# STUDENTS' ENGAGEMENT DURINGONLINE ENGLISH LEARNING AT EIGHTH GRADE OF JUNIOR HIGH SCHOOL

### **THESIS**

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



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#### ABSTRACT

Title : Students' Engagement during

Online English Learning at Eighth

**Grade of Junior High School** 

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Due to the pandemic era, students' engagement at school plays a critical role in their online learning and academic achievement. This research aims to describe students' engagement during online English learning at eighth grade of junior high school. This research is designed in qualitative case study. The data were measured from three indicators of students' engagement proposed by Frederick et al (2004): behavioral, emotional, and cognitive. with interview as the instruments to collect the data. The participants of this research consist of 7 students at eighth grade of junior high school. It used a thematic analysis to analyse interview data from seven students. The findings highlight that (i) online learning environments that supported more autonomy were more likely to engage students cognitively in developing digital literacy and self-regulated learning; and (ii) as a result of the students' perceived digital incompetence and ineffective learning experiences, surroundings lacking emotional attachment, technology, and resources hindered cognitive and emotional engagement. Hence, this study suggests how to satisfy the need for competence and relatedness to prepare and implement online learning.

Keywords: Students' Engagement, Online English Learning, Junior High School.

## **MOTTO**

# Stop wishing, start doing.

"Verily, when He intends a thing, His Command is, "be", and it is!"

-QS Yasin: 82-

### **DEDICATION**

All praise to Allah SWT for His blessing and generosity so that the researcher can complete and finish this research.

This thesis is dedicated to Pak Abdul Kharis, my dad and the strongest man in my life. Thank you for never endless love and support. The dedications are also addressed to my gorgeous mom, Ibu Eny. Thank you for being my inspiration to be better. And to my siblings, Mutiara, Bagas Ramadhan and Bagus Ramadhan, thank you for being my support system. May Allah always bless you!

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At last, the researcher believes that this research is far from perfection. The researcher would be glad to gain constructive suggestion to make this thesis better.

> Semarang, June 8th, 2022 The writer,

Annisa Ichlassul Amalia NIM 1803046115

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### CHAPTER I

### INTRODUCTION

This introduction is supposed to discuss several parts related to the topic. This chapter provides the background of study, research questions, objectives of the study, and significance of the study. Moreover, below are a detailed breakdown of each part:

### A. Research Background

The COVID-19 outbreak has thrown our daily routines into disarray, eliminating or reducing direct human contact. Because of it, Sigala (2020) reported COVID-19 introducing new behaviors known as the New Normal, such as social distancing, self-quarantine, virtual and contactless services, and virtual hospitality activities. The COVID-19 outbreak disrupted classroom activities and student learning around the world, pushing many institutions and universities to move away from traditional face-to-face instruction and toward online learning. Online learning has been found to promote positive student satisfaction. During COVID-19

<sup>&</sup>lt;sup>1</sup> Sigala, M. (2020). Tourism and COVID-19: impacts and implications for advancing and resetting industry and research. *Journal of Business Research*, *117*, 312–321.

<sup>&</sup>lt;sup>2</sup> Cole, M. T., Shelley, D. J., & Swartz, L. B. (2014). online instruction, e-learning, and student satisfaction: a three year study. *The International Review of Research in Open and* 

outbreak the use of technology and the ability of educators to utilize it optimally is an important key to realizing the success of Online English Learning.

Educational institutions, teachers, and other industry entities have been working hard to online learning. Upgrading technology, such as the development of applications in the network like Instagram, Twitter, Facebook, are interested to students nowadays.<sup>3</sup> In this case, many teachers start to use social media as their teaching media.4 It forces students and teachers to well-generate applications conference and exchanges conventional class to synchronous and asynchronous online learning platforms. They were starting from WhatsApp Group, Google Classroom, Zoom meeting, Google Meet, Skype, YouTube Platform or a combination to organize

Distributed Learning, 15(6).

<sup>&</sup>lt;sup>3</sup> Sarder, M. D. B. (2014). improving student engagement in online courses. 2014 ASEE Annual Conference & Exposition, 24-719.

<sup>&</sup>lt;sup>4</sup> Madden, A., Ford, N., Miller, D., & Levy, P. (2005). using the internet in teaching: the views of practitioners (A survey of the views of secondary school teachers in Sheffield, UK). *British Journal of Educational Technology*, 36(2), 255–280.

Online English learning. A fundamental process in learning English is improving students' engagement.<sup>5</sup>

Students' engagement is frequently mentioned in higher education literature and research. Student engagement has a big impact on students' academic achievement and growth. Due to the evolution of online learning, a huge percentage of students never step foot on a college campus; instead, they complete entire degree programs virtually by enrolling in online programs.<sup>6</sup> The origins of student engagement may be traced back to educational psychologist Ralph Tyler's work in the 1930s, which looked at the relationship between secondary school curricular requirements and subsequent college achievement. Because education is both a process and a product, he suggested that the quality of the processes should be measured; he introduced the term quality of effort to underline the importance of students' engagement in achieving educational outcomes.7

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<sup>&</sup>lt;sup>5</sup> Yang, Y.-F. (2011). engaging students in an online situated language learning environment. *Computer Assisted Language Learning*, 24(2), 181–198.

<sup>&</sup>lt;sup>6</sup> Humber, J. F. (2018). *student engagement in online courses: a grounded theory case study*. The University of Alabama.

<sup>&</sup>lt;sup>7</sup> Tyler, R. W. (1930). measuring the ability to infer. *Educational* 

The founder of the National Survey of Student Engagement (NSSE), Kuh explained student engagement represents the amount of time and effort students put into activities that are scientifically associated to college success, as well as what institutions do to encourage students to participate in these activities.8 Furthermore, the natural image of learning process with the implication of significant result is shown in students' engagement. The natural image or level of learning is depending on how students explore the environment as resources. Reeve provides a definition of student engagement that is, behavioral intensity, emotional quality, and personal effort of active student involvement in learning activities.9 Meanwhile, according to Connell & Wellborn, students' engagement is a display or manifestation of motivation seen through action, namely behavior, emotions, and cognitive displayed by students in academic

Research Bulletin, 475–480.

<sup>&</sup>lt;sup>8</sup> Kuh, G. D. (2009). what student affairs professionals need to know about student engagement. *Journal of College Student Development*, *50*(6), 683–706.

<sup>&</sup>lt;sup>9</sup> Isen, A. M., & Reeve, J. (2005). the influence of positive affect on intrinsic and extrinsic motivation: Facilitating enjoyment of play, responsible work behavior, and self-control. *Motivation and Emotion*, 29(4), 295–323.

activities. <sup>10</sup>And Handelsman et al. define that students' engagement is the initiation of actions, efforts, and students' persistence in their schoolwork is also a state their overall emotional state during learning activities. <sup>11</sup>

Educators, such as teachers and lecturers play a primary role in enhancing their students' engagement especially in the Online English learning Engagement in the learning process is very important because it leads to the process of practice and interaction between subjects in the classroom. <sup>12</sup> In the other hand, Online learning engagement as students' active participation in e-learning activities using an e-learning platform. <sup>13</sup> Students' engagement in online learning is their lively participation in school-related and

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<sup>&</sup>lt;sup>10</sup> Connell, J. P., & Wellborn, J. G. (1991). competence, autonomy, and relatedness: a motivational analysis of self-system processes. *Interactive Learning Environments*, 34-56.

<sup>&</sup>lt;sup>11</sup> Handelsman, M. M., Briggs, W. L., Sullivan, N., & Towler, A. (2005). a measure of college student course engagement. *The Journal of Educational Research*, 98(3), 184–192.

<sup>&</sup>lt;sup>12</sup> Irvin, J. L., Meltzer, J., & Dukes, M. (2007). taking action on adolescent literacy: an implementation guide for school leaders. *Interactive Learning Environments*, 12-45.

Abbas, T. M. (2017). human factors affecting university hospitality and tourism students' intention to use e-learning: A comparative study between Egypt and the UK. *Journal of Human Resources in Hospitality & Tourism*, 16(4), 349–366.

academic activities and their commitment to academic learning goals.<sup>14</sup> All of schools and universities in every country around the world implementing online-class during COVID-19 outbreak.

Based on Fredericks et al, the expert who popularized student engagement explained that student engagement is student involvement in the learning process, where students are bound to academic activities or non-academic activities that can be seen through the behavior, emotions, and cognitive of students in the school environment. Student' engagement divided into three dimension such as Behavioral Engagement, Emotional Engagement, and Cognitive Engagement. Behavioral engagement refers to the terms of attention, effort, classroom participation, and responsibility aspects. Meanwhile, Emotional engagement focuses on the extent of the reactions to teachers, friends or classmates, academics, or school,

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<sup>&</sup>lt;sup>14</sup> Reschly, A. L., & Christenson, S. L. (2012). jingle, jangle, and conceptual haziness: evolution and future directions of the engagement construct. In *Handbook of research on student engagement* (pp. 3–19). Springer.

