is 9.5% for choosing "agree".
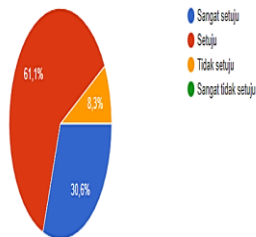


It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 30.6% strongly agree, 61.1% agree, and 8.3% disagree. 30.6% strongly agree, they are 11 participants that are 4 males and 7 females. 61.1% agree, they are 22 participants that are 10 males and 12 females. 8.3% disagree, they are 3 participants that are a male and 2 females. They try to connect what they learn in one discipline with what they learn in others. (e.g. writing connects with grammar, vocab, and so on). From that graphic the percentages that are male 66.6% and 57.1% female for choosing this

question from all participant. There is a gap between male and female that is 9.5% for choosing "agree".



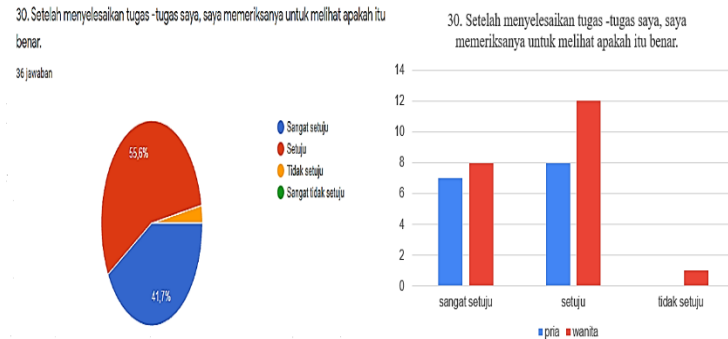36. Saya bangga dengan kualitas tugas yang saya kerjakan.
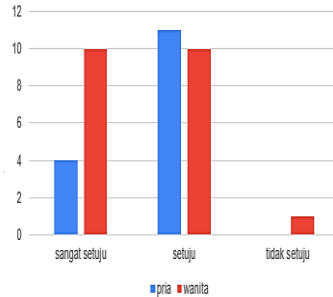
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 38.9% strongly agree, 58.3% agree, and 2.8% disagree. 30.6% strongly agree, they are 14 participants that are 4 males and 10 females. 58.3% agree, they are 21 participants that are 11 males and 10 females. 2.8% disagree, it is a participant that is a female. They take pride in the quality of their assignment. (e.g. I'm proud of my assignment because I do my assignment seriously, sometimes I'm proud if my assignment is correct). From that graphic the percentages that are male 73.3% and 47.6% female for choosing this question from all

participant. There is a gap between male and female that is 25.7% for choosing "agree".



37. Saya memberikan usaha maksimal saya dalam kelas menulis.
36 jawaban
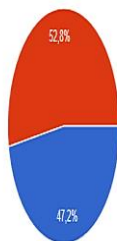
37. Saya memberikan usaha maksimal saya dalam kelas menulis.
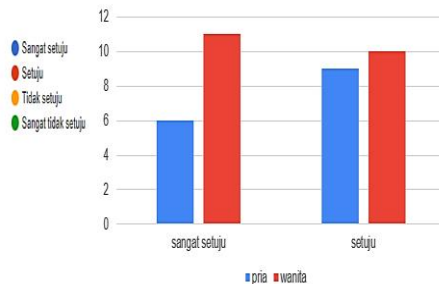
It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 47.2% strongly agree, and 52.8% agree. 47.2% strongly agree, they are 17 participants that are 6 males and 11 females. 58.3% agree, they are 19 participants that are 9 males and 10 females. They give their maximum effort in class writing. (e.g. I do totally my activity in writing such as submitting my assignment on time, I seriously write in writing or look for a journal to support my writing). From that graphic the percentages that are male 60% and 47.6% female for choosing this question from all participant.
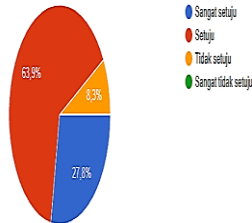
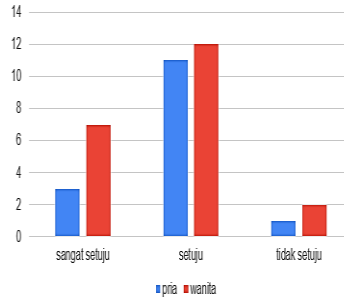There is a gap between male and female that is 12.4% for choosing "agree".
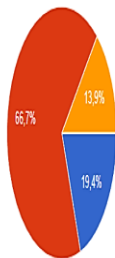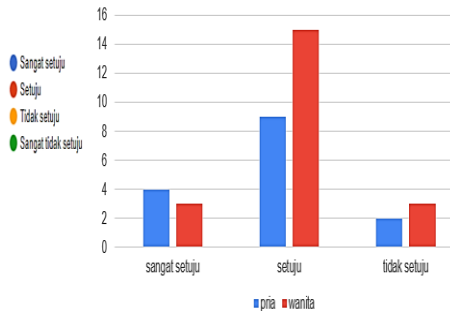


