

**STUDENTS' ENGAGEMENT IN ENGLISH ONLINE  
LEARNING OF 7<sup>TH</sup> SEMESTER STUDENTS ENGLISH  
EDUCATION STUDY PROGRAM OF  
SRIWIJAYA UNIVERSITY THESIS**

**By:**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
2023**

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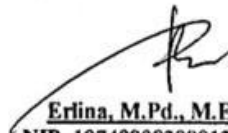
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EDUCATION STUDY PROGRAM OF  
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## DECLARATION

### DECLARATION

I, the undersigned,

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Certify that the thesis entitled "Student's Engagement in English Online Learning of 7th Semester Students English Education Study Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya,

The Undersigned,



Farah Nadiah Utari

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## **DEDICATION**

To

My beloved parents, Papa and Mama (Almh), who love me and give all the support

## **MOTTO**

Ingat bahwa kupu-kupu yang indah berasal dari ulat yang kau anggap hina  
-unknown

Don't compare yourself to others, everybody has their timeline

Trust your process.

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The writer realizes that this thesis is far from perfect. However, the writer hopes this will be useful for researchers and all those who need information about students’ engagement.

Indralaya, 18 Agustus 2022  
The writer,

Farah Nadiah Utari

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## ABSTRACT

### STUDENTS' ENGAGEMENT IN ENGLISH ONLINE LEARNING OF 7<sup>TH</sup> SEMESTER STUDENTS ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

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#### ABSTRACT

*This study aimed to analyze students' engagement in English online learning and what factors had an important role in enhancing their participation in the Covid-19 Pandemic. This inquiry was a quantitative descriptive study with the participants of the seventh-semester students in the English Education Study Program Faculty of Teaching and Education at Sriwijaya University. Seventy-six participants filled out the questionnaire according to their experience in online classes. The data collection process used a Students' Engagement in Online Learning Environment questionnaire consisting of 13 items provided by Commissiong (2020). The total items were divided into four types of interaction and engagement factors: learnercontent, learner-instructor, learner-learner, and learner-online platform. The method used in data collection was a five-point Likert scale: strongly agree (5), agree (4), agree or disagree (3), disagree (2), strongly disagree (1). Then collected data was analyzed using Microsoft Excel 2010 and SPSS 25 (Statistical Package for The Social Science). The results of this study indicated that seventh-student engagement in English online learning during the Covid-19 period was quite good, marked by student participation, which was mainly in the high category (52,67%). Additionally, the interaction and engagement factors showed that learner-learner interaction that represented by "Respect peers differences" statement had the highest effect (59,72%) on student participation in the English online learning; indicated that emotional engagement considered the most influenced engagement aspects. This study also found no significant difference in students' engagement between campus differences among the seventh-semester students of the English education study program.*

**Keywords:** *Students Engagement, Online Learning, Engagement in Online Learning.*

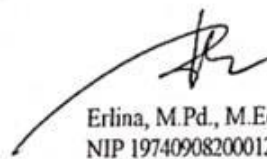
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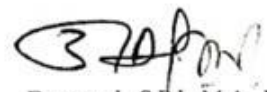
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## **CHAPTER I INTRODUCTION**

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

### **1.1 Background of the Study**

Corona Virus Disease (Covid-19) is an outbreak of a coronavirus disease that spreads exponentially and globally. Since March 2020, the World Health Organization (WHO) has declared the COVID-19 pandemic. Therefore, COVID-19 is not categorized as an epidemic because it is not limited to a single geographic area. All aspects of the economy, society, and even education are affected by this outbreak. This pandemic has lasted approximately two years, from the end of 2019 until epidemic. Since March 2020, the Minister of Education, Culture, Research and Technology has made adjustments to education policies and provided initiatives and solutions during the COVID-19 pandemic. This government policy came into effect in several provinces in Indonesia on Monday, March 16, 2020, which was followed by other provincial areas. However, it did not go well because some schools needed more time to be ready with an online learning system because they needed learning media such as cell phones, laptops, or computers. Different countries have used technology in online teaching for a limited time, responding to crises and shutdown of schools and universities (Czerniewicz et al., 2019; Khlaif et al., 2021). The government has issued various policies and initiatives to deal with learning obstacles during the COVID-19 pandemic, such as revising the joint decree (SKB) of four ministers issued on August 7, 2020, to adjust learning policies in the current pandemic area.

The online learning policy (on the network) is also felt by students of the English Education Program, at Sriwijaya University. Online learning as it now requires students and lecturers to be able to adapt to the changes that exist today. They are updating themselves using applications such as Zoom, google meet, google classroom, university Web, and other learning media. Learning is still carried out

even without face-to-face contact between lecturers and students. Lecturers can learn together simultaneously by using groups on social media such as Whatsapp (WA), Telegram, Zoom Application, Google Meet, or any other media. Thus, lecturers can ensure that students take lessons simultaneously, even in different places.