<sup>&</sup>lt;sup>15</sup> Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). school engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.

including students' feeling of belonging and thoughts towards the learning. <sup>16</sup> Cognitive engagement refers to the terms of self-regulated learning, using deep learning strategies, and exerting the necessary effort for comprehension of complex ideas, and also students' understanding or comprehension, sharing ideas and previewing knowledge. <sup>17</sup>

Even though there are various advantages during online learning, such as flexibility and convenience, online English learning may generate some concern about students' engagement in online class activity. In this case, SMPN 23 Semarang conducted online learning during pandemic era. New students in the 2019 year, start learning with an online learning system. In addition, when in elementary school mostly of students don't get English subjects, and students are forced to take online English learning at the beginning of their learning in Junior High School. This condition made researcher feel curious and encourage researcher to

<sup>&</sup>lt;sup>16</sup> Voelkl, K. E. (1997). identification with school. *American Journal of Education*, 105(3), 294–318.

<sup>&</sup>lt;sup>17</sup> Fredricks, J. A., & McColskey, W. (2012). the measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763–782). Springer.

investigate and describe how is students' engagement during online English learning at eighth grade of junior high school level.

Built upon other studies consisting of various countries in several continents, there are differences in the result of student engagement in online learning. In line with this, previously some researches related to students' engagement during online English learning have been done. In 2021, Lim et al, conducted their research connected to Students Engagement during online learning in Korea. The results of the research showed that those who has experienced EMI classes engage more for performance gains, while students who have prior online learning experiences tend to center more on skills and emotional engagement. 18 However, there are two aspects that bring the gap between the previous research and this research. The first, this previous research focuses on Online Korean university students' English as the Medium of Instruction (EMI) engagement, while the focus of this research is students' engagement during online English learning at

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<sup>&</sup>lt;sup>18</sup> Lim, H., Denise Murdoch, Y., & Cho, J. (2021). online EMI learner engagement and perceptions of teaching and learning during the COVID-19 pandemic. *Innovations in Education and Teaching International*, 1–12.

Eighth Grade of Junior High School. The next gap, this previous research also focused on perception of teaching and learning during the COVID-19 pandemic. Meanwhile this research only included how students' engagement during online English learning without putting other aspect such as students' perception.

Another research related with students' engagement during online English learning was conducted by Chiu in 2021. Chiu reported that online learning environments that supported more autonomy were more likely to engage students cognitively in developing two important lifelong skills of digital literacy and self-regulated learning and those environments that lacked emotional engagement, equipment, and resources, combined with students' perceptions of digital incompetence and ineffective learning experiences, suppressed cognitive and emotional engagement.<sup>19</sup> The gap with this research is the subject from the previous research was K-12, while this research was eighth grade of junior high school. The next gap, this research conducted selfdetermination theory, and in this research adopted theory

<sup>&</sup>lt;sup>19</sup> Chiu, T. K. F. (2021). student engagement in K-12 online learning amid COVID-19: A qualitative approach from a self-determination theory perspective. *Interactive Learning Environments*, 1–14.

from fredericks et al. And similar with this study, the previous research also used thematic analysis guided by Braun and Clarke's (2006) to analyze the data.

While in online English learning teaching at SMPN 23 Semarang, the teacher was just used WhatsApp Group (WAG) and Zoom Meeting as the learning platforms. By viewing this case, the researcher is interested in deep research about students' engagement during online English learning in SMPN 23 Semarang, Indonesia. To overcome that issues researcher would have a research entitled "Students' Engagement during Online English Learning at Eighth Grade of Junior High School"

### **B.** Research Question

This research is aimed to find the answer to the following research question:

1. How is students' engagement during online English learning at eighth grade of junior high school?

# C. Research Objective

The objectives of this study are divided into two points below:

- To describe students' behavioral engagement during onlineEnglish learning at eighth grade of junior high school.
- 2. To describe students' emotional engagement

during onlineEnglish learning at eighth grade of junior high school.

 To describe students' cognitive engagement during onlineEnglish learning at eighth grade of junior high school.

### D. Significances of the Study

The finding of this study can be significant to:

### 1. Practical purposes

### a. For Teachers

This research will help teachers to enhance students' engagement and develop their method in teaching students through online or learning.

#### b. For students

Hopefully, this research can motivate students to be more active and enhance their engagements in Online English Learning or offline learning and encourage learning English as the international language and as an investment of their future.

### c. For the next researcher

Hopefully, this study can be further continued by the next researcher who will research about students' engagements in Online English Learning. The researcher hopes that the result of this research can give significant impact and meaningful reference toward another research.

### 2. Theoretical purposes

- a. This research can help the researcher to answer the research question. The researcher will know the students' engagement in English Online Learning.
- b. The result of this research can be used as a reference for the next researchers.
- The result of this research can be advantageous in the English teaching-learning process, especially in Online Learning.

### E. Limitation of the Research

This research is limited in order to maintain the focus of the research itself. The limitations of this study are:

- The participants of this research are students from SMPN 23 Semarang especially eighth grade and focused on one class.
- 2. This research discusses the students engagement in online English learning.

#### CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the previous research related to the research, literature review, and conceptual framework.

### A. Previous Research

Research about students' engagement is not new research. Previously there were some researchers investigating and discussing students' engagement in some fields. Some relevant previous researches used to support the research; they are:

To begin with, the first research was conducted by Chiu et al. This article aimed to understand K-12 school student engagement and disengagement in online learning during COVID-19 pandemic in Hong Kong. This research focuses on exploring what and how online learning support psychological needs and dimensions of engagement, opportunities to foster student and teacher abilities and skills, challenges to designing online environments that cognitively and emotionally engage students in learning and obstacles that disengage students from online learning for students K-12 in Hongkong.

Furthermore, the participants were students and teachers from a pool of 48 partnership schools in Hong Kong

that offered asynchronous and synchronous online learning during the school closures. In doing this research, the researchers adopted a qualitative approach to understand how K-12 students cognitively and emotional engage and disengage in online learning from students and teachers perspectives, where happens this year during the pandemic, through the lens of SDT. The result explained that online learning environments that supported more autonomy were more likely to engage students cognitively in developing two important lifelong skills of digital literacy and self-regulated learning; and those environments that lacked emotional engagement, equipment, and resources, combined with students' perceptions of digital incompetence and ineffective learning experiences, suppressed cognitive and emotional engagement.<sup>20</sup>

The strength of this research is on the design of the instrument for gathering the data that considers many aspects from different point of view and uses the concept of *Self-Determination theory (SDT)*. Afterwards, the similarity between this previous research and this research is on the

<sup>&</sup>lt;sup>20</sup> Chiu, T. K. F. (2021). student engagement in K-12 online learning amid COVID-19: A qualitative approach from a self-determination theory perspective. *Interactive Learning Environments*, 1–14.

concern of students' engagement during online English learning, while the difference is about the research. This previous research has students of K-12 schools in Hongkong and the teachers as the subject, while the subject of this research is the students of junior high school especially at eighth grade.

Secondly, previous study was conducted by Spitzer et al. This research investigates students' engagement with the online learning environment Bettermark for mathematics by using survival analysis. This study highlights the applicability of survival analysis for data collected with online learning environments. As such, survival analysis is a useful tool to investigate students' engagement or conversely, students' dropout rates in learning environments over time. whereas the total number of students using an online learning environment increased considerably during and after school closures, the proportion of students' engagement decreased faster over time. Therefore, user numbers are not the only aspect to consider when evaluating the influence of the COVID-19 pandemic on the use of online learning environments.<sup>21</sup>

<sup>&</sup>lt;sup>21</sup> Spitzer, M. W. H., Gutsfeld, R., Wirzberger, M., & Moeller, K. (2021). evaluating students' engagement with an online learning environment during and after COVID-19 related

The research conducted a survival analysis using the Kaplan-Meier method, computed with the survival package. The strength of this research is the research reporting a retrospective study of archived data which was fully anonymized before data analysis. Thus, it is not possible to track the data back to any software user. The participants from Germany students, there are students who registered with Bettermarks and students' data from first registration. With a first survival analysis as a method, the researcher evaluated data from students who registered with the Bettermarks online learning environment for mathematics within the first two weeks (i.e., March 15th – April 1st, 2020) of the first COVID-19 related period of school closures, and compared these students to another sample of students who registered within the same time window over the previous three years.

The total number of students as well as the proportion of students over time who actively engaged with Bettermarks during COVID-19 related school closures as compared to the same time period over the previous three years. The study revealed that the total number of students using the online

school closures: a survival analysis approach. *Trends in Neuroscience and Education*, 25, 100168.

learning environment increased significantly during and after school closure, while students' engagement decreased faster over time. Ultimately, the focus of this research in students' engagement becomes the similarity between this previous research and the present research, whereas the difference is on the subject. The previous study has mathematic students as the subject, while this study has students of junior high school at eighth grade level in Englishsubject.

Next, the third previous study is the research done by Zapata-Cuervo et al. This study focuses on identifying students' psychological attitudes toward online learning during the unprecedentedly difficult pandemic, their impact on online learning engagement and outcomes, and comparative perceptions of online education among students in the three countries.<sup>22</sup> This study employed a self-administered online survey method targeting students who were presently taking online courses due to COVID-19 in

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<sup>&</sup>lt;sup>22</sup> Zapata-Cuervo, N., Montes-Guerra, M. I., Shin, H. H., Jeong, M., & Cho, M.-H. (2022). students' psychological perceptions toward online learning engagement and outcomes during the COVID-19 pandemic: A comparative analysis of students in three different countries. *Journal of Hospitality & Tourism Education*, 1–15.

three different countries (U.S., South Korea, and Colombia) using a purposive sampling method.