It shows that most of the participants agree with the question. From 36 participants, they had chosen "agree". 19.4% strongly agree, 66.7% agree, and 13.9% disagree. 19.4% strongly agree, they are 7 participants that are 4 males and 3 females. 66.7% agree, they are 24 participants that are 9 males and 15 females. 13.9% disagree, they are 5 participants that are 2 males and 3 females. They asked or answered questions in writing class. (e.g. sometimes I ask or answer a question in writing class, I have no question for asking, I perhaps answer the question if I am chosen by lecturer). From that graphic the percentages that are male 60% and 71.4% female for choosing this question

from all participant. There is a gap between male and female that is 11.4% for choosing "agree".



39. Saya menyelesaikan tugas menulis saya
36 jawaban

39. Saya menyelesaikan tugas menulis saya
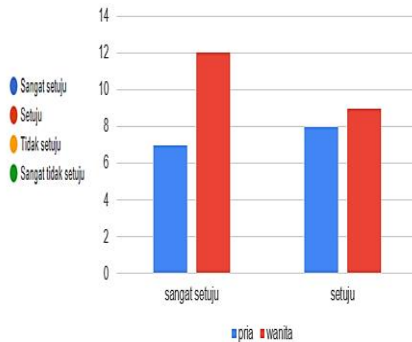
It shows that most of the participants strongly agree with the question. From 36 participants, they had chosen "strongly agree". 52.8% strongly agree, and 47.2% agree. 52.8% strongly agree, they are 19 participants that are 7 males and 12 females. 47.2% agree, they are 17 participants that are 8 males and 9 females. They completed a writing assignment. (e.g. I finish my assignment, I complete my assignment with my classmate). From that graphic the percentages that are male 53.3% and 42.8% female for choosing this question

from all participant. There is a gap between male and female that is 10.5% for choosing "agree".
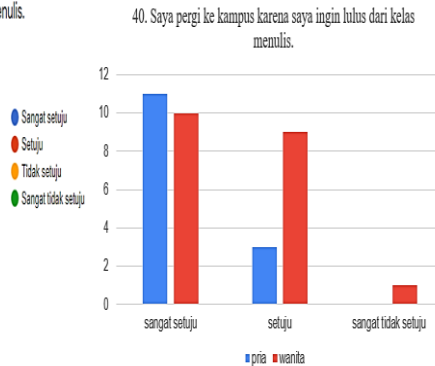


It shows that most of the participants strongly agree with the question. From 34 participants, they had chosen "strongly agree". 61.8% strongly agree, 35.3% agree, and 2.9% strongly disagree. 61.8% strongly agree, they are 21 participants that are 11 males and 10 females. 35.3% agree, they are 12 participants that are 3 males and 9 females. 2.9% disagree, it is a participant that is a female. They go to campus because I want to pass from the writing class. (e.g. I go to class because I want pass and that is my goal, I want pass the class but that's not point, I want study together with my friends). From that graphic the percentages that are male 73.3% and 47.6% female for

choosing this question from all participant. There is a gap between male and female that is 25.7% for choosing "agree".

## B. Discussion

The data of this study are the investigating student engagement across gender in university gained by using questionnaire. They are voted the answer on questionnaire. It show the difference between male and females in every engagement. The questionnaire was taken from English department 2021. There was a gap between male and female. In general, the gap between male and female is not significant. However In some question female dominates, in behavioral engagement most of the question is dominated by females, they are higher than male, but in some question in behavioral engagement male can be higher than female. For emotional engagement most of question is dominated by male. There was a gap between male and female but it was not significant. In some question female dominates than male. For cognitive engagement most of question is dominated by male.

