A SURVEY OF UNIVERSITY STUDENTS' ENGAGEMENT IN ONLINE LEARNING

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

by

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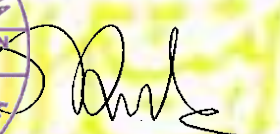Second Examiner   :Willy Prasetya, S.Pd., M.A

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 8 June 2022

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MOTTO

"Believe in yourself and all that you are. Know that there is something inside you

that is greater than any obstacle".

-Christian D. Larson-

DEDICATIONS

Thanks to Allah SWT, gratefully I dedicate this thesis to myself who always never give up to finish this thesis. Also , my beloved parents Mr. Suwarno and Mrs. Mariyem who always give support and prayer and my sister and my family who always give advice. Last, my friends and my lecturers who always support me to finish this thesis. They are very important in my life.
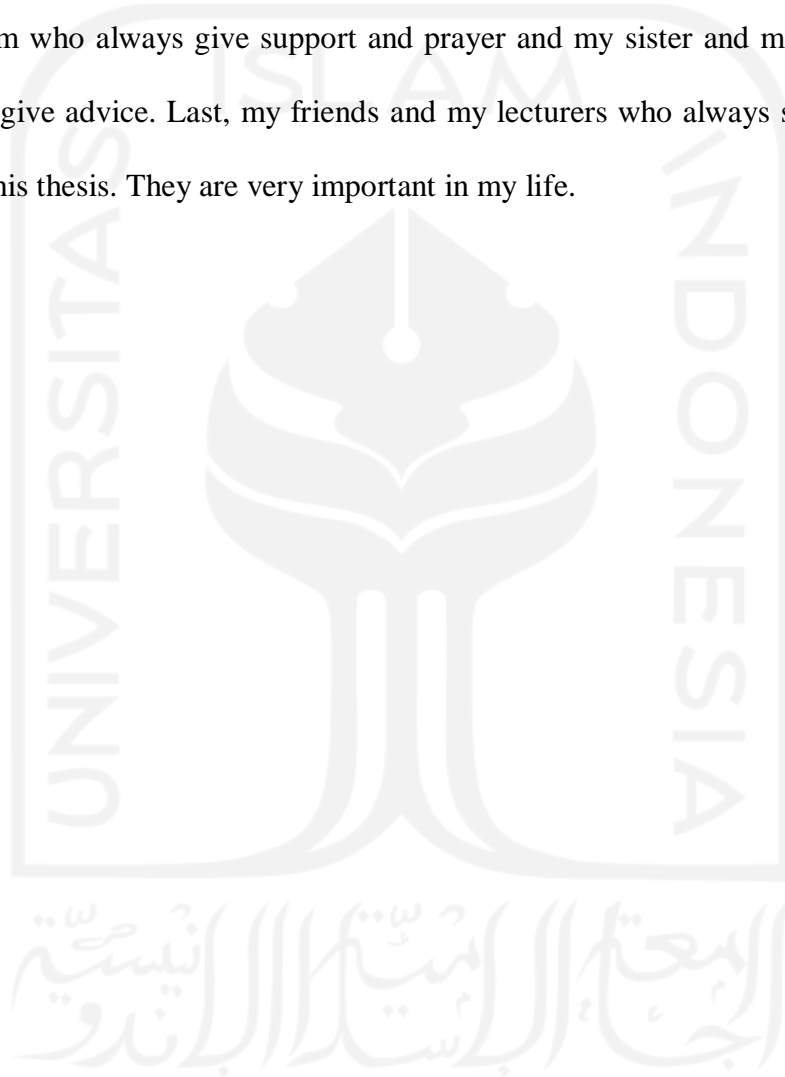
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especially my closest friends who are always there when I'm sad or happy, and become my place to tell stories.

The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are expected for the sake of future improvement of this thesis. Finally, the author hopes that this thesis can be beneficial for readers.