The respondents from 900 students contacted, 523 respondents completed the survey: 171 students from the U.S., 180 from South Korea, and 183 from Colombia. The findings indicated that Students' self-efficacy and anxiety levels had a significant impact on their online learning engagement, which in turn influenced online learning results. Although students were enthusiastic about online learning, they believed it was less effective and rigorous than face-toface learning. The concern of students' engagement is the similarity between this research and the present research. However, the subject focus and the design are different. The subject of this research focuses on comparative analysis of students in three different countries, while the present research focuses on student at eighth grade of SMPN 23 Semarang, Indonesia. Further, this study implements selfadministered online survey method, while the present study uses qualitative case study.

Next, The study of Understanding student engagement in online learning environments as the next previous research. Understanding student engagement in online learning environments: the role of reflexivity was the chosen title of this previous study. Peter Khan et al conducted this

research with students taking online Masters degrees in three disciplines: Public Health, Management and Computer Science. The degrees form part of a suite of programmers at a research-intensive university within the United Kingdom, with the programmers offered to students across the world on a fully-online basis in collaboration with a partner organization.

This research reported on a multiple case study that explored student engagement in a set of postgraduate degrees offered on a fully online basis. The study was based on a theorization of student engagement as the exercise of intentional human action or agency. It identified ways in which tasks and social relations in the online learning environments triggered reflexivity on the part of students, with reflexivity understood to mean the ordinary mental capacity to consider oneself in relation to one's social setting.<sup>23</sup> The strange of this study was located on the data collection. The study was separated into two phases. The first phase focused on an analysis of asynchronous discussion

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<sup>&</sup>lt;sup>23</sup> Kahn, P., Everington, L., Kelm, K., Reid, I., & Watkins, F. (2017). understanding student engagement in online learning environments: the role of reflexivity. *Educational Technology Research and Development*, 65(1), 203–218.

board postings, and the second phase consisted of individual interviews with a sub-group of eight students.

However, this study only provided a brief of abstract and did not mention in what major the subjects were. Lastly, students' engagement analysis are the mutual parts of this study and the present study. The subjects of this study, Public Health students, Management students and Computer Science students and the subject of present study, students at eight grades of junior high school, are what make them different. Besides, the design of the study is also different. The previous one has coding sheet as the design, while the present one has qualitative case study.

Lastly, the research that was held by Lim et al. This research was conducted in Korea. This study examined Korean university students' online English as the Medium of Instruction (EMI) engagement and perceptions of teaching and learning, during the COVID-19 pandemic. This participants of this research from Korean university EMI instructors from Arts, STEM, Business, Social Sciences, Literature and Languages. The sample size was 291 with participants from a metropolitan Seoul university (n = 52, 23.7%), a greater Seoul area university (n = 139, 63.5%), and other (n = 28, 12.8%). To investigate the research problems, t-tests, correlations, and multiple regression analysis was

performed, respectively. The results of the research showed that those who has experienced EMI classes engage more for performance gains, while students who have prior online learning experiences tend to center more on skills and emotional engagement.<sup>24</sup> The methodology became the strange of this research.

However, this study is limited to factors influencing engagement. Future studies should analyze structural relationships that center on mediated effects. Additionally, students' psychological anxiety caused by COVID-19 and mandated online classes needs consideration given that the online classes were conducted under special circumstances. Similarity with this research, this present research describes how students' engagement during online learning. And specially for English subject. The previous one has Korean university EMI instructors from Arts, STEM, Business, Social Sciences, Literature and Languages disciplines conducting their 2020 first semester EMI classes online, while the present one has the students at eighth gradeof junior high school as the subject.

<sup>&</sup>lt;sup>24</sup> Lim, H., Denise Murdoch, Y., & Cho, J. (2021). online EMI learner engagement and perceptions of teaching and learning during the COVID-19 pandemic. *Innovations in Education and Teaching International*, 1–12.

Based on the previous researches above, the study related students' engagement is mostly about students' university, and one of them students of K-12. The study of students' engagement during online English learning at Eighth Grade of Junior High School is still rare so that the researcher is interested in conducting the research in Junior High School, especially in SMPN 23 Semarang. This study discovers about how students' engagement during online English learning at eighth grade of junior high school. Not only discovering students' engagement during online English learning, but this study also aims to determine what the most engaged indicator in students' engagement dimension during online English learning.

#### **B.** Literature Review

The literature review of this study comprises of Online English Learning, includes Synchronous Learning, Asynchronous Learning, Polyshynchronus Learning and The Advantages and Disadvantages of Online Learning. In addition, it also comprises of Students' Engagement, includes The Three Dimensions of Students' Engagement and Students' Engagement in Online Learning.

### 1. Online English Learning

The delivery of knowledge and instructions to others via computer network technology, most

typically, over or through the internet, is known as online learning.<sup>25</sup> Online learning is defined as learning that occurs in synchronous or asynchronous scenarios using a variety of devices (e.g., mobile phones, laptops, etc.) connected to the internet.<sup>26</sup> In these environments, students can learn and interact with teachers and other students from anywhere independently. Electronic or online learning is the use of electronic technology and media to transmit, support, and promote both learning and teaching, as well as communication between students and teachers using online information.<sup>27</sup>In a short, online learning is described as learning that takes place

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<sup>&</sup>lt;sup>25</sup> Kumar Basak, S., Wotto, M., & Bélanger, P. (2018). e-learning, m-learning and m-learning: Conceptual definition and comparative analysis. *E-Learning and Digital Media*, 15(4), 191–216. https://doi.org/10.1177/2042753018785180

<sup>&</sup>lt;sup>26</sup> Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. https://doi.org/10.1177/0047239520934018

<sup>&</sup>lt;sup>27</sup> O'Doherty, D., Dromey, M., Lougheed, J., Hannigan, A., Last, J., & McGrath, D. (2018). barriers and solutions to online learning in medical education—an integrative review. *BMC Medical Education*, 18(1), 1–11.

through the use of information and communication technologies (ICTs).

In online English learning, between teachers and students do not meet face-to-face, in other words, teachers and students are in different places, and can even be separated by great distances. Online learning focuses on synchronous and asynchronous Internet-based courses. Synchronous learning is a type of learning in which students and teachers engage directly while also using online tools such as conferences and online chat. Asynchronous learning, on the other hand, is a kind of learning that is performed indirectly (not at the same time) and employs an individual learning method.

# a. Synchronous Learning

Synchronous e-learning goes with the aid of a variety, includes: virtual classrooms, web conferences, webinars, and online presentations. Most educational sectors are already upgrading learning techniques related to establishing online learning environments inside educational technology. Synchronous learning media simulated the experience of an actual classroom ambiance.<sup>28</sup> It is beneficial for the teacher to decrease the shock culture of online learning-centered.

Moreover, the Strengths of Synchronous Learning Media: Students can ask questions and be answered directly by the teacher, activity in learning will look like in a face-to-face room, students and teacher can communicate better, and the awkwardness of students in a regular class will not be seen. Besides, the weaknesses of Synchronous Learning Media: Ought to use a very high access speed, it is real-time, so the audience cannot access it later unless scheduled, and not giving enough time for the audience to think longer.

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<sup>&</sup>lt;sup>28</sup> Salmon, G. (2000). computer mediated conferencing for management learning at the Open University. *Management Learning*, 31(4), 491–502.

<sup>&</sup>lt;sup>29</sup> Christopher, D., & Hyder, K. (2014). the successful virtual classroom: how to design and facilitate interactive and engaging live online learning. *Interactive Learning Environments*, 43-59

Synchronous learning is achieved by electronic means (real-time, usually scheduled at one time, but sometimes impromptu, collective, and frequently collaborative virtual simulations, that involves students, facilitators, or teacher). Video conferencing, webcasting, and even web conferencing is used to conduct it.

# b. Asynchronous Learning

Asynchronous learning network (ALN) recognizes Courses are delivered via the internet. with an emphasis on student-to-student and student-to-teacher interactions. To gain the assurances of examining, asynchronous elearning requires the acquisition of computermediated communication (CMC) "every time and everywhere". Asynchronous e-learning is onthe premise of the constructivist concept. The importance of peer-to-peer interactions is emphasized in this learner-centered approach. While it is running in flexible time, students need use it as effectively as possible and not misinterpret it. Based on Hadullo, discovered that course plan, substance support, course support, social back, administrative back, learner characteristics, instructor characteristics,

and specialized characteristics are the primary elements capable of affecting the quality of asynchronous e-learning.<sup>30</sup>

Asynchronous e-Learning have some strengths and weaknesses,<sup>31</sup> in a nutshell the strength of Asynchronous e-Learning: High dialogue quality can be accomplished because they have more time to consider their responses than face-to-face conversations, interactivity happens clearly since it is associated with working on the internet., students can select the proper time, freely to study everywhere they feel comfortable. Moreover, the weaknesses of Asynchronous e-learning: The conversation might be in low-key gathering than in real-time, there is a miscommunication of dialect that the reader cannot acknowledge, and requires web association. Asynchronous learning stimulated students' attention by allowing them to interact

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<sup>&</sup>lt;sup>30</sup> Hadullo, K., Oboko, R., & Omwenga, E. (2018). factors affecting asynchronous e-learning quality in developing countries university settings. *International Journal of Education and Development Using ICT*, 14(1).

<sup>&</sup>lt;sup>31</sup> Piskurich, G. M. (2006). online learning: e-learning. fast, cheap, and good. *Performance Improvement*, 45(1), 18–24.

with course material and peers at their own pace. Students can analyze and construct intelligent replies after exploring and discussing content in depth. Email, podcasts, threaded conversation, and other methods are used.

