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

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DECLARATION

I, the undersigned,

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Certify that the thesis entitled "*THE SECOND SEMESTER STUDENTS'
ENGAGEMENT IN ENGLISH ONLINE LEARNING AT ENGLISH EDUCATION
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SRIWIJAYA UNIVERSITY*" is my own work and I did not do any plagiarism or
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higher education. Therefore, I deserve to face court if I am found to have
plagiarized this work.

Indralaya, 26th July 2022

The Undersigned,

Yuwita

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DEDICATION

I dedicate this thesis to:

My parents, mother (Angkut) and father (Dencik)

MOTTO

The best among men are the ones that bring
greatest benefits to many others.

Prophet Muhammad (Peace be Upon Him)

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

Indralaya, 26th July 2022

The writer,

Yuwita

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ABSTRACT

The rapid spread of the COVID-19 virus has forced the learning process to be carried out online. Therefore, to achieve success in online learning, student engagement is one of the thing that must be improved. This quantitative research method used descriptive research design with a closed-ended questionnaire that was distributed to the second semester student of English education study program faculty of teacher training and education Sriwijaya University aims to investigate students' engagement, aspect of engagement and the significance difference between the participants in terms of gender and campus location. A total of 73 students participated in this study, the results of the study revealed that the level of the 2nd semester students' engagement in English online learning was in the high category (54.79%) on scale Students' Engagement in English Online Learning. Then, learner-learner engagement in which the students mostly engage in their online learning interaction with the "Respect peer differences" as the items with highest mean score (M=4.38). Then, it was also found that there was no significant difference in students' engagement based on gender and campus location.

Keywords :Students' engagement, Online learning, Engagement in online learning

CHAPTER 1
INTRODUCTION

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

1.1 Background of the Study

The World Health Organization (WHO) on March 11, 2020, has declared the novel corona virus diseases (COVID-19) outbreak a global pandemic(Cucinotta & Vanelli, 2020). This virus started with a report from China to the World Health Organization (WHO). There were 44 patients with severe pneumonia in an area namely Wuhan City, Hubei Province, China, to be precise on the last day of 2019 (Handayani et al., 2002). Corona Virus Diseases is a virus disperse easily from one person to another and within half year this virus has spread to all over the world, including Indonesia. Therefore, various efforts have been made to reduce the spread of this virus, such as: restricting their society's movement, implementing various internal activities (work from home, school from home, etc), social and physical distancing, and large-scale social restriction (PSBB). The Covid-19 pandemic forced many schools and colleges to remain closed temporarily (Dhawan, 2020). The government expects all human activities to be carried out at home, this also happens in the teaching and learning process that is expected to be carried out at home via online to minimize the spread of this virus.

In this pandemic era lecturers and students are expected to be able to adapt to this change, lecturers and students have to be prepared to change their conventional classes to online classes by increasing their ability to operate various latest technologies so that the online teaching and learning process can be carried out effectively. Online learning is defined as the creation and dissemination of the personal computer, the globalization of thought and other human acts, and the use of

technology in exchanging ideas, knowledge and providing access to more people (Natarajan, 2006). It is a web-based software for delivering, tracking, and managing courses through the internet applying technological advances to direct, design and deliver learning content, and to facilitate two-way communication between students and faculty (Mukhtar et al., 2020). This new way of teaching and learning brings students to a new era in education, the era of online learning. This new adjustment of the online learning platform challenges the lectures and students in the online learning environment by increasing the way teachers explain the material, including in English, and students should be ready to learn the subject from the teacher's explanation and the other source (Sari & Oktaviani, 2021). The teaching and learning process is carried out through learning applications, such as: their respective university's learning management system, zoom, google meet, whatsapp and various other online learning platforms.

However, there are several challenges faced by teachers and students in the implementation of online class. In this pandemic era where students required to stay at home to reduce the spread of corona virus, all of the teaching and learning activities should be done online. Some problems arise, online learning makes students quickly feel bored and less encourage, students less interested to join online learning because of the many tasks that make students lazy to do assignments (Hafida et al., 2020). Students are more stressed, lack of motivation, and easy get distracted (Yuzulia, 2021). Then, students do not show active participation in online learning, where students have strategies to avoid active participation (Coman et al., 2020). Lack of participation causes emotional withdrawal which causes lack of school identification that is related to nonparticipation in school resulting in unsuccessful school outcomes (Fredricks et al., 2004). Socialization is another problem in online learning. Students only communicate with their fellows and teachers digitally and never see teachers and other students in person, and thus the real-time sharing of ideas, knowledge and information is partially missing from the digital learning world

(Adnan, 2020).It was frustrating for students because of the lack of communication from teachers and the absence of feedback (Stone, 2019).Online learning also makes students undergo contemplation and isolated, therefore students need a very strong interest and time management skills in order to reduce such effects (Arkorful & Abaidoo, 2015).