Wassalamu'alaikum warrahmatullahi wabarakatuh

Yogyakarta, 21 June 2022

The researcher,

Ratih Sulistiya Ningsih

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ABSTRACT

This study aimed to describe students' online engagement in English language learning class during the pandemic. The participants of this study were 61 students of the English Grammar for Spoken Discourse online learning course in the Department of English Language Education at a private university. This study was quantitative research through a survey method. The data were collected by distributing online questionnaire through a Google Form. The result of this study from the OELE instrument shows that the highest score was cognitive engagement Q12 (M= 4.34, SD= 0.663). While the lowest score was behavioral engagement Q22 (M = 3.50, SD= 1.063). Thus, it can be concluded that during online learning the cognitive engagement plays an important role in encouraging students' active engagement in class. Therefore, further research can investigate how behavioral engagement can increase students' involvement assisted by teachers.

Keywords: *Students' online engagement, Social Support, Online engagement, EFL learner*

CHAPTER 1

INTRODUCTION

1.1. Background of Study

During the Covid-19 all learning schools and universities were conducted online. According to Meyer (2014), online learning is a learning system based on the web, e-learning and other media platforms. Another term online learning is carried out remotely without face to face directly in class with the teacher. This will be a challenge for teachers who usually use the face-to-face class, but at this time must be adapted to teach which technology. One of the challenges is that the students experienced constraints on the limitations of an unstable internet connection which could have influenced their participation in the online learning process (Sari, 2020).

The existence of internet connection problems has an impact on student participation in joining classes so that it affects student engagement. Student engagement refers to the activeness or effort of students when the learning process takes place in studying the subject, analyzing, solving problems, and getting feedback (Kuh, 2003). In conclusion, the participation of students in class plays an important role in learning engagement. Then, the above case of student engagement has become the center of attention of researchers.

In Asian countries, the current studies related to students' engagement mainly discuss that social support from teachers has a positive effect on cognitive and emotional interactions than peer support (Luan et al., 2020).

In the Indonesian context, Sari (2020) found that some students had less participation and engagement during virtual classes. Hence, the students often experience problems with unstable internet networks, data packets run out, and Wi-Fi does not work which results in students not attending classes.

Furthermore, Pradita (2019) explained that in implementing online synchronous classes learning is implemented through contingency, fading, and transfer responsibility stages. First, contingency means that students must be supported by adequate facilities so that they can achieve their goals. Second, fading students are supported in a way that must be guided gradually to make students more competent. Last, transfer responsibility is the support for students that starts to dim because students should support themselves in achieving their goals. Then, the result of the study by Pradita (2019) found that the contingency plays an important role that makes the students involved during online learning.

From the discussion above, previous researchers regarding the studies on students' engagement in EFL contexts, especially in Indonesia, tend to describe the internet connection constraints and limited facilities in learning engagement. Thus, in the Indonesian context, focus on facilities and constraints in student learning engagement, but there are still few studies that examine the construct of learning engagement. Therefore, to fill this gap, this research is aimed to describe students' engagement in the Department of English Language Education at a private university.

1.2 Formulation of The Problem

This study was conducted to answer question about:

What is the level of English grammar for Spoken Discourse students'

engagement in English language learning class during the pandemic?

1.3 Objectives of The Study

This research aimed to describe students' online engagement in English

language learning classes during the pandemic.

1.4 Significance of The Study

1.4.1   Empirical Benefit

This study is supposed to extend research about students' engagement

online learning issues in the Indonesian English Language Teaching

Field.

1.4.2   Practical Benefit

This research is supposed to inform teachers about students'

engagement during online learning in Century Covid-19.

LITERATURE REVIEW

2.1 Students Online Learning Engagement

The development of engagement theory was begun by Kearsley and Shneiderman (1998). Their conceptualization of engagement was about the engagement in technology-based teaching and learning. Kearsley & Shneiderman (1998) proposed that technology could facilitate student involvement in learning activities through interactions and giving assignments. They suggested that to build engagement in the classroom, the teacher should give an experience of three components to the students.