#### c. Polyshynchronus Learning

On-site learning, live-synchronous, and asynchronous are most provoked to engage students instead of a fully online course. Hence, polysynchronous is a kind solution since it blends the synchronous, which is real-time course, and asynchronous learning to which collaborative and personalized learning. Polysynchronous learning becomes the integration of learner-learner, learner-content, and learner-teacher through a blending of face-to-face, synchronous online, and communication.<sup>32</sup> asynchronous online Moreover, Ouyang pointed outthat the integration of polysynchronous learning promotes the multiple platforms are used to facilitate learning interactions, including on-site

<sup>&</sup>lt;sup>32</sup> Dalgarno, B. (2014). polysynchronous learning: a model for student interaction and engagement. *Interactive Learning Environments*, 12-43.

learning, synchronous audio, video broadcasts, and text-based online synchronous and asynchronous dialogues.<sup>33</sup>

# d. The Advantages and Disadvantages of Online Learning

One of the advantages of online learning is not limited by place and time so that anytime students can access the learning process. Students in this learning process must be active so that the online learning process is a student-centered process. Students must possess a variety of skills, including knowledge of technology, time management and organization, and online engagement.<sup>34</sup> Furthermore, students have on education costs (infrastructure, equipment, books, official travel). And train students to be more independent in gaining knowledge. In the

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<sup>&</sup>lt;sup>33</sup> Ouyang, F. (2016). applying the polysynchronous learning to foster the student-centered learning in the higher education context: a blended course design. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, 6(3), 52–68.

<sup>&</sup>lt;sup>34</sup> Joosten, T., & Cusatis, R. (2020). online learning readiness. *American Journal of Distance Education*, 34(3), 180–193. https://doi.org/10.1080/08923647.2020.1726167

other hand, online learning transforming students into researchers, enhancing their technological abilities, and giving them with valuable experience.

Online learning also has several such as dissemination disadvantages inappropriate information. The internet allows for the presentation of material or information that is inappropriate for students to enjoy because t does not correspond to their level of development, such as cigarette and alcohol advertisements or that too advanced for their topics are comprehension and viewing. Copyright also becomes disadvantages of online learning, because information is so readily available, it is quite simple for someone to swiftly download things. For many students, the inability to focus on a screen for long periods of time is a problem.<sup>35</sup> Technical support, which must be available. Computer networks can swiftly expire without that assistance and appropriate

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<sup>&</sup>lt;sup>35</sup> Axmedova, T. B., & Kenjayeva, N. D. (2021). advantages and disadvantages of online learning. *Eurasian Journal of Humanities and Social Sciences*, *3*, 48–50.

management. Last, lack of quality control, users must be critical thinkers and readers who understand how to value content due to a lack of quality control. There is no such thing as "teaching" on the internet.

#### 2. Students Engagement

Various definitions of student engagement have been defined in some studies. Student engagement is the range of learning activities in which students engage in order to provide high-quality learning outputs.<sup>36</sup> When students respond positively to learning activities, favorable learning outcomes will ensue. Engagement promotes more than involvement or participation as a result of sentiments and sense-making, as well as learning activities.<sup>37</sup> Feelings are crucial in learning activities because they help students take action in the classroom. Students will be more engaged in the

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<sup>&</sup>lt;sup>36</sup> Krause, K., & Coates, H. (2008). students' engagement in first-year university. *Assessment & Evaluation in Higher Education*, *33*(5), 493–505.

<sup>&</sup>lt;sup>37</sup> Quaye, S. J., Harper, S. R., & Pendakur, S. L. (2019). student engagement in higher education: theoretical perspectives and practical approaches for diverse populations. *Interactive Learning Environments*, 65-87.

learning activities if they can use their feelings and emotions to motivate them.

The extent of students' involvement and active participation in learning activities is characterized as student engagement.<sup>38</sup> It represents the extent and quality of students' participation in planning and executing learning activities.<sup>39</sup> There are such as active involvement in class, the number of assignments completed, interactions with the teacher and classmates, and student collaboration.

# a. The three Dimensions of Students' Engagement

In general, the phrase engagement refers to a commitment or investment, the quality of which varies depending on the level or degree of participation. As a result, engagement can vary greatly in terms of intensity and length. A student may be engaged for a short term and for a specific

<sup>&</sup>lt;sup>38</sup> Cole, P. G., & Chan, L. K. S. (1994). teaching principles and practice. *Interactive Learning Environments*, 76-90.

<sup>&</sup>lt;sup>39</sup> Gonida, E. N., Voulala, K., & Kiosseoglou, G. (2009). students' achievement goal orientations and their behavioral and emotional engagement: co-examining the role of perceived school goal structures and parent goals during adolescence. *Learning and Individual Differences*, 19(1), 53–60.

setting, or for a long term and in a stable situation.<sup>40</sup> Fredericks explored that the multidimensional and meta-constructs of student' engagement comparing and analyzing the notions with other overlapping concepts such as motivation and involvement, which are frequently used characterize engagement. There three dimensions of engagements, they are behavioral engagement, emotional engagement and cognitive engagement.

The first dimension of students' engagement is behavioral engagement. Behavioral engagement refers to participation in activities in the learning environment. The focus of behavioral engagement is on participation and involvement of students in academics actions that will have an impact on academic results.<sup>41</sup> In the other opinion, actions that

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<sup>&</sup>lt;sup>40</sup> Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). school engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.

<sup>&</sup>lt;sup>41</sup> Zapata-Cuervo, N., Montes-Guerra, M. I., Shin, H. H., Jeong, M., & Cho, M.-H. (2022). students' psychological perceptions toward online learning engagement and outcomes during the COVID-19 pandemic: a comparative analysis of students in three different countries. *Journal of Hospitality & Tourism Education*, 1–15.

lead to certain outcomes, such as class participation and task completion, are examples of behavioral engagement. 42

The second dimensions of students' engagement is emotional engagement. This type reported by fredericks, includes students' affective reactions both positive and negative reactions to the classroom covering interest, boredom, happiness, sadness, and anxiety. It also involves how they react to their teachers and peers, as well as how they identify with and value school. Belonging is the sense of belonging to a class or school, while valuing is the recognition of achievement in school-related outcomes.

The three dimension or last dimension of student engagement is cognitive engagement. Cognitive engagement is often referred during the learning process, academic investment is made. It entails being thoughtful and willing to put in the work required for understanding complex ideas and

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<sup>&</sup>lt;sup>42</sup> Yang, Y.-F. (2011). engaging students in an online situated language learning environment. *Computer Assisted Language Learning*, 24(2), 181–198.

mastering challenging abilities, including comprehension, share ideas and preview knowledge. Flexible problem solving, psychological involvement, which is akin to motivation, and strategic or self-regulation are all included in the definition of cognitive engagement. Moreover, below are the student engagement criteria proposed by (Trowler, 2010) and (Fredricks et al., 2004).

DIMENSION	STUDENTS' ENGAGEMENT
	CRITERIA Indicators
Behavioral	Classroom Participation
	Responsibility
Emotional	Emotional Attachment
	Digital capability
Cognitive	Self-regulated learning
	Digital litercay
	Learning experience

Table 2.1 Students engagement dimension, proposed by (Trowler,2010) and (Fredricks et al., 2004).

### b. Students' Engagement in Online Learning

Since it is given with the growth of organized computer-based technology, there is a bit of a difference in conservation when going through online learning settings. While improving the productivity of online learning will need extending students' attention, online learning can be a sophisticated process that includes execution, communication, thinking, feeling, and a sense of belonging.<sup>43</sup> Traditional classroom teaching determines the connotation, conceptual structure, and hypothesis of student engagement; while online learning and traditional classroom learning are distinct in terms of learning methods and teaching strategies, the nature of both requires students to actively participate in the learning process.

Online learning has four important elements or features that must be considered in order to engage students.<sup>44</sup> They are:

<sup>43</sup> Hrastinski, S. (2009). a theory of online learning as online participation. *Computers & Education*, *52*(1), 78–82.

<sup>&</sup>lt;sup>44</sup> Lisha, L., & Zhang, Q. (2003). the types and characteristics of online learning. *Education Science*, *1*, 49–52.

- 1) Multidirectional communication is essential for effective online learning: between students, between students and teachers, and between students and content. Meanwhile, dialogue can take many other forms, all of which are strongly related to the course topic.
- Involvement is defined as responding to online learning tasks, concentrating, and establishing contact between learning materials and other students.
- External support, such as instructor manuals, peer assistance, expert advice, and related software tools, are the most common types of support.
- 4) Control refers to how much students control their learning exercises and how much they realize this control in online learning systems, such as a study plan, learning content selection, and learning activity management.

As a result, online learning can help students learn more quickly. It is easy to join the online learning stage for education, share and contribute their resources, explore the courses, submit assignments, participate in conversations, and share

their work. Behavior, cognition, and emotions are all transforming. When employing online interactive learning platforms, the students become more active, enthusiastic, and engaged in the online learning process when their teacher utilizes different media and appropriate strategies to deliver the knowledge. So, student engagement in online learning is improving, including behavioral, cognitive, and emotional engagement.<sup>45</sup>

#### C. Conceptual Framework

In the conceptual framework, based on the literature review on the previous sections, this theoretical framework is to help answering the research questions on the student's engagement. The researcher attempts to present particular aspects in this study. The researcher is interested in describing how students' engagement during online English learning at eighth grade of junior high school.

