

# INVESTIGATING EFL LEARNER'S ENGAGEMENT DURING ONLINE LEARNING

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## ABSTRACT

Due to the rapid advancement of technology, a revolution has erupted on all surfaces of educational life, particularly in teaching and learning a foreign language. According to Rahim (2019: 1165), Teaching and learning a foreign language is now surrounded by many technological trends that have gained the interest of language educators as well as learners. Considering this, the need for today's education requires the teachers and the educational instantiations to restructure the strategies for effective educational practices and upgrade their teaching and learning platforms to meet the global needs. These transformations especially during the Covid-19 pandemic need to be based on the authentic investigations of the e-learning approaches. The researcher exists to Investigated EFL Learner's Engagement during Online Learning. The research aimed to find out level of Skill Engagement, Emotional engagement, Participation/Interaction engagement, Performance engagement in Online Learning. This research is using survey quantitative research. The subject of this research is The students of English Department University Muhammadiyah Jember. Data collection was carried out by the questionnaire was created electronically using Google Forms. The instruments used Student Course Engagement Questionnaire (Handelsman et al (2004: 184). Data analysis shows the level of engagement, it is found that the level of students engagement at four aspects ; skill engagement, emotional engagement, participation engagement and performance engagement is high. It indicates that during online learning students still have good interest for learning process.

**Key Words: EFL Learner's, Student Engagement, Online Learning.**

## INTRODUCTION

Due to the rapid advancement of technology, a revolution has erupted on all surfaces of educational life, particularly in teaching and learning a foreign language. The twenty-first century is the age of intelligence where academic tasks are designed based on the influence of technology and educational innovations. According to Rahim (2019: 1165), teaching and learning a foreign language is now surrounded by many technological trends that have gained the interest of language educators as well as learners. Considering this, the need for today's education requires the teachers and the educational instantiations to restructure the strategies for effective educational practices and upgrade their teaching and learning platforms to meet the global needs. These transformations especially during the Covid-19 pandemic need to be based on the authentic investigations of the e-learning approaches.

According to Handelsman et al (2004: 184), Student engagement is important for at least three specific reasons. Firstly, engagement makes a difference to achievement. Effective learning requires attentiveness, time on task, persistence, interaction and

reflection, researchers who have documented the relationship between engagement and early achievement include student disengagement from primary schooling. Secondly, engagement matters because it embraces important goals of schooling besides achievement. Schools where students are affectively engaged are happy places where students feel a sense of belonging and self-worth. Too often the social and emotional dimensions of schooling are overshadowed by the all-important goal of achievement. Thirdly and more generally, student engagement is critical in an age that values lifelong learning, active citizenship and responsibility for self. Engaged learning is not about passive reproduction of received wisdom. Rather, engaged learners are doers and decision-makers who develop skills in learning, participation and communication that will serve them throughout adulthood.

Based on research topics regarding student engagement related to other topics such as teacher involvement, cognitive potential, effectiveness of learning outcomes, and learning achievement, only a few use the theory of constructs and measuring tools developed by Handelsman, et.al, (2005: 184). In contrast to Fredricks, et al., (2012: 763) which can be used at various levels of study (elementary school to university) and is not specific to students, Handelsman, et al., (2005: 184) theory is

more specific to student subjects. The use of the constructs of Handelsman, et al., (2005: 184) was chosen because this measuring instrument was indeed prepared based on the students' own descriptions of student course engagement and was able to show how the influence of learning by lecturers and raise students' feelings.

## **METHOD**

This study employed Descriptive quantitative method because the data is presented in numerical and descriptive form. The descriptive quantitative used in this research is to investigate EFL learner's engagement during online Learning

Researchers used Questionnaires using Student Course Engagement Questionnaires-Modified (SCEQ-M) (Nasir, et al., 2020) as the main instrument, since such a design would allow the phenomenon to be investigated in depth. Student Course Engagement Questionnaire (SCEQ) has 23 questions, In their 23-item measure

Participant of this study were 46 undergraduate English students from each 2nd, 4th, and 6th semester. The researcher collected the data by administering the questionnaire by using google form.

After collecting the data, the researcher then analyzed the students' questionnaire responses by giving a score for each response, The data was coded and analyzed with SPSS version 25 and Microsoft Office Excel to derive the descriptive data. Normally distributed quantitative variables were presented as means and standard deviations (SD) to analyze the level of students engagement. The researcher using descriptive statistical analysis that compares theoretical mean and empirical mean and also performs the T test.

## **RESULTS AND DISCUSSION**

Based on descriptive statistical calculations by comparing the empirical mean (from the calculation of one sample test) and the theoretical mean (manual calculation) from engagement in lectures on each dimension noted that X1 (Skill engagement) Has empirical mean 29,20. It is higher than its theoretical mean that is 27. It indicates that students skill engagement is high. X2 (emotional engagement) has empirical mean that also is higher than theoretical mean, the comparison 16.13 : 15. For X3 (participation engagement) the empirical mean is 20.35 and theoretical is 18 that indicates that this engagement also high. For the performance engagement the empirical mean is 10.13 and theoretical is 9 that shows it is also has performance engagement is high.

From this data it shows that participation engagement is the highest for students at English department with the difference of empirical and theoretical is 2,30. In the second rank with difference of empirical and theoretical mean 2.20 is skill engagement. For emotional and performance engagement has the same difference between empirical and theoretical mean that is 1,13.

Questions number 1 to 9 are about skill engagement. The average answer for question number 2 to 5 are  $> 3,4 - 4,2$ . It shows that most of them agree that participating actively, asking question when do not understand, doing all the homework problems and coming to class every day or logging on to the class webpage regularly are characteristic of them. Question number 1,7,8 and 9 has average answer  $>2,6-3,4$ , it indicates that raising hand or answering question, thinking about the course between class meetings, finding ways to make the course interesting to me taking good notes in class are moderately characteristic of them. Only question number 6 that has answer below average 2,6 that indicate going to the professor's office hours or contacting him or her to review assignments or tests, or to ask questions is not their

characteristic.

Questions number 10 to 15 are about emotional engagement. Question number 10 to 14 the questions have average answer around  $> 2,6 - 3,4$  that indicates looking over class notes between classes to make sure they understand the material is moderately their characteristic. It also shows that desiring to learn the material, being confident that they can learn and do well in the class and putting forth effort being organized are moderately characteristic of them. Only question number 15 that the average answer of students is 3,56 that indicates being organized is characteristic of them.

Questionnaire number 16 to 20 are about participation engagement. The average answer of question number 16,18,19 are around  $> 3,4 - 4,2$ , it shows that characteristic of them are getting good grade, staying up on the readings and helping fellow students. For question number 17 and 20 the average answers are around  $2,6 - 3,4$  that indicates staying up on the reading and making sure to study regular basis are moderately their characteristic.

In questionnaire number 21 to 23 is about performance engagement. Number 21 and 22 has average answer  $> 2,6 - 3,4$ . It shows that finding ways to make the course material relevant to their life and applying course material to their life are moderately characteristic of them. For question number 23 has average

answer 3,54 that indicates Listening carefully in class or carefully reading online course is characteristic of them.

It can be concluded that the skill engagement, emotional engagement, performance engagement and performance engagement of English Department students of Universitas Muhammadiyah Jember are high at all dimension.

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