The theory by Kearsley & Shneiderman (1998) in learning engagement is conceptualized in three constructs. First is related learning through collaboration. These are activities within a group that must be involved in the interaction, social skills, planning, and management. This activity when students can discuss and share ideas can increase student motivation in learning, work together with different backgrounds, and add new insights. The second is to create learning using a project-based approach to develop a sense of leadership of the project. This activity should be creative and meaningful such as creating essays online with teams. The third is to donate learning using authentic focus. This activity will be realistic such as projects with campus groups, to prepare when students apply for a job in the field. The explanation above is the initial construct of learning engagement.

By 1998 many scholars tried to reconceptualize some new concepts such as Fredricks, Blumenfeld, & Paris (2004) explained that student engagement as participating and being actively involved in the class. He defined that in theory learning engagement divides three concepts that include behavioral engagement, emotional engagement, and cognitive engagement. First, behavioral engagement is an act of students involved in learning referring to participation in academic and non-academic activities. Second, cognitive engagement is the level of student investment in learning to exert effort in mastering skills and understanding ideas from basic to complex. Third, emotional engagement is a reaction or feeling shown to teachers and classmates. Thus, from the three concepts student engagement has a relationship with how students actively participate during the learning process.

Furthermore, Fredricks et al. (2016) conceptualized engagement also including social engagement because student and teacher interactions cover more of the social aspect. Social engagement is the willingness to interact to maintain a relationship with peers and other people during the learning process. In conclusion, engagement occurs when there is social interaction with each other.

Table 1. Learning Engagement indicators summary (Fredricks, 2004: 2016).

Learning Engagement	Indicators
Behavioral Engagement	Attendance
	Actively participation
	Discipline
	Developing academic and non-academic skills
Cognitive Engagement	Thinking Critically
	Integrating ideas
	Understanding the material
Emotional Engagement	Happiness
	Sadness
	Recognizing motivation
	Interest in learning
Social Engagement	Developing Relationship
	Building Interactions
	Making sense of belonging

2.2 Empirical Review Student Engagement in Online Learning

With the emergence of covid-19, there are still few researchers who research on student involvement during online learning classes. Thus, there have been some studies discussing student engagement, especially in higher education. In pre-COVID 19 Dumford & Miller (2018) discovered students in higher education are involved in online learning only during the first year. Students were less likely to be involved in collaborative learning, student-faculty interactions, and discussions with others because this is a new learning system for them from daring to luring learning. It is proven that first-year and senior students are less involved in collaborative learning activities because of the activities that students do independently without being guided. Thus, this happens because students are not ready for online learning that does not interact face-to-face.

As evidence, Huang, Liu, & Zhan (2020) was conducted in Peking University when online learning with 2.000 teachers and more than 20.000 students with a total time of 410.00 hours and more than 1.500 courses conducted online each week. The teacher also used the live broadcast method for 15.000 hours and more than 12.000 students participated in the class (Huang, Liu, & Zhan 2020). Thus, the interaction of teachers and students spends more time during online learning.

Another researcher was conducted to examine the role of peer and teacher social support in learning engagement during online learning in English subject class (Luan, L., Hong, Chao-Jon., Cao, M., Dong , Yan., Hou, Xiaoju. 2020).

This finding in this study indicated that social support from the teacher has a big influence on involvement compared with peers' support. Hence, teacher support in behavioral engagement has a significant impact on actively participating in class. However, peers support a slight increase in remaining compliant with school rules. Thus, teacher support an important role to increasing student engagement during online learning class.

Furthermore, Luan, Dong Yan, & Cao (2020) found that the student engagement with the four indicator learning engagements such as behavioral engagement, emotional engagement, cognitive engagement, and social engagement. The results showed that these four indicators have the highest level of student engagement in behavioral engagement and followed by social engagement, and cognitive engagement. Hence, the students are actively involved in participating in joining classes and collecting assignments. However, emotional engagement shows that this is the lowest level during the online learning process. Even though students are actively involved, students still show a lack of interest in the learning context. Thus, each indicator of learning engagement has different results because it is based on what students experience during online learning during the covid-19 pandemic. Therefore, these indicators influence in supporting engagement in online learning.