<sup>&</sup>lt;sup>45</sup> Yinling, L., & Chao, Z. (2008). an analysis of online participation in a distance teacher development program. *Distance Education in China*.

Figure 2.1 is created to illustrate how this conceptual framework works and relates one another.

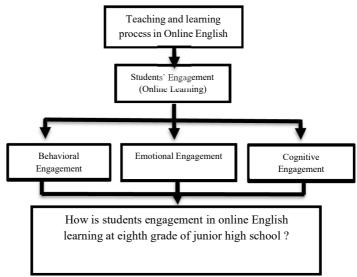


Figure 2.1 Conceptual Framework

The framework explains that the researcher analyzed students' engagement during online English learning at Eight Grade of Junior High School. Three dimensions of students' engagement dimension were included, namely behavioral, emotional and cognitive engagement.

# CHAPTER III RESEARCH METHOD

In this chapter, the researcher presents research method. It consists of research design, data and source of the data, technique of collecting data, instrument, and data analysis technique.

#### A. Research Design

Research design is important while the researcher tried to conduct the research. In this study, the researcher conducted qualitative research. This qualitative research used case study as the technique of the research, and it aimed to answer a descriptive question regarding what happened to students' participation while they took online English learning. This type of research aims to examined social phenomena through the perspective of the study's human participants.<sup>46</sup> Creswell examine that qualitative research entails deciphering the meaning of data and developing a final report with a flexible structure.<sup>47</sup> A case study as a

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<sup>&</sup>lt;sup>46</sup> Ary, D., Jacobs, L. C., & Razavieh, A. (1996). introduction to research in education (5\* ed.). Orlando, FL: Hareourt Brace College Publishers.

<sup>&</sup>lt;sup>47</sup> Creswell, J. W., & Creswell, J. D. (2017). research design: qualitative, quantitative, and mixed methods approaches.

technique, is a detailed account of an individual, group, class, site, program, process, institution, or community.

# 1. Research Setting

The research was conducted in SMPN 23 Semarang to explore about how students' engagement during online English learning at eighth grade of junior high school. This research was started in March 2022 until April 2022. However, the data about students' engagement during online English learning was taken through online Google form while the data about how the most engaged indicator was taken through observation online class.

# 2. Participants

This research leans to use "social situation" instead of population. There are three elements consisting of social situation, those elements are place, actor, and activity. In line with this, this research was conducted through online form due to Covid-19 pandemic.

Sage publications.

The participants in this research were the students at eighth grade of SMPN 23 Semarang, Central Java, Indonesia.

#### 3. Research Focus

This research focused on describing students' engagement during online English learning at eighth grade of junior high school.

#### B. Data and Source of the Data

The data about students' engagement during online English learning at eighth grade of junior high school was taken through distributing questionnaire to the eighth grader students of SMPN 23 Semarang year 2021/2022. The researcher considered that the 8th grader were the appropriate participants since they had gotten the basic knowledge of their concern related to English subject. In addition, they already took online English learning over one year so that they knew their weaknesses and strengths in online English learning. Another source of data was taken from the observation class that running in online learning. The observation was related to the how students' engagement

during online English learning.

## C. Technique and Instrument

The researchers utilize research instrument to obtain data that is relevant to the demand. The research instrument is a collection of evaluation tools that the researcher can use to collect data and then measure it against established standards. Thus, the researcher systematically used interview instruments to collect the data in the online English learning in this study.

#### 1. Interview

In this research, the reseacher used interview technique to find out how is students' engagement during online English learning. This method used to elaborate the untouchable part of students' engagement. It was also functioned to get clear instruction. The procedure of the interview technique was started with asking some questions to students through WhatsApp.

No	Questions
	Identity
	1. What is your name?
	Permission
	1. Did you give me a permission to dot his
	interview?

1	Behavioral Engagement
	How is your behavioral engagement during online
	English learning? Can you share to me what do you
	feel or how you interact with your classmeets and
	teacher?
2	Emotional engagement
	How is your emotional engagement during online
	English learning? Can you share to me what do you
	feel when you in English class?
3	Cognitive Engagement
	How is your cognitive engagement during online
	English learning? Can you share to me how's your
	comprehension, your strategies to finished your tasks
	or your learning experience?

Table 3.3 Interview Guidline

## D. Method of Analysing Data

Method of analysis data is about how to organize and sort data into patterns, categories, and basic unit descriptions. Data analysis is one of the crucial parts to process the obtained data in order to produce scientific findings. Bogdan and Biklen assert that the aim of data analysis is to process systemically searching and to arrange the interview transcripts, field notes, and other materials that the reseacher

accumulates to enable him/her to raise with findings. Data interpretation refers to development ideas of the researcher's findings and relates them to the literature and to broader concerns and concepts.

Accordingly, this study used five steps, guided by Braun and Clarke's (2006) or commonly we called it as thematic analysis to analyze the data. Here are the details.

#### 1. Becoming familiar with the data

The researcher read and re-read transcripts lineby line. This understanding would lead the researcher to be more familiar with the research's objectives.

#### 2. Generating initial codes

The reseacher annotated transcripts with codes that described notable content. Data would be used in analyzing data using some codes such as initial word of each part, some common acronyms, and other segments or elements.

# 3. Searching for themes

The researcher reviewed all annotated transcripts to thoroughly examine codes and to identify any differences in interpretations. To classify the useful data, researchers used three themes in gathering all data. Firstly, students'

behavioral engagement, it covered all about information students' behavioral engagement during online English learning. Secondly, students' emotional engagement. This bundle presented all information about students' emotional engagement during online English learning. Thirdly, students' cognitive engagement, it covered all information about students' cognitive engagement during online English learning. All data came from deep interview with the students.

### 4. Reviewing themes.

The researcher analyzed the data to arrange data or split some theme into sub themes. Sub theme would cover the next data in building similarity of the report. This step was ordered to find the similarity and to make the report clear and understandable

## 5. Defining and naming themes.

The reseacher defined names that provided a full sense of the theme and its importance. This step was functioned as the recheck section where all data was ready to be written in the report of the research. In this step, hard script of the report had been written.

#### **CHAPTER IV**

#### RESEARCH FINDINGS

This chapter reaches the research findings and discussion that comprise the result of interview to the 8<sup>th</sup> grade students of Junior High School related to the research problems on how students' engagement during online English learning. The findings describe the students' engagement during online English learning at eighth grade of junior high school.

### A. Finding

The researcher used interview in gaining the data about students' engagement during online English learning at eighth junior high school. The findings describe the students' engagement during online English learning at eighth grade of junior highschool and find out the most engaged indicator of students' engagement dimension during online English learning at eighth grade of junior high school. The researcher contact the participants and did interview through WhatsApp to gain the data related to the Students' Engagement during Online English Learning at Eighth Grade of Junior High School. There were 7 students taking part to interview.

The participants consisted of 2 males and 5

females. For investigating students' engagement, there were 6 questions .The analysis identified the three major themes from the data as "Students" behavioral engagement" (Theme 1) to students' behavioral engagement during online English learning. Further, "Students" emotional engagement" (Theme 2) to elucidated emotional engagement and "Students" cognitive engagement" (Theme 3) to expalained cognitively engage students in online English learning. Each theme is discussed in more detail below using pseudonyms to protect the participant identities.

#### 1. Students' Behavioral Engagement

Theme 1 described the students' behavioral engagement during online English learning. Behavioral engagement as first dimension covers the idea of the participation in activities in the learning environment. The focus of behavioral engagement is on participation or social activities and involvement of studentsin academics actions that will have an impact on academic results. Based on interview, the students expressed that they have positive responsibility and active participation.

## a. Positive Responsibility

"I attended every online English session." (Student 1)

"I was told to attend all of the live lessons." (Student 2)

"I joined on time in every session" (Student 5)

#### b. Active Participation

"I participated actively in the activities because I was told to do so." (Student 3)

"I am active during online English learning, because that is provide me to speak without on cam" (student 4)

I participate actively in the online English learning activity (Student 6)

I am active miss, because I want to get good score
(Student 7)

This result indicated even though the learning during online, students still pay attention to the teacher and did every teacher instruction and kept their activeness. no one giving statements that they had negative engagement in behavioral engagemet. This is showed that the students already engaged in the online English learning. Further, the deep interview also revealed that the students can active properly.

The analysis indicated when the students move to online English learning, they had a challenge were related to lacking home equipment and resources. Lacking home equipment and resources and internet access were obstacles to equitable and effective online English learning. Some students had to borrow equipment (such as

computers or internet services).

"I used an handphone to learn because I did not have a computer. I found it difficult to participate properly." (Student 2)

"..... I am often late to join the class, because I did not have a own handphone" (student 5)

".....but sometimes I felt difficult, beacuse I shared a handphone with my brothers and father." (Student 6)

Teachers gave assignments and activities that necessitated broadband internet, but students encountered difficulties doing these tasks because they lacked internet or computer access. The underprivileged students were unable to participate in online English learning because they felt incapable. It cannot be overstated how crucial it is to get students online during this challenging time. Students may maintain their academic progress and stay connected to their teachers and classmates with the help of good equipment and dependable internet connections, which leads to the perception of competent support.

## 2. Students' Emotional Engagement

Theme 2 addresses the students views about the emotional engagement in online English learning. Emotional engagement focuses on the students' feeling of belonging and thoughts towards the learning, also

encompassed reactions to teachers, classmates, academics, and school. This research investigated that students'emotional engagement during online English learning at eighth grade of Junior high school involves a lack of emotional attachment and digital incompetence.