## CHAPTER V
## CONCLUSION & SUGGESTION

This chapter presented the conclusion about students' engagement across gender EFL in writing context in the first semester English department of UIN Walisongo Semarang.

### a. Conclusion

Based on the result of research that had been done in this thesis with the title "INVESTIGATING LEARNING ENGAGEMENT ACROSS GENDER AMONG EFL STUDENTS IN WRITING CONTEXT" The following are some of the assumptions that the researcher can reach: The students, both male and female, responded on the questionnaire. It shows that male and female have student engagement and it shows a gap between male and female. In general of student engagement, the gap is not significant, the average of the gap is between 1%-10%, but it is important in some cases. Some aspect of student engagements has a significant gap for example in behavioral engagement "I discuss my idea from class with my friend outside of writing class" on it has high gap

between male and female, and male is dominated that question, the gap between male and female are 46.7% . Females make up the majority of participants in behavioral engagement studies. Males are the most popular participants when it comes to emotional and cognitive engagement.

### b. Suggestion

Based on the findings of the research and the conclusions above, I would like to give some recommendations toward my experiences in conducting this study. It is expected that the finding of the study gives useful contributions for teaching-learning process, especially for English teachers and the next researcher who has similar topic.

The English teachers should be more aware in student engagement. It can help the teachers to check or monitor the students' understanding, and engage the students' verbal responses in the target language. It can be reflection for deciding technique or strategy to give the material.

Suggestion to researcher who has similar topic or want to take same topic. Researcher can investigate toward learning style or factor of learning engagement to be furthermore investigated.

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# LIST OF APPENDICES

The questionnaire was adapted on (Fletcher et al., 2020). Questionnaire paper on google form
https://forms.gle/uFtxb36QpRFGpQCN7

| STATEMENT | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|---|---|---|---|
| 1. I try to answer teacher's question while in writing class | | | | |
| 2. I'm good toward teacher of writing class | | | | |
| 3.During class I put question to the teacher. . | | | | |
| 4. I discuss my idea from class with teacher outside of writing class | | | | |
| 5.I discuss my idea from class with my friend outside of writing class. | | | | |

| | | | | |
|---|---|---|---|---|
| 6.I do volunteer work. | | | | |
| 7.I am absent from writing class without a valid reason | | | | |
| 8.I deliberately disturb writing class | | | | |
| 9.I try to my hardest to perform well for the writing class | | | | |
| 10.I do with intensity on assignment for this writing class | | | | |
| 11.I'm enthusiastic about this writing class | | | | |

| | | | | |
|---|---|---|---|---|
| 12.I feel energetic when I'm in this writing class | | | | |
| 13.I feel positive about the assignment, I complete in this writing class | | | | |
| 14.I like my writing class | | | | |
| 15.I am proud to be at this writing class | | | | |
| 16. I am interested in material I learn in this writing class. | | | | |
| 17.I feel supported by teacher | | | | |

| | | | | |
|---|---|---|---|---|
| 18.I feel supported by other students | | | | |
| 19.I feel safe in writing class | | | | |
| 20.I can be creative in classroom assignment and project | | | | |
| 21.Teacher engages me in classroom discussion. | | | | |
| 22.My opinions are respected in this class | | | | |
| 23.This class's rules are fair | | | | |

| | | | | |
|---|---|---|---|---|
| 24.I care about this writing class | | | | |
| 25.I'm comfortable being myself at this writing class | | | | |
| 26.When I study, I try to understand the material better by relating it to things I already know. | | | | |
| 27.When I'm writing, I try to connect what I am learning with my own experiences | | | | |
| 28.I review my notes regularly, even if a test is not coming up | | | | |

| | | | | |
|---|---|---|---|---|
| 29.What I'm learning in my writing class will be important in my future | | | | |
| 30.After finishing my schoolwork I check it over to see if it's correct | | | | |
| 31.When I am in the classroom for this class, my mind is focused on class discussion and activities | | | | |
| 32.When I have problems in writing class my teacher is willing to help me | | | | |
| 33.When I study, I figure out how the information might be useful in the real life | | | | |

| | | | | |
|---|---|---|---|---|
| 34.When I writing my work, I begin by making a plan for drafting the text | | | | |
| 35.I try to connect what I learn in one discipline with what I learn in others | | | | |
| 36.I take pride in the quality of my assignment | | | | |
| 37.I give my maximum effort in class writing | | | | |
| 38.I asked or answered questions in writing class | | | | |
| 39.I completed a writing assignment | | | | |

| 40.I go to campus because I want to pass from the writing class | | | | |
|---|---|---|---|---|

Note : Number 1-10; Behavioral engagement , 11-25 ; Emotional engagement, 26-40 ; Cognitive engagement.