2.3 Theoretical Framework

After having a conceptual review and empirical review about learning engagement, this research used cognitive engagement, behavioral engagement, emotional engagement, and social engagement theory (Fredricks 2004; 2016). Then the instruments used English Learning Engagement (OELE) (Luan et al., 2020). The OELE was originally developed by the research team (Wang et al., 2016).

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┌─────────────────────────────────┐
│      Learning Engagement        │
│  (Fredricks et al., 2004: 2016) │
└─────────────────────────────────┘
                │
┌─────────────────────────────────┐
│  Math and Science Engagement    │
│  Scale originally developed by  │
│  a research team (Wang et al.,  │
│  2016)                          │
└─────────────────────────────────┘
                │
┌─────────────────────────────────┐
│   "Online English Learning      │
│  Engagement" was adapted for    │
│  EFL subject into online        │
│  learning (Luan, L., Hong,      │
│  Chao-Jon., Cao, M., Dong, Yan.,│
│  Hou, Xiaoju. ( 2020))          │
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CHAPTER III

RESEARCH DESIGN

This chapter will discuss the methodology. It covers the research design, population and sample, research instrument and data collection, validity and reliability, and data analysis technique.

3.1 Research Design

This study was designed to describe learning engagement quantitatively about student engagement in class during fully online learning. This research used a survey research design. According to Creswell (2012), a survey research designs are research to conduct a survey population or sample to describe attitudes, opinions, behaviors, or characteristics. Therefore, this survey design can be used as a research strategy to conduct the data and obtain information.

3.2 Population and Sample

3.2.1 Population

The participants of this study 68 students English Grammar for Spoken Discourse online learning in the Department of English Language Education at a private university.

3.2.2 Sample

The sample of this research 1st semester students in the Department of English Language Education at a private university. This study was taken from classes English Grammar for Spoken Discourse because due to initial observation, the student engagement in this class was very active. Also, the students were very attentive and interactive in participating when discussing, giving opinions, and answering questions. Furthermore, the sampling was estimated by the formula of Choen, Manion, & Morrison (2007).

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n = Number of sample

N = Population

E = Error rate (5%=0.05)

Thus in this research, all 68 students were chosen to complete the sample size with a 95% confidence level and 5% margin of error. Therefore, the result of this sample is 58 students to collect the data.

$$n = \frac{68}{1 + (68)(0,05^2)}$$

$$n = \frac{68}{1.17}$$

n = 58 students

3.3 Research Instruments and Data Collection

3.3.1 Research Instruments

In this study, the researcher used a questionnaire Online English Learning Engagement (OELE) as an instrument to collect the data (Luan, L., Hong, Chao-Jon., Cao, M., Dong, Yan., Hou, Xiaoju., 2020). The OELE instrument was originally developed by a research team called the Math and Science Engagement Scale which was used to examine student engagement in math and science subjects in middle school and high school (Wang et al., 2016). Then, it was adapted for English subjects at the university level. The adaptation process is by changing the words math and science into English. For example;

3.3.1.1 By replacing "science/math class" into "online English class"

3.3.1.2 "I go through the work for online English class and make sure that it's right."

The instrument used a 5-point Likert scale starting from 1 "strongly disagree" (1) to "strongly agree" (5). Therefore, this instrument would be used in this research to collect the data. The OELE questionnaire consists of 21 items divided into four domains: cognitive engagement, behavioral engagement, emotional engagement, and social engagement.

3.3.2 Data Collection

The questionnaire was distributed to students' English Grammar for Spoken Discourse online learning in a private university. The OELE instrument will be made using an online questionnaire using a Google form. The questionnaire will be translated into the Indonesian language to make it easier for participants to fill out. In collecting this data online, the researcher asked the lecturer for permission to allow me opportunity to collect data. Hence, researchers will join the zoom meeting class for a few minutes at the end of the lesson.

Then, the researcher asked the participants' willingness to voluntarily fill out the questionnaire. After that, the researcher gave the Google Form link through the chat box to the participant or via private chat or through class groups. The participants who fill out this questionnaire are likely to have had an online classroom learning experience and it makes them more aware of the extent of their involvement during the learning process.