#### a. Lack of Emotional Attachment

The first challenge identified by the students was that instructional designs focused primarily on failed to emotionally engage them in online English learning. The teachers evolved and changed their methods of classroom instruction away from a concentration on homework evaluation and predetermined teaching schedules and syllabuses to an online English learning that caters to individual learning needs and takes into consideration student concerns and barriers. As a relatively and expressionless atmosphere, the online English learning context was seen as a barrier to the students' ability to create a stronger sense of belonging.

Online English learning was found to be less effective than engagement in person-to-person classroom settings in terms of emotional attachment. The students did not describe the online interactions as relationship-building opportunities, often contrasting them with opportunities to learn more subject knowledge such as through peer learning; developing a stronger sense of belonging was viewed almost as an ancillary benefit, see the following excerpts.

#### Lack of emotional attachment

"I found I did not know the teachers and classmate well." (Student 3)

"I did not belong to the class." (Student 4)

"My teachers just talked about the content." (Student 6)

"The lessons are more like tutorial sessions." (Student 7)

The lack of emotional attachment highlights the importance of relatedness support for effective online English learning, particularly in times of societal or public health crisis, but it is neglected in most instructional designs for online English learning. Emotional support should be the focus for online learning, particularly in a time of challenges such as social distancing, school closures and city lockdowns.

## **b.** Digital Incompetence

Nearly all of the students and teachers expressed that digital literacy was a prerequisite for online learning, and emphasised its importance in *online learning*. However, the students expressed that they spent a lot of effort and time to learn how to use educational technology before learning online. It was frustrating and discouraging, see the

following excepts.

## Digital literacy was a prerequisite

"I learned how to use media social for online lessons." (
Student 1)

"Learning how to reply in discussion forums is a must for me to attend the lesson" (Student 2)

"Learning how to upload files is necessary for me to interact with my friends." (Student 5)

Great effort to learn how to use educational technology

"Learning the XXXX (tool) was time consuming. Very frustrating" (Student 1)

"I spent too much time on working out how to make a video." (Student 5)

"I spent a week to work out how to use the system. .... It was too much." (Student 6)

"I spent many time to know how to use zoom meeting" (student 7)

From the data, it can be conclude that the students still worried sometimes. They declared when they were at home, sometimes they lost their motivation to learn, they spent a lot of effort and time to learn how to use educational technology before learning online.

#### 3. Students' Cognitive Engagement

Theme 3 describe the students' cognitive engagement. Cognitive engagement can be displayed in terms of being strategic or self-regulating. The following data revealed the details of those indicators from the students' point of view in cognitive engagement involves self-regulated learning ability development, digital literacy development and ineffective learning.

# a. Self-regulated learning ability development

The students viewed the online English learning as an opportunity to foster student self-regulated learning, taking advantage of what the students perceived to be a comparatively less controlled environment with a number of opportunities to engage in setting goals, and for monitoring, regulating and controlling their own learning. The analysis showed that the students gained a stronger awareness of monitoring their own learning and making their own choices of learning methods, as illustrated by the following excerpts.

"I used some methods to solve problems." (Student 1)

"I had more time and flexibility to think about how to finish the tasks." (Student 2)

"I was able to choose learning methods I preferred to

# solve the problems. I enjoyed having this freedom." (Student 4)

Online English learning encouraged the students to take control of their own learning and they were given the chance to try tasks on their own, which is aligned with the contextual factors that play a role in the development of self-regulation. Compared to face-to-face classrooms, online environments are less supervised, providing the students to manage their learning and encouraging them to cognitively engage in choosing their learning materials.

The environments also give students the flexibility to choose their preferred learning strategies to engage in a way that suits them when completing learning tasks. Moreover, students receive less direct instruction from teachers and are forced to motivate themselves to make their own decisions about their learning. It is demonstrated by the following excerpts.

"I was unable to get immediate help from the teacher, I studied different solutions online and picked the best one for the homework." (Student 3)

"In face-to-face lessons, my teacher presence encouraged me not to monitor mylearning. Basically, they did it for me." (Student 5)

"I submitted my tasks when I was ready." (Student 6)

## b. Digital literacy development

Online English learning was viewed as advantageous because the virtual environment gave the students an opportunity to cognitively engage repeatedly in various technical skills through trial and error cycles, and better developed their digital literacy. Digital literacy includes using devices and handling information, creating and editing, communicating online, and being responsible, safe and legal online. Nearly all of the students emphasised that they developed better technical skills, see the following excerpts.

#### Enhancement of technical skills

"I learned how to scan a text with xxx application.. So happy. Never done it before." (student 1)

"I designed and made for my assignments. It took days; however, I enjoyed making them." (Student 4)

"Learning how to the xxx application is a must for me to attend the lesson." (Student 5)

"My IT skills are better." (Student 6)

The students expressed that they developed better skills to interact/collaborate with others online through

instructional videos and pictures. These digital communication skills are essential for interactions in *online learning*. Mastering these skills were able to effectively digitally exchange information in synchronous and asynchronous ways, as demonstrated by the following excerpts.

## Digital communication skills

"I collaborated with my classmates on a project. We worked on a video call together. It was my first time to do it at home." (Student2)

"I made images to share my ideas in discussion forums." (Student 3)

All communication in *online English learning* is via digital media, which is different from classroom learning, in which most communication is verbal. The students felt they needed to improve their digital proficiency before taking part in online activities, answering and replying to questions on forums or marking and finishing assignments. Given the speed and impact of the public health crisis, schools and teachers had to implement solutions as soon as possible. This emergency moves to online learning quickly fostered a more autonomous environment for students and allowed them to choose to practice the technical skills they wanted to master.

### c. Ineffective Learning Experience

The ineffective learning experiences the students identified were viewed as highly dependent on the quality of teacher instructions, the formats of the learning resources, and the proficiency of teacher digital communication skills. In many cases, the online provision was problematic when students did not understand the content. This experience made the students feel incompetent and discouraged from learning more.

"I did not understand what my teacher talked about. She spoke too fast." (Student 1)

"I believe that my teacher did not teach well online, because It just share a PPT. but she was very good in the classroom." (Student 3)

"The quality of zoom meeting is too bad (in terms of learning)." (Student 5)

"I could not ask for help to finish the task like I did in the classroom ... the task was similar to classroom learning." (Student 6)

A plausible explanation for this ineffectiveness is that teacher efforts might not engage a diverse learning community with variable access to and resources for elearning. The teachers might not have sufficient knowledge about designing effective teaching resources such as videos and activities to avoid cognitive overload. They were unable to design instructions to cognitively engage students in learning, so that the students had feelings of incompetence and failure. They applied their methods for teaching in classrooms to online learning; however, pedagogies for the two contexts are very different.

In online learning, the engagement is strongly associated with teacher digital presentation skills and the quality of resources. However, most school teachers have had little or no training in digital communication skills, or production. Teacher learning-efficient resources professional training should be strengthened by enhancing their digital communication skills such that teachers learn how to use multimodal resources to cater to learner diversity. Then, enhancing skills in showing positive attitudes and enthusiasm online to establish positive teacher-student relationships and better emotionally engage students in learning. Last, enhancing teacher capacity to design and produce teaching-efficient videos, for example by applying multimedia learning principles or emotional designs when making learning resources.

#### **B.** Discussion

From the findings above, students' engagement during online English learning at eighth grade of junior high school, and in this case taken at SMPN 23 Semarang was naturally positive. When employing online learning platforms, student engagement in online learning is improving, including behavioral, cognitive, and emotional engagement.<sup>48</sup> Moreover, Zohud (2015) states that students become more active, enthusiastic, and engaged in the online learning process when their teacher utilizes different media and appropriate strategies to deliver the knowledge.<sup>49</sup>

The researcher investigated the Students' engagement during online English learning in three dimensions, such as behavioral, emotional and cognitive engagement. Hence, from the gap that could be seen the teacher was just using the WAG and Zoom Meeting as the learning media, without looking for another additional interactive media such as Mentimeter, Wordwall, Google Jamboard, and etc that could promote students' engagement in order to kept them being actively participate during the learning.

<sup>&</sup>lt;sup>48</sup> Yinling, L., & Chao, Z. (2008). an analysis of online participation in a distance teacher development program. *Distance Education in China*.

<sup>&</sup>lt;sup>49</sup> Zohud, N. W. I. (2015). teaching strategies and their role on students' engagement in learning english.

First, the findings, Students' engagement, figures out that Behavioral engagement were showed positive result. The students reported that they engaged during online English learning. It is seen from the students interview, they had positive responsibility, they attended the class on time. Further, the declared that they are active parcticipate. This result sticks up what has been reported by Maru & Pajow, learners' persistence and active participation in English every day refer to behavioral engagement, while the feeling of attention, interest, pleasure, enthusiasm, and other positive traits. <sup>50</sup>

From the students statement during the interview, students kindly follow the teacher instruction, such as join the class on time, active in the class even though the class running online. Unfortunetly, there were still challeges for the students. the students hadthe experience of not being able to complete homework and activities due to a lack of internet or computer access. The importance of getting students online during this difficult time cannot be understated. Good devices and reliableinternet connections enable students to keep up with their learning.