1. Result Google Form Link :

| | Nama | 24. Saya peduli deng | 25. Saya merasa nya | 26. Ketika dalam perte | 27. Ketika saya mera | 28. Saya mengajuka | 29. Apa yang saya pik | 30. Setelah menyele | 31. Ketika saya belaja | 32. Ketika saya mem | 33. Ketika saya belaja | 34. Ketika saya mem | 35. Saya mencoba r |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | Lauww anaddahri Jau | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 3 | Audiva Syifa Salsabil | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 4 | Nur Shabrina Mahfud | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 5 | AHMAD MUNA AKBA | Setuju | Setuju | Setuju | Setuju | Tidak setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 6 | Canakya Muhammad | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 7 | Ariani Khairunnisya' | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 8 | Aura Chodiijah | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 9 | Nurul Hidayah | Setuju | Setuju | Setuju | Setuju | Tidak setuju | Setuju | Tidak setuju | Tidak setuju | Setuju | Setuju | Tidak setuju | Tidak setuju |
| 10 | Canakya Muhammad | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Tidak setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 11 | Maulana Arie Saputr | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Sangat setuju | Setuju | Setuju |
| 12 | Desvira Setyanindya | Sangat setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Sangat setuju | Setuju | Sangat setuju | Setuju | Setuju |
| 13 | Anton hamdani | Setuju | Setuju | Setuju | Tidak setuju | Setuju | Setuju | Setuju | Tidak setuju | Tidak setuju | Setuju | Setuju | Setuju |
| 14 | Amalia farihal husna | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Tidak setuju | Tidak setuju | Setuju | Setuju | Setuju |
| 15 | Safanna Azzahra Sa | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Setuju | Setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 16 | Rizka Ayu Cahya Nin | Setuju | Setuju | Sangat setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 17 | Muna Mabruka Azzal | Setuju | Setuju | Sangat setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 18 | Riko Dwi Lestiyanto | Setuju | Setuju | Setuju | Tidak setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 19 | Hasna Nida Maharar | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 20 | Ahmad Nurul Huda | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 21 | Muhamad Ridlo iqbal | Sangat setuju | Setuju | Sangat setuju | Sangat setuju | Sangat setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Sangat setuju | Sangat setuju |
| 22 | Siti Nur Hanifah | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 23 | Danil Fakhri Muhamn | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Tidak setuju |
| 24 | Achmad Dahlan | Sangat setuju | Setuju | Setuju | Tidak setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Sangat setuju | Sangat setuju |
| 25 | ARINI SABILA ANJAN | Sangat setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Sangat setuju | Sangat setuju |
| 26 | Dea Assyara Nurisla | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 27 | Khoirunisa Isaadah | Setuju | Setuju | Sangat setuju | Sangat setuju | Sangat setuju | Setuju | Sangat setuju | Setuju | Setuju | Setuju | Setuju | Tidak setuju |
| 28 | Farrah Aizza Jundan | Setuju | Setuju | Setuju | Sangat setuju | Sangat setuju | Setuju | Setuju | Setuju | Sangat setuju | Setuju | Sangat setuju | Setuju |
| 29 | Khodijah Asshofiah | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 30 | RIFDA SALSABILA F | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 31 | AHMAD FAIQ KHARI | Setuju | Setuju | Setuju | Tidak setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 32 | Susilo | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 33 | Muhammad Hirza Qu | Sangat setuju | Setuju | Setuju | Sangat setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 34 | Maulida Nur Labhiba | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |
| 35 | Ali uyun Muhammad | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 36 | Muhammad Zubdani | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat tidak setuju | Sangat setuju | Setuju | Setuju | Setuju |
| 37 | Betty Fitria Nita Sari | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju | Setuju |

