THE FOURTH SEMESTER STUDENTS' ENGAGEMENT IN ENGLISH ONLINE LEARNING AT ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA UNIVERSITY

THESIS

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English Education Study Progam

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Certify that the thesis entitled *"The Fourth Semester Students' Engagement in English Online Learning at English Education Study Program Faculty of Teacher Training and Education 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, March 15th 2022
The Undersigned,

Aisah Khameswara Ismail Asdin
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DEDICATION

To

My beloved parents, Papa and Mama, who love and cherish me endlessly.

My grandparents, Atuk and Nenek, who always support and give me strength.

My dearest little sister, Rahma Amalia Insyra, who always by my side.

My precious little brothers, Musa Rahman Adeni Ismail Asdin and Perbawa Isa, who teach me about patience.

and

All of my family and friends.

MOTTO

وَعَسَى أَن تَكْرَهُواْ شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَى أَن تُحِبُّواْ شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنتُمْ لاَ تَعْلَمُونَ

waaaasa an takrahoo shayan wahuwa khayrun lakum waaaasa an tuhibboo shayan wahuwa sharrun lakum waallahu yaaalamu waantum la taaalamoon

"...But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you don't know." (Al-Baqarah: 216)

إذا احد يكرهني لسعادتي ادعى أن الله يرسل له سعادة لكي ينسى سعادتي

'iidha ahid yakrahuni lisaeadati adaeaa 'ana allah yursil lah saeadatan likay yansaa saeadati

"Ya Rabb, if someone hates me for my happiness, I ask you to send him happiness so that he forgets mine"

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بِسْمِ اللّهِ الرَّحْمَنِ الرَّحِيْمِ

Indralaya, 15th March 2022
The Writer,

Aisah Khameswara Ismail Asdin

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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 fourth-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: learner-content, 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 2007 and SPSS 25 (Statistical Package for The Social Science). The results of this study indicated that fourth-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 (53,95%). Additionally, the interaction and engagement factors showed that learner-learner interaction that represented by "Respect peers differences" statement had the highest effect (56,58%) 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 gender and campus differences among the fourth-semester students of the English education study program.

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

The Fourth Semester Students' Engagement in English Online Learning at English Education Study Program Faculty of Teacher Training and Education Sriwijaya University

CHAPTER I
INTRODUCTION

1.1. Background of the Study

COVID-19 is an infectious disease caused by coronavirus first discovered in Wuhan, China, in December 2019 (Velavan & Meyer, 2020). This virus causes a pandemic in many countries and has become the central issue affecting all activities' works (Tang et al., 2021). Almost all aspects of life experience changes that are increasingly worrying, thrilling the entire world. Everyone has felt the invasion of the COVID-19 virus, including in education (Daniel, 2020).

To prevent the spread of COVID-19, the World Health Organization (WHO) recommends stopping activities that can cause crowds (BBC, 2020). Therefore, the Indonesian government applied social distancing policies, where residents must carry out all activities at home (Dwiyanti et al., 2020). It was issued by the Ministry of Education and Culture Circular Letter, Directorate of Higher Education No.1 of 2020, regarding the prevention of the spread of COVID-19 in the world of education (Kemendikbud, 2020; Tang et al., 2021). In this policy, the Ministry of Education and Culture instructs to conduct distance learning and Study from Home (SFH). This policy came to be known as online learning.

Online learning is a learning system without face-to-face interaction between teachers and students, but learning is done through the internet network (Nambiar, 2020; Suri et al., 2021). The online learning term is more related to the ability of information communication technology to provide and

store instructions for teaching materials that can be accessed at any time in the 21st century era (Zahra, et al., 2021; Azizah, at al., 2021; Apriana, at al., 2021; Sofendi, et al., 2021; Inderawati, et al., 2019b; Zahra, et al., 2019; Inderawati, et al., 2018). This system has a characteristic that is independent of time and space. Independent of time means that learning activities can be done at any time. Independent of place is more related to e-learning facilities which do not require ample space and a particular area as conventional classrooms.