Maru, M. G., & Pajow, C. N. (2019). emotional, behavioral and cognitive engagement in language learning: the experience of the successful learners. *Celt: A Journal of Culture, English Language Teaching & Literature*, 19(2), 337-353.

These dimension were positive, and normalize if had a challenges. Therefore, students' behavior depends on their motivation and high reflected self-regulate yet the learning media. Al Mamun et al. investigated without teacher supervision, general teacher instruction may guide the students interacting with the learning module.<sup>51</sup> They directed students' engaement in being productive and helped them regulate their thinking to learn systematically.

Second, students' emotional engagement covers the students' feeling of belonging and thoughts towards the learning, also encompassed reactions to teachers, classmates, academics, and school. The student's emotional engagement especially in handling their feeling or relatedness support was negative nature in the online English learning. Therefore, they declared because of online learning, they did know well about their teacher and classmeets. As the reseacher stated before, students feel not really know about the class.

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<sup>51</sup> Al Mamun, M. A., Lawrie, G., & Wright, T. (2016). student behavioural engagement in self-paced online learning. ASCILITE 2016-Conference Proceedings-33rd International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education: Show Me the Learning, 381–386.

Besides, online learning forced students to use and implemented online application. They took a time to learn how to use that and spent many of comsuming data connection.

Krause, who investigated that when lecture material was presented online, academics needed to develop strategies for encouraging student engagement during lecturers. <sup>52</sup> For example, integrated activities into the teacher timeslot-in online learning environments, capitalise on the community-building capacities of online discussion forums to connect students to each other and to the learning community. Filius et al. reported stated that giving confidence to take over the role of the teacher was relatively effective because this trust made students see themselves positively, increased their self-confidence, and encouraged them to actively interact. <sup>53</sup>

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<sup>&</sup>lt;sup>52</sup> Krause, A., Smailagic, A., & Siewiorek, D. P. (2005). context-aware mobile computing: learning context-dependent personal preferences from a wearable sensor array. *IEEE Transactions on Mobile Computing*, 5(2), 113–127.

Filius, R. M., de Kleijn, R. A. M., Uijl, S. G., Prins, F. J., van Rijen, H. V. M., & Grobbee, D. E. (2018). strengthening dialogic peer feedback aiming for deep learning in SPOCs. *Computers & Education*, 125, 86–100.

Last, students' cognitive engagement displayed in terms of being strategic or self-regulating. The students viewed the online English learning as an opportunity to foster studentself-regulated learning, digital literacy and learning experience. In self-regulated learning ability, the students gained a stronger awareness of managing and monitoring their learning. It indicated that they creactive and high motivate to study. In selecting the materials, previously the teacher maximized to use the books provided by the school and search for additional materials from other books and sources. It means that the teacher use adopting way to select the materials. It determines by the decision of finding additional sources to gain the desirable materials. This strategy of selecting materials is similar to Browen's study that mentions three possible ways to select the materials, adopting, developing, and adapting.

The book and sources that had chosen by teacher, implied that the students can access too, this situation also maket he students feel free to access. The environments also give students the flexibility to choose their learning strategies to engage in a way that suits them when completing learning tasks. Its in positive nature, since the researcher assume that online learning onstruct the students to engage in dimension that called cognitive engagement.

Nearly all of the students emphasised that they developed better technical skills. It is inline with the result of the study conducted by Shukor et al. that students' level of cognitive engagement was considerably high.<sup>54</sup> It is concluded from their descriptive statistics regarding students' participation in discussions and the intensity of accessing the learning sources. Throughout, Krause & Coates reported that when teacher's material was presented online, academics needed to develop strategies to encourage the students' involvement during learning.<sup>55</sup> For example, integrated activities into the teacher timeslot in online learning environments and online discussion platforms' community-building capacities to connect the students and their learning community. This research identified that in cognitive engagement, there were still negative nature. The students was faced an obstacle to understand the material. They felt incompetent and sometimes discouraged from online learning.

<sup>54</sup> Shukor, N. A., Tasir, Z., Van der Meijden, H., & Harun, J. (2014). a predictive model to evaluate students' cognitive engagement in online learning. *Procedia-Social and Behavioral Sciences*, 116, 4844–4853.

<sup>55</sup> Krause, K., & Coates, H. (2008). students' engagement in first-year university. Assessment & Evaluation in Higher Education, 33(5), 493–505.

Furthermore, to raise students' level of cognitive engagement, Keller suggests two relevant strategies to develop students' motivation in learning experiences; (1) Create a felt gap, it triggered the students to be aware in the lesson. The first step in the process is identifying the gap between what the learners know and what they are supposed to know. Thus, the first step in motivational design is to create a "felt gap" that is; students will not engage in learning unless they perceive a gap between what they know and what they want to know or need to know; (2) Produce a problembased learning environment, this strategy has inherent motivational tools. It is replicated in many respects towards the instructional systems design process. It begins with a problem, usually abstract structured, and requires the students to develop a problem description defined as a gap between its condition and how it should be based upon an already defined goal or desired state of affairs.<sup>56</sup>

<sup>&</sup>lt;sup>56</sup> Keller, M. M., Neumann, K., & Fischer, H. E. (2017). the impact of physics teachers' pedagogical content knowledge and motivation on students' achievement and interest. *Journal of Research in Science Teaching*, 54(5), 586–614.

#### CHAPTER V

#### CONCLUSION AND SUGGESTION

This chapter consist of two aspects; conclusion and suggestions. The conclusion is to sum up the research analysis and results in briefly. And the suggestions are intended to give valuable inputs for English teachers, learners, and further studies.

#### A. Conclusion

Students'engagement during online English learning was timely in that it allows the students and teacher to better understand the opportunities and challenges face in online English learning. This findings highlight that the opportunities for students including developing in self-regulated learning and digital literacy skills. The challenges was faced by students during online English learning, there is home equipment and resources and internet access were obstacles to equitable and effective online English learning. This study acknowledges one important limitations. This findings may be reflective of our specific context in Junior High School 23 Semarang and focus on seven students in one class.

Moreover, towards the most engaged of indicator in students' engagements, it was interpreted that students had highly motivation to follow teacher instructions during online English learning.

### **B.** Suggestion

Hence, from this study, researcher released suggestion for teachers, students and further studies. Tobegin with teacher, the teachers needed to facilitate thestudents to have chance for communicating their thoughts through the online teaching and learning using additional interactive applications. Concerning the students' anxiety about making mistakes during the teaching and learning process, the teachers are obligate to release more feedback and reward to gain students' motivation, in line could promote students' self-confidence. The more appropriate teaching strategies and media applied by the teacher, the more engaged students will be in the lesson.

Throughout, for students this research is intended to give understanding towards their successful in the learning engagement during online learning. Moreover, they may define their best learning strategy at homes instead of just receiving teacher's materials at one time. They are expected to increase self-regulated learning. Indeed, while the teacher tried to give the best strategy and media towards the class,

students also have motivation to further explore the materials after class. By the end, learning and teaching during online English learning ould be successful if the subset of school were contribute completely, in which teachers' strategy, students, and the learning media or tools.

For the future researchers, this discussion might be a study for the next researcher to finding the best solution to overcome completely the students' drawback of cognitive engagement during online learning, yet way to increase more students emotional and behavioral engagement during online learning. Moreover, there are some important fields of case that have not yet included in this study such as; the teachers' point of view of online class implementation, the effect of some particular techniques or learning strategies through online applications that may be used in order to promote the students' engagement related to cognitive aspect, emotional aspect as well as the behavior indicator in online English learning.

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# **APPENDICES**

# Appendix I. Interviwe Guideline

No	Questions
	Identity
	2. What is your name?
	Permission
	2. Did you give me a permission to dot his
	ingterview
1	Behavioral Engagement
	How is your behavioral engagement during online
	English learning? Can you share to me what do you
	feel or how you interact with your classmeets and
	teacher?
2	Emotional engagement
	How is your emotional engagement during online
	English learning? Can you share to me what do you
	feel when you in English class?
3	Cognitive Engagement
	How is your cognitive engagement during online
	English learning? Can you share to me how's your
	comprehension, your strategies to finished your tasks
	or your learning experience?

### Appendix 2. Students' Interview Transcript

# **Students' Interview Transcript (in English)**

#### Student 1

**Question:** How long have you studying English as a subject mater?

Answer: I learnt English in seventh grade, and for the first time, I should learn English in online environtment.

**Question:** During online Englsih learning, what did you feel? Can you enjoy with the online learning?

Answer: I enjoyed miss, but sometimes I can not understand the materials talking about.

**Question:** How is your behavioral engagement during online English learning? Can you share to me what do you feel or how you interact with your classmeets and teacher?

**Answer:** I expected that I can know my classmeet through online media, but its so difficult. Besides, I attended evey online English session, because I curious about English language.

**Question:** How is your emotional engagement during online English learning? Can you share to me what do you feel when you in English

class?

**Answer:** Because I like English, I felt happy. I learned how to use media social for online lessons. But, learning the xxxxx application was time consuming. Very frustrating.

➤ Question: How is your cognitibe engagement during online English learning? Can you share to me how's your comprehension, your strategies to finished your tasks or your learning experience?

Answer: Yes miss, I used some methods to solve problems. I used brainly to get the answer if I got some difficult question. Sometimes, I have to translate several text. And I learned how to scan a text with xxxx application. So happy, never done it before. I can translate quickly. Unfortunately, sometimes I did not understand what my teacher talked about. She spoke too fast.