Online learning can be effective in digitally advanced countries (Basilaia & Kvavadze, 2020), which is why in Indonesia, it is ineffective. Lack of access to a fast, affordable, and reliable internet connection hinders the online learning process. For example, areas far from big cities need help getting internet access and need learning media such as smartphones, laptops, and PCs. In addition, the material delivered online may only be understood by some students because this system is only effective for giving assignments to students. Therefore, student engagement in online learning is an issue whether or not the students engage in the teaching and learning activities. Learning productivity can occur when lecturers design and present material to students, who then engage with action and reflect on it. Therefore, lecturers are expected to identify students' engagement in online learning. The online educational endeavors undertaken amidst this pandemic place significant emphasis on students' cognitive involvement. Consequently, it becomes crucial to formulate a virtual learning milieu and tasks that effectively stimulate students' cognitive engagement.

Students' engagement, in essence, denotes the dynamic involvement in an array of scholastic and extracurricular pursuits, alongside a steadfast dedication towards attaining educational goals (Ginting, 2021). The likelihood of students dedicating time and effort towards attaining academic objectives in school is higher if they exhibit enthusiasm towards learning. The level of student engagement in the process of acquiring knowledge can be ascertained through their behavioral manifestations in the domains of attention, curiosity, interest, enthusiasm, and motivation to progress in their academic pursuits.

Factors affecting student engagement are Student Motivation (Attention, Interest, and Self-Regulation), Engagement and Active Learning, Level of Academic Challenge and Intellectual Efforts, and Student Motivation. A lecturer

or educator's ability to determine student engagement will be more accessible when viewed in the context of offline learning (outside the network). Most of the material delivered online requires only relatively superficial behavior. Online learning tasks and activities that engage students at a cognitive level ask them to discuss and contribute their ideas online and invite them to respond to a discussion, reflect, and then report back to the lecturer. Student engagement plays a crucial role in students learning and satisfaction in distance education (Martin & Bolliger 2018) several studies on Online Learning engagement Salas-Pilco et al (2022) It can be deduced that the significance of student involvement in virtual education and the notable attributes of engagement, which can be divided into three dimensions - behavioral, cognitive, and affective - have been ascertained. The deductions imply that for online learning in Latin American tertiary education, certain measures are necessary, including (a) the restructuring of higher education, (b) sufficient proficiency training, (c) accessibility to internet connectivity, (d) high-quality online learning in tertiary education, and (e) the provision of emotional assistance. Then Gray & Diloreto (2016) concluded that online learning increased retention and improved the quality of teaching and learning. Next, a survey by Martin & Bolliger (2018) in "Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment." examined the students' perceptions of various engagement strategies used in the online course based on interactions about learner-to-student, learner-to-instruction, and learner-to-content engagement strategies. Among the three categories, strategies aimed at fostering learner-to-instructor engagement emerged as the most highly regarded.

Universitas Sriwijaya is a state university in South Sumatra, Indonesia. During the pandemic, 100% of teaching and learning activities and administration at Sriwijaya University have been carried out online. The entire campus is closed and no face-to-face activities are held. Like what happened in the English Education department at Sriwijaya University, all teaching and learning activities are carried out online. Several courses are not implemented due to online learning, such as drama stage, which is part of the Literature in ELT course, and the PKL

course. Teaching and learning activities use internet media such as Zoom, Google Meet, and campus E-Learning. This situation has been going on for almost four years since 2019. Online learning activities through Zoom are only carried out for one hour to explain the material from the lecturer; the rest of the students are given assignments. Consequently, the researcher aims to gain further insights into the level of student involvement in the online pedagogical and academic endeavors within the English Education curriculum offered by Sriwijaya University, with a particular emphasis on the seventh-semester cohort.

### **1.2 Problems of the Study :**

1. To what extent the students engage in online teaching and learning activities?
2. In which aspects of engagement do the students engage in online learning?
3. Is there any significant difference in students' engagement in online learning between Palembang and Indralaya campus students?

### **1.3 Objectives of the Study:**

1. Find out to what extent the students engage in the online teaching and learning activities.
2. Describe which aspects of engagement the students engaged in the online learning activities.
3. Find out whether or not there is any significant difference in students' engagement in online learning between Palembang and Indralaya campus students.

### **1.4 Significance of the Study :**

the results of the study are expected to give benefits for :

1. The Lecturer

This research can provide information to help lecturers in designing appropriate learning activities. So that the learning lecturers are advised to build the appropriate relationship with the students and be objective in seeing students' efforts to participate in online classes. Therefore,

students' engagement in English online learning will increase, and the process will be more effective.

## 2. The Students

This research can motivate students to engage more in online learning. The findings from this research would provide empirical information on the student's engagement in online learning to improve their academic achievement.

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