In addition, Piskurich (2004) states that two approaches are commonly used in online learning: synchronous and asynchronous. Chaeruman et al. (2018) divide the online learning settings into two categories: learning that occurs in the same place and time (live-synchronous learning) and learning that happens simultaneously but in different areas (virtual synchronous learning). Likewise, asynchronous learning is grouped into learning that occurs anytime and anywhere without other people (self-directed asynchronous learning) and learning that occurs anytime and anywhere with other people (collaborative asynchronous learning).

According to Obasa et al. (2013), synchronous communication is a learning communication carried out with a real-time communication system. So, lecturers can deliver material in class directly to their students. A study conducted by Asterhan and Schwarz (2010) create a discussion forum between two online synchronous groups and the effective control that relies on a particular instrument, which focuses on communicating through text and image content to students in the classroom. The conclusion obtained is that the type of discussion directed by the instructor to lead the course of the synchronous discussion affects the extent to which students are involved in learning.

Meanwhile, communication in asynchronous means the lecturer provides material that uses as a reference for students. Lecturers can prepare material in advance, and flexible learning interactions carried out in the

classroom. They do not have to be simultaneous, for example, using discussion forums or independent study/student assignments (Anderson, 2008). The material can be re-studied by students in PPT files, PDFs, or videos. Hrastinski (2008) explains in his study that asynchronous learning supports students to learn through e-learning and access documents or send messages to teachers or peers at any time. Clark et al. (2015) discuss a study related to the models of the two methods. It compares asynchronous and synchronous video and text-based discussions in online teacher education courses. The results indicate that participants felt greater teaching and social presence when discussions took place with synchronized video posting and video conferencing than text-based discussions.

In Indonesia, online learning broadly implemented since March 2020. As for students, they must independently follow the information updates regarding which platforms their courses will carry out in online learning, giving assignments/quizzes, and providing the material (Tang et al., 2021). Furthermore, Martins and Nunes (2016) state that the implementation of the online platform still uses materials and time management that follow the curriculum. As for the place, online learning has the flexibility of learning time and place. Students can study anywhere, anytime (Ifenthaler et al., 2020; Nugroho, 2012) and do not need to go to campus to attend the courses. Zhang et al. (2004) explains that the internet and multimedia technology can change the way knowledge is delivered and be an alternative to learning carried out in online classrooms that might influence student engagement in English learning.

In general definition, Student Engagement is a mentally, emotional, and physical involvement of respondents to respond to the activities carried out in the teaching and learning process, support goals, and take responsibility for students' participation (Christenson et al., 2012). Besides, the basic perception of engagement in offline and online classes is different in their implementation. In conventional classes, lecturers only need to speak directly

in face-to-face classes. At the same time, online learning requires communication tools in the form of smartphone, laptop, and so on, which will then be connected via software, online platforms, or applications such as WhatsApp, Zoom, Google Classroom, BBB, to connect each other. Engagement study or student learning involvement online has been conducted by many studies. However, the experts who conducted the research were difficult to determine what specific involvement in learning was only done online (Ifenthaler et al., 2020)—but certainly related to several perspectives to be a reference in it. Perspective concerns involved the online learning environment. One of the aspects of student involvement in online learning is the interaction of learning with educators or teachers, which is the interaction of students and educators in preparing materials or discussions.

In comparison, the interaction of students with other students is the interaction between students in making groups without an educator or teacher. Then the other trigger is the interaction of students or students with learning materials or discussion, which is the interaction of students with the material being taught in the form of texts, articles, and so on. It will trigger student delays in understanding each material presented, especially the content or media used, lack of explanations, and delivery methods that tend to be too monotonous so that students/students do not understand the material being taught. In short, student engagement in online classes is dominated by self-directed for each student who must manage the material, time, and understanding of the learning carried out (Dwiyanti et al., 2020).