➤ **Question:** In your opinion, What is the most engaged during online English learning?

**Answer:** In my opinion, I am more engaged in behavioral engagement. Especially in follow and do every teacher instruction.

➤ **Question:** How long have you studying English as a subject matter?

**Answer:** I learnt English since I was kindergarten. But, for a subject matter, When I was Junior high school at seventh grade.

➤ Question: During online Englsih learning, what did you feel? Can you enjoy with the online learning?

**Answer:** I enjoyed miss, English is cool.

➤ Question: How is your behavioral engagement during online English learning? Can you share to me what do you feel or how you interact with your classmeets and teacher?

Answer: I interact well with my friends, and I continiouly told to attend all of the live lessons to my friends. But sometimes, I felt difficult to join. I used an old handphone and often buffering, and I did not have a computer. I found it difficut to participate properly.

➤ Question: How is your emotional engagement during online English learning? Can you share to me what do you feel when you in English class?

Answer: I felt happy. Learning how to reply in

discussion forums is a must for me to attend the lesson.

➤ Question: How is your cognitive engagement during online English learning? Can you share to me how's your comprehension, your strategies to finished your tasks or your learning experience?

Answer: Yes miss, I had more time and flexibility to think about how to finish the tasks. And sometimes, I collaborated with my classmates on a project. We worked on a video call together. It was my first time to do it at home.

➤ Question: In your opinion, What is the most engaged during online English learning?

**Answer:** In my opinion, in cognitive engagement.

➤ Question: How long have you studying English as a subject mater?

**Answer:** I learnt English in seventh grade of Junior high school and for the first time it conduct online learning.

➤ Question: During online Englsih learning, what did you feel? Can you enjoy with the online learning?

Answer: Yess, I enjoyed miss

➤ Question: How is your behavioral engagement during online English learning? Can you share to me what do you feel or how you interact with your classmeets and teacher?

**Answer:** I expected that I can know my classmeet through online media, but its so difficult. Besides, I attended evey online English session, because I curious about English language.

➤ Question: How is your emotional engagement during online English learning? Can you share to me what do you feel when you in English class?

**Answer:** Because I like English, I felt happy. I learned how to use media social for online 82

lessons. But, learning the xxxxx application was time consuming. Very frustrating.

➤ Question: How is your cognitibe engagement during online English learning? Can you share to me how's your comprehension, your strategies to finished your tasks or your learning experience?

Answer: Yes miss, I used some methods to solve problems. I used brainly to get the answer if I got some difficult question. Sometimes, I have to translate several text. And I learned how to scan a text with xxxx application. So happy, never done it before. I can translate quickly. Unfortunately, sometimes I did not understand what my teacher talked about. She spoke too fast.

➤ **Question:** In your opinion, What is the most engaged during online English learning?

**Answer:** In my opinion, I am more engaged in behavioral engagement. Especially in follow and do every teacher instruction.

➤ Question: How long have you studying English as a subject mater?

**Answer:** I learnt English since I was kid, but it just the name of fruit etc. In seventh grade I got English as a subject matter.

Question: During online Englsih learning, what did you feel? Can you enjoy with the online learning?

Answer: Neutral miss, depends on my mood.

➤ Question: How is your behavioral engagement during online English learning? Can you share to me what do you feel or how you interact with your classmeets and teacher?

**Answer:** I am active during online English learning, because that is provide me to speak without on cam

➤ Question: How is your emotional engagement during online English learning? Can you share to me what do you feel when you in English class?

**Answer:** I did not belong to the class

➤ Question: How is your cognitive engagement during online English learning? Can you share to me how's your comprehension, your

strategies to finished your tasks or your learning experience?

**Answer:** Yes miss, I was able to choose learning methods I preferred to solve the problems. I enjoyed having this freedom. Moreover, I designed and made for my assignments. It took days; however, I enjoyed making them

➤ Question: In your opinion, What is the most engaged during online English learning?

**Answer:** In my opinion, I am more engaged in behavioral, I am sure that I always join Online English learning and my ability on designing tasks improved.

➤ **Question:** How long have you studying English as a subject mater?

**Answer:** I learnt English in seventh grade of junior high school miss.

➤ Question: During online Englsih learning, what did you feel? Can you enjoy with the online learning?

**Answer:** I feel happy miss, but I felt bored, I prefer to offline learning.

➤ Question: How is your behavioral engagement during online English learning? Can you share to me what do you feel or how you interact with your classmeets and teacher?

**Answer:** I joined on time in every session, but I am often late to join the class, because I did not have a own handphone.

➤ Question: How is your emotional engagement during online English learning? Can you share to me what do you feel when you in English class?

**Answer:** Because I like English, I felt enjoy. Learning how to upload files is necessary for me to interact with my friends. I spent too much time on working out how to make a video I learned

how to use media social for online lessons.

➤ Question: How is your cognitive engagement during online English learning? Can you share to me how's your comprehension, your strategies to finished your tasks or your learning experience?

**Answer:** In face-to-face lessons, my teacher presence encouraged me not to monitor my learning. Basically, they did it for me. And Learning how to the xxx application is a must for me to attend the lesson.

➤ Question: In your opinion, What is the most engaged during online English learning?

**Answer:** I am in neutral position miss.

➤ **Question:** How long have you studying English as a subject mater?

**Answer:** I learnt English in seventh grade, and unfortunately it begins with online learning.

➤ Question: During online Englsih learning, what did you feel? Can you enjoy with the online learning?

**Answer:** I enjoyed miss, but sometimes I can not.

➤ Question: How is your behavioral engagement during online English learning? Can you share to me what do you feel or how you interact with your classmeets and teacher?

**Answer:** I participate actively in the online English learning activity. but sometimes I felt difficult, beacuse I shared a handphone with my brothers and father.

➤ Question: How is your emotional engagement during online English learning? Can you share to me what do you feel when you in English class?

**Answer:** My teachers just talked about the content. I spent a week to work out how to use the system. .... It was too much.

➤ Question: How is your cognitive engagement during online English learning? Can you share to me how's your comprehension, your strategies to finished your tasks or your learning experience?

Answer: I submitted my tasks when I was ready. My IT skills are better. And during the learning, I could not ask for help to finish the task like I did in the classroom ... the task was similar to classroom learning

➤ **Question:** In your opinion, What is the most engaged during online English learning?

**Answer:** In my opinion, I am more engaged in behavioral engagement. Especially in do every teacher instructions.

➤ Question: How long have you studying English as a subject mater?

**Answer:** I learnt English in seventh grade of Junior high school and for the first time it conduct online learning.

➤ Question: During online Englsih learning, what did you feel? Can you enjoy with the online learning?

Answer: Yess, I enjoyed miss

➤ Question: How is your behavioral engagement during online English learning? Can you share to me what do you feel or how you interact with your classmeets and teacher?

**Answer:** I expected that I can know my classmeet through online media, but its so difficult. Besides, I attended evey online English session, because I curious about English language.

➤ Question: How is your emotional engagement during online English learning? Can you share to me what do you feel when you in English class?

**Answer:** Because I like English, I felt happy. I learned how to use media social for online

lessons. But, learning the xxxxx application was time consuming. Very frustrating.

➤ Question: How is your cognitibe engagement during online English learning? Can you share to me how's your comprehension, your strategies to finished your tasks or your learning experience?

Answer: Yes miss, I used some methods to solve problems. I used brainly to get the answer if I got some difficult question. Sometimes, I have to translate several text. And I learned how to scan a text with xxxx application. So happy, never done it before. I can translate quickly. Unfortunately, sometimes I did not understand what my teacher talked about. She spoke too fast.

➤ **Question:** In your opinion, What is the most engaged during online English learning?

**Answer:** In my opinion, I am more engaged in behavioral engagement. Especially in follow and do every teacher instruction.





### Appendix 3 The Letter of Statement



#### PEMERINTAH KOTA SEMARANG **DINAS PENDIDIKAN SMP NEGERI 23 SEMARANG**

Jl. RM. Hadi Subon Mijen Kota Semarang Telp. (024) 7711053Kode Pos 50215
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NPSN: 20328816 NIS: 200230 NSS: 201030101023

#### SURAT KETERANGAN

Nomor: C/168/422/V/2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri 23 Semarang:

Nama : ANWAR KUMAIDI, S. Pd. M.Pd.

: 19630703 198803 1 011

Jabatan : Kepala SMP Negeri 23 Semarang

Dengan ini menyatakan telah melaksanakan Penelitian

Nama : ANNISA ICHLASSUL AMALIA

: 1803046115

Pangkat/Golongan : Pembina, IV/a

Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan **Program Studi** : Pendidikan Bahasa Inggris, S1

Judul : STUDENTS' ENGAGEMENT DURING ONLINE ENGLISH LEARNING AT

EIGHTH GRADE OF JUNIOR HIGH SCHOOL.

Pada waktu : 26 April s/d 20 Mei 2022

Demikian surat keterangan ini saya buat agar dapat dipergunakan sebagaimana mestinya.

20 Mei 2022 Negeri 23 Semarang

### **Curriculum Vitae**

Name : Annisa Ichlassul Amalia

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Born : Demak, 21 Desember 2000

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### Background of study:

- 1. MIN 2 Demak
- 2. SMP N 2 Demak
- 3. SMA N 1 Demak
- 4. UIN Walisongo Semarang

Semarang, June 8th, 2022

The writer,

**Annisa Ichlassul Amalia** 

NIM. 1803046115