| | Nama | 36. Saya bangga de | 37. Saya memberika | 38. Saya mengajuka | 39. Saya menyelesai | 40. Saya pergi ke ka |
|---|---|---|---|---|---|---|
| 2 | Lauww anaddahri Jau | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Setuju |
| 3 | Audiva Syifa Salsabil | Sangat setuju | Sangat setuju | Setuju | Sangat setuju | Sangat setuju |
| 4 | Nur Shabrina Mahfud | Sangat setuju | Sangat setuju | Setuju | Sangat setuju | Sangat setuju |
| 5 | AHMAD MUNA AKBA | Setuju | Setuju | Tidak setuju | Setuju | Sangat setuju |
| 6 | Canakya Muhammad | Setuju | Setuju | Setuju | Setuju | Sangat setuju |
| 7 | Ariani Khairunnisya' | Setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat tidak setuju |
| 8 | Aura Chodiijah | Tidak setuju | Setuju | Setuju | Setuju | Sangat setuju |
| 9 | Nurul Hidayah | Setuju | Setuju | Tidak setuju | Setuju | Setuju |
| 10 | Canakya Muhammad | Setuju | Sangat setuju | Setuju | Sangat setuju | |
| 11 | Maulana Arie Saputr | Sangat setuju | Sangat setuju | Setuju | Sangat setuju | Sangat setuju |
| 12 | Desvira Setyanindya | Sangat setuju | Sangat setuju | Setuju | Sangat setuju | Setuju |
| 13 | Anton hamdani | Setuju | Setuju | Setuju | Setuju | Sangat setuju |
| 14 | Amalia farihal husna | Setuju | Setuju | Tidak setuju | Setuju | Sangat setuju |
| 15 | Safanna Azzahra Sa | Sangat setuju | Setuju | Setuju | Sangat setuju | Sangat setuju |
| 16 | Rizka Ayu Cahya Nin | Setuju | Setuju | Setuju | Setuju | Sangat setuju |
| 17 | Muna Mabruka Azzal | Sangat setuju | Setuju | Setuju | Sangat setuju | Setuju |
| 18 | Riko Dwi Lestiyanto | Setuju | Setuju | Setuju | Setuju | Setuju |
| 19 | Hasna Nida Maharar | Setuju | Setuju | Setuju | Setuju | Setuju |
| 20 | Ahmad Nurul Huda | Setuju | Setuju | Setuju | Setuju | Setuju |
| 21 | Muhamad Ridlo iqbal | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 22 | Siti Nur Hanifah | Setuju | Sangat setuju | Setuju | Sangat setuju | Setuju |
| 23 | Danil Fakhri Muhamn | Setuju | Setuju | Tidak setuju | Setuju | Sangat setuju |
| 24 | Achmad Dahlan | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 25 | ARINI SABILA ANJAN | Sangat setuju | Sangat setuju | Setuju | Setuju | Sangat setuju |
| 26 | Dea Assyara Nurisla | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 27 | Khoirunisa Isaadah | Sangat setuju | Sangat setuju | Tidak setuju | Sangat setuju | |
| 28 | Farrah Aizza Jundan | Sangat setuju | Setuju | Setuju | Sangat setuju | Sangat setuju |
| 29 | Khodijah Asshofiah | Setuju | Sangat setuju | Setuju | Setuju | Setuju |
| 30 | RIFDA SALSABILA F | Setuju | Setuju | Setuju | Setuju | Setuju |
| 31 | AHMAD FAIQ KHARI | Setuju | Setuju | Setuju | Setuju | Setuju |
| 32 | Susilo | Setuju | Setuju | Setuju | Setuju | Setuju |
| 33 | Muhammad Hirza Qu | Setuju | Setuju | Setuju | Sangat setuju | Sangat setuju |
| 34 | Maulida Nur Labhiba | Setuju | Sangat setuju | Setuju | Sangat setuju | Sangat setuju |
| 35 | Ali uyun Muhammad | Setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 36 | Muhammad Zubdani | Setuju | Sangat setuju | Sangat setuju | Sangat setuju | Sangat setuju |
| 37 | Betty Fitria Nita Sari | Setuju | Setuju | Setuju | Setuju | Setuju |

2. Documentation of the interview process

# CURRICULUM VITAE

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Education                 :
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- Senior High School    : MAN 2 Kudus, 2014.
- University            : PBI, FITK, UIN WS Semarang.


Semarang, 15 Desember 2021


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