Student engagement is a multidimensional construct (Christenson et al., 2012; Fredricks et al., 2004). Student involvement consists of several aspects. Student engagement is often defined in three ways. *Behavioral engagement* is student action that can be observed during learning activities. *Emotional engagement* refers to both positive and negative students' reactions to teachers, classmates, academics, and the school. Then, *cognitive engagement* refers to an investment idea. It includes thinking and willingness to exert the effort required to understand complex ideas and master difficult skills (Fredricks et al., 2004). Students' engagement in teaching and learning process is essential in both conventional and online classroom, student engagement take important roles in the success of teaching learning process (Susanti, 2020). It is because in online learning, students have fewer opportunities to be engaged. Therefore, teacher need to create opportunities for students' engagement in the online environment. Students engagement is a main focus in stimulating students to become active and more engaged in their process of learning. Then, it was found that students' engagement were positively correlated to the academic performance and achievement of the students. The more students involved in the work expected by the school, the higher the level of their achievement (Delfino, 2019; Lei et al., 2018). Lack of student involvement has become a serious concern for educators and policy makers because uninvolved students are more likely to struggle academically, drop out of school, and have problem behaviors (Fredricks et al., 2004). Students' engagement viewed as a reflection of learning processes, there is an important sense in which such involvement is one of the more significant outcomes (Krause & Coates, 2008). Student engagement focuses on the extent to which students are

engaging in activities that higher education research has shown to be linked with high-quality learning outcomes. Student interaction is closely related to student academics, the higher the student interaction, the higher the student's academic performance, besides that interaction can also help students face obstacles in the student's academic process (Christenson et al., 2012). Increasing student involvement in schools is one of the efforts that schools can do to reduce the problems that occur in students (Fikrie & Ariani, 2019). Students' engagement increases students' satisfaction, enhances students' motivation to learn, reduces the sense of isolation, and improves students' performance in online courses(Martin & Bolliger, 2018).Students' involvement is not only a motivation but also a process and need amount of time which of course will have an impact on academic long management. Students involved in school are equally more successful academically.

As one of the state universities in Indonesia, Sriwijaya University also applies online learning as a learning medium during the pandemic. All study programs at Sriwijaya University apply this rule properly, all learning activities are carried out through a platform that can be accessed by lecturers and students from home. The teaching and learning process during this pandemic is generally carried out through various applications that are relevant to learning materials. The applications that are generally used bySriwijayaUniversity students are google meet, zoom, e-learning and whatsapp. These applications are used by students instead of the usual face-to-face meetings held in the classroom. The online class implements indirect meetings on a platform, students gather in a room in the application that allows virtual meetings to start learning activities. In this virtual room, students are asked to fill out absences, listen to lecturers' explanations, discuss, and present the learning outcomes. The application of this online learning has been carried out at the Sriwijaya University since March 2020 until now.

The participants of this study are the second semester students of English Education Study Program Sriwijaya University. These students enter college in 2021

at the same time as the covid pandemic. Thus, at the beginning of their study they have been doing online learning without ever doing face-to-face learning. As a new student at a university faced with online learning, second semester students are expected to have high student engagement so that learning objectives can be achieved properly. Based on the explanation above, the writer is interested in conducting a study entitled "The Second Semester Students' Engagement in English Online Learning at English Education Study Program Faculty of Teacher Training and Education Sriwijaya University".

1.2. Problems of the Study

The problems of this study are:

1. What is the level of students' engagement in English online learning?

2. Which aspects of engagement did the students mostly engage?

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

1.3. Objectives of the Study

Concerning the problems of the study as mentioned above, the objectives of this study are:

1. find out whether or not the students really engage in online teaching and learning activities.

2. describe the aspect which can make the students more engage in online teaching and learning activities.

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

1.4. Significances of the Study

The writer hopes this study can give contribution to the world of education, especially in online teaching and learning. It has two major significances:

1. Theoretically, this study will contribute to the theory of student engagement in English online learning and it gives benefit for researchers for futher study.

2. Practically, this study will give the empirical data about the students' engagement in English online learning. The result of this study can be useful for the students, lecturers, teachers who teach English. This study will also help researchers to help students to improve their engagement in teaching and learning process

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