Student Engagement usually can be observed in the class activities that ask students to actively interact and communicate with other students and lecturers. The concept of student engagement is essential in the learning process in higher education. Faculty generally considers high levels of student engagement a good indicator of academic success. Students who actively participate in learning activities are assumed to have better achievements than passive students (Sedova et al., 2019). On the other hand, one problem with

this classical conceptualization of student engagement is that engagement is defined primarily in terms of what teachers or lecturers want students to do to be good students in schools. Thus, placing the responsibility for high engagement on students rather than on the school system builds a widespread disengagement. Disengagement is easy to define regarding the various behaviors that students should engage in school, but they are not (Christenson et al., 2012; Shernoff, 2013). It includes failing to pay attention, completing homework assignments, and attending class regularly (Shernoff, 2013).

Besides the emotional factors, Clerkin and Macrae (2006) also argue that student engagement is also influenced by gender, which is assumed as behavioral aspect. They explain that differences in intelligence levels cause the difference in learning achievement of male and female students. Male students are more active than female. However, this activeness causes male to be more difficult to manage. As a result, they will also be easily distracted by other things especially in online classes, which causes them to be less involved in learning. While the cognitive domain is a factor that indicates the development of thinking or mental abilities through a gradual and sequential process in learning activities, learning outcomes in the cognitive field can be known by doing tests, assignments, and portfolios like the results on exams and the like (Shukor et al., 2014).

Based on the explanation above, even in the online classes, students engagement has been established as a critical component of the learning process (Commissiong, 2020). It can be seen that student participation in lectures is essential to create active, creative, and innovative lectures. Lectures can still run smoothly as long as there is cooperation and discipline from lecturers and students even in the form of online learning (Ivone et al., 2020). Thus, the planned learning objectives can be achieved.

Furthermore, online learning classes are also implemented in the English Education Study Program of the Faculty of Teacher Training and

Education at Sriwijaya University since March 2020. All of the lecturers and students carried out the teaching and learning activities through an online platform, online *learning UNSRI*. Several studies that previous researchers have conducted have also found difficulties encountered during the online lecture process. Studies conducted by Annur and Hermansyah (2020), Wijayanti (2012), and Darmawan (2019) have found several difficulties in online learning, which can be grouped into 3 (three) types; technical problems, adaptation difficulties, and teacher unpreparedness. Almost all courses experience the difficulties mentioned above, although with different issues, including lectures in the English education study program at Sriwijaya University.

Therefore, the writer will conduct research entitled "The Fourth Semester Students' Engagement in English Online Learning at English Education Study Program Faculty of Teacher Training and Education Sriwijaya University". In purpose to find out any information about student engagement in online teaching and learning activities, especially for the fourth-semester students of English education, both Indralaya and Palembang campus, during the pandemic of the Covid-19. By seeing the state of the participants that never went to the classroom directly to engage in teaching and learning activities, the writer wonders whether they engage or not in their online classes, what aspects influenced the engagement, and the significant difference between gender and campus to that affect their engagement. Moreover, this inquiry is also assumed to attract students to be more active by looking at the factors that might be affected students' engagement in online learning. So online learning can be implemented effectively and efficiently, which can encourage student involvement in the online learning process in the future, even after the pandemic is over.

1.2. The problem of the study

Based on the background above, the researcher identified the problems as follows:

1. How is the students' engagement in English online learning?

2. In which aspects of engagement the students mostly engaged?

3. Is there any significant difference in students' engagement in online learning based on gender and campus?

1.3. The Objective of the Study

Referring to the formulation of the problem above, the objectives of the research were as follows:

1. Describe the students' engagement in English online learning.

2. Explain the aspects of engagement the students mostly engaged.

3. Find out any significant difference in students' engagement in online learning based on gender and campus.

1.4. Significance of the Study

The results of this study are assumed to come up with information about student engagement in online teaching and learning activities, especially during the pandemic of the Covid-19. Moreover, this inquiry is also assumed to attract students to be more engage in online teaching and learning activities.

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