

CHAPTER I

INTRODUCTION

This chapter discusses some aspect dealing with the topic of the research. They are the background of the research, the problem of the research, The Objective of the research, Significances of the Research, The Scope of Research, and Definition of the Key Terms.

1.1 The Background of the Research

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.

E-learning can be an online approach that makes the knowledge or language output available to the students and removes time restrictions or

geographic proximity which is commonly called anytime and anywhere education. From this, it can be concluded that e-learning refers to the conveyance of education with the assistance of interactive electronic technology. According to Rahim (2021: 156), the internet, social media, computers, smartphones, tablets, and innovative educational gadgets are recently designed for in-class and out-class effective language practices. It is assumed that they have a lot to offer if educators integrate them into education, particularly in foreign language teaching and learning contexts.

A fundamental process in learning English is improving students' engagement (Yang, 2011, p. 181). Teachers play a primary role in enhancing their students' engagement especially in the EFL context. Students' engagement is defined as interest, curiosity, and passion shown by the students in the teaching and learning process (Christenson, Wylie, & Reschly, 2012, p. 3). According to Sharkey et al. (2008: 402), student engagement is often presented as a construction with three levels containing behavioural, emotional, and cognitive engagement. Yet, Dixson (2015: 143) revealed that there are four aspect of engagement as the basic theory of the study include behavioral/skills, emotional, participation/interaction, and cognitive engagement. Thus, the students' engagement itself emerges when the students have high motivation in learning English. Moreover, the motivation refers to students' state of mind that produces encouragement to achieve objectives in a learning activity. Motivation, engagement, and achievement are basically have a connection to one and another. Students who less motivated, teachers' teaching will be useless then it will affect to the students' outcomes. Therefore, the teachers are required to make the

atmosphere of classroom or students' mood living up well in order to not make them bored and discouraged. In addition, many researchers as well as teachers exploring in-depth about learning innovations which are effective in engaging students in the EFL schools.

Students are required to exist in an involvement of the classroom in order to develop English language skills (Jung et al., 2012, p. 2). Building social communities with online learning practices create a good student engagement environment (Young & Bruce, 2011, p. 219). According to InspiredTeaching (2018: 3), the students who experience engaging courses are more likely to achieve positive developmental in a long term compared to the students who experience in low levels of challenging in the learning activities. Also, the activity creates a pleasurable environment in which students learn deeper, gain a higher final degree then achieve the results of online practice successfully. A successful of students' engagement based on students' personal involvement with others and learning materials. However, there are several lacks of appropriate teaching and learning materials and strategies (Lee, 2014; Taylor & Parsons, 2011, p. 177). Therefore, the teachers are required to review and determine adequate materials and strategies based on the students' needs.

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.

There are some previous studies which are relevant to investigating EFL learner's engagement. Oraif and Ilyas (2021, p.13) studied *The Impact of COVID-19 on Learning: Investigating EFL Learners' Engagement in Online Courses in Saudi Arabia*. This study has demonstrated that a solution should not include

either dispensing with the teacher or forcibly re-adopting traditional methods; instead, it should be more about relaxing the teacher's control, involving the students, and adjusting the new medium to suit the needs of both sides. Another study was done by Mulia (2020, p.160) studied Indonesian EFL Students' Engagements in Online language Learning Platform. this study gathered two findings. The first finding was reported that in the four engagement aspects including behavioral, emotional, participation, and cognitive engagement, students were engaged positively in online language learning platforms.

According to previous studies above, it can be concluded that the students' engagement in online learning platforms indicates a positive response. In fact, there are some kinds of online language learning platforms such as Quipper School and a web-based learning (englishteststore.net) as facilitation of EFL students that can be used in the teaching-learning process (Andy Kirana, 2017; Mulyono, 2016; Purnawarman et al., 2016; Sukawatie, 2018, p. 248). Therefore, it prompts a researcher to write a study related to Indonesian EFL students' engagement in online learning platforms.

Based on the research problem, the researchers will create a questionnaire that is distributed to the students of English Department University Muhammadiyah Jember, by Using a Student Course Engagement Questionnaire (SCEQ). To find out the level of Skill Engagement, Emotional engagement, Participation/Interaction engagement, Performance engagement in online learning.

1.2 The Problem of Research

Based on the background of the study, the research problems are focused on the following :

1. What is the level of engagement of college students during online learning?

1.3 The Objective of the Research

In relation to the research problems, the objectives of this research are as follows:

1. To find out level of Skill Engagement, Emotional engagement, Participation/Interaction engagement, Performance engagement in Online Learning.

1.4 Significance of the Research

1. Theoretical Significances

It is expected that the findings of this study can support and complement previous theories related to Investigate students engagement during Online Learning.

2. Practical Significances

It is hoped that this research can provide inspiration or ideas to lecturers in teaching English through E-Learning. Lecturers can use E Learning as an alternative medium for teaching English without having to face to face directly in the classroom. Then from the investigate students

engagement the lecturers can know what the level of student engagement during Online Learning.

1.5 The Scope of Research

This research is about Investigating EFL Learner's Engagement during Emergency Online Learning. In this study researcher focuses on investigate students engagement and the what is the level of engagement of college students during emergency Online Learning.

1.6 Definition of the Key Terms

1. EFL Learner

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language also called English as an Additional Language which is the practice of learning English in a predominantly English-speaking country. Iwai (2011: 150) defined that EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners).

2. Students' Engagement

Student engagement occurs when students are forced to face various obstacles in the task or activity they are participating but they are showing great interest and are happy to do the job. Reference (Leonard, 2008) also sees the involvement of students as one of the major components that contributes to the success of students in school.

3. Online learning

Through e-learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers (Suartama, 2014: 20)