3.4 Validity and Reliability

3.4.1 Validity

According to Heale and Twycross (2015), validity in quantitative research is about the extent to which a concept can be accurately measured. Thus, a test has high validity if the tool is functioning properly by providing appropriate measurement results. The validity plays an important role for researchers to consider in choosing an instrument. Thus, the validation can be calculated using SPSS. The original Online English Learning Engagement (OELE) instrument from Luan, L., Hong, Chao-Jon., Cao, M., Dong, Yan., Hou, Xiaoju (2020) consisted of 21 items. Researchers adapted this questionnaire from Luan et al. (2020). Then after this questionnaire is translated into Indonesian the validity values are all valid values. This result was calculated using SPSS and checked the validity test.

Table 2 . The OELE Translated version validity per-Item

Item	Person Correlation	R-Table	Criteria
Q12	0,755	0,218	Valid
Q13	0,682	0,218	Valid
Q14	0,325	0,218	Valid
Q15	0,584	0,218	Valid
Q16	0,572	0,218	Valid
Q17	0,479	0,218	Valid
Q18	0,709	0,218	Valid
Q19	0,654	0,218	Valid
Q20	0,343	0,218	Valid
Q21	0,473	0,218	Valid
Q22	0,556	0,218	Valid
Q23	0,685	0,218	Valid
Q24	0,623	0,218	Valid
Q25	0,762	0,218	Valid
Q26	0,579	0,218	Valid
Q27	0,757	0,218	Valid
Q28	0,748	0,218	Valid
Q29	0,657	0,218	Valid
Q30	0,719	0,218	Valid
Q31	0.521	0,218	Valid

3.4.2 Reliability

Heale and Twycross (2015) stated that reliability is the consistency of a reliable measure. Thus, it can be said that a test is reliable if it remains consistent when used repeatedly. The original OELE instrument from Luan et al. (2020) with the reliability of the instrument was estimated at using Cronbach's Alpha 0.80-0.94. Then, the researcher retested the questionnaire adapted through SPSS to obtain the reliability of the instrument from this study. The result of this study show that it has a Cronbachs' Alpha 0.948, as presented in the table 3:

Tbale 3. The Reliability of the OELE Translated Version

Case Processing Summary			
		N	%
Cases	Valid	58	100.0
	Excluded[a]	0	.0
	Total	58	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.948	32

3.5 Data Analysis Technique

In survey research studies regarding student engagement during online learning will be given individually through the online Google Form platform. Thus, to analyze the data carried out data processing in Spreadsheet and the computational calculation program of SPSS Statistics. The researcher took some appropriate steps in this research:

1. Review the literature about learning engagement.

2. Adapted OELE as the instrument.

3. Checked the items questionnaire to make sure it's easy to understand.

4. Distributed the 21 questionnaire items and translated the content in *Bahasa Indonesia* to a professional translator.

5. Shared the link Google Form of questionnaire to the students' in the Department of English Language Education at a private University.

6. Analyze the data using a spreadsheet and SPSS to present the data in the form of tables and diagrams.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains the results of the data obtained from the questionnaire to describe the preferences of student engagement in online learning. Furthermore, the results of this study consist of general information on participants and tables that are presented to provide a detailed explanation.

4.1 Research Findings

4.1.1 Participants' General Information

The participants in this study found as many as 61 students consisting of 22 male and 39 female. The data above shows that 61 participants have filled out the questionnaire in this study.

4.1.2 Result of students' engagement in OELE instrument

The first scale is the OELE instrument. This instrument consists of 21 items and is divided into 4 domains that are cognitive engagement, behavioral engagement, emotional engagement, and social engagement.

Table 4. The OELE instrument analysis

Construct	Variables	Items	Mean	Standard Deviation
Cognitive Engagement	Q12	I go through the work for English class and make sure that it's right.	4.34	0.663
	Q13	I try to connect what I am learning to things I have learned before.	4.13	0.736
	Q14	I try to understand my mistakes when I get something wrong.	4.34	0.689
	Q15	I prefer to do the work by myself instead of being told the answer.	3.84	0.951
	Q16	I can manage to complete the English tasks.	4.17	0.752
	Q17	When work is hard, I would challenge to study the difficult part.	3.81	0.847
Behavioral Engagement	Q18	I stay focused.	3.82	0.775
	Q19	I put effort into learning English.	4.29	0.772
	Q20	I keep trying even if something is hard.	4.25	0.738
	Q21	I complete my homework on time.	4.05	0.825
	Q22	I talk about English outside of class.	3.50	1.063
Emotional Engagement	Q23	I look forward to online English class.	3.63	0.809
	Q24	I enjoy learning new things about English.	4.22	0.726
	Q25	I want to understand what is learned in English class.	4.32	0.710
	Q26	I feel good when I am in English class.	4.20	0.789
Social	Q27	I build on others' ideas.	3.36	0.831

Engagement	Q28	I try to understand other people's ideas in English class.	3.75	0.779
	Q29	I try to work with others who can help me in English.	4.01	0.927
	Q30	I try to help others who are struggling in English.	3.94	0.866
	Q31	When working with others, I share ideas.	3.98	0.783
	Q32	I like working with others.	3.55	1.028

Based on the table above, it is the result of four constructs in learning engagement, namely cognitive engagement, behavioral engagement, emotional engagement, and social engagement. First, the results from cognitive engagement based on the three highest scores Q12 (M= 4.34, SD= 0.663) of which the statement is *"I go through the work for English class and make sure that it's right"* followed by Q14 (M=4.34, SD= 0.689) of which the statement is "*I try to understand my mistakes when I get something wrong*" and Q13 (M=4.13, SD= 0.736) of which the statement is *"I try to connect what I am learning to things I have learned before"*. Furthermore, the lowest score is Q15 (M= 3.84, SD= 0.951) which the statement is *"I prefer to do the work by myself instead of being told the answer"*.

The second, behavioral engagement with the highest score is Q19 (M=4.29, SD= 0,772) which the statement is "I put effort into learning English" followed by Q20 (M=4.25, SD= 0.738) which the statement is *"I keep trying even if something is hard"* and Q18 (M=3.82, SD= 0.775) which the statement is *"I stay focused"*. Then, the lowest score is Q22 (M=3.50, SD= 1.063) with the statement *"I talk about English outside of class"*.

The third, emotional engagement the highest score is Q25 (M= 4.32, SD=0.710) which the statement is *"I want to understand what is learned in English class"* followed by Q24 (M= 4.22, SD= 0.726) which statement is *"I enjoy learning new things about English"* and Q26 (M= 4.20, SD=0.789) which the statement is *"I feel good when I am in English class"*. The lowest score is Q23 (M= 3.63, SD= 0.809) the statement is *"I look forward to online English class"*.

The fourth, social engagement with the highest score is Q31 (M=3.98, SD= 0.783) which the statement is *"When working with others, I share ideas"* followed by Q28 (M=3.75, SD=0.779) which the statement is *"I try to understand other people's ideas in English class"* and Q27 (M=3.36, SD= 0.831) which the statement is *"I build on others' ideas"*. Besides, the lowest score is Q32 (M=3.55, SD= 1.028) with the statement *"I like working with others"*.

In conclusion, the analysis data above with the fourth construct of learning engagement showed that the highest score is cognitive engagement Q12 (M= 4.34, SD= 0.663) of which the statement is *"I go through the work for English class and make sure that it's right"*. The lowest score is behavioral engagement Q22 (M=3.50, SD= 1.063) which the statement is *"I talk about English outside of class"*. Thus, cognitive engagement plays a more significant role in learning English during online learning. However, the behavioral engagement is low because they learn English through online learning so there is no use of English to communicate in the outside class.

4.2 Discussion

This study conducted a survey analysis regarding the involvement of the students' English Grammar for Spoken Discourse online learning in the Department of English Language Education at a private university. Through a survey, the findings show that online learning involves four components that are emotional engagement, cognitive engagement, behavioral engagement, and social engagement. This is the same as Luan et al. (2020) research, but the research was conducted in the EFL context in China. However, this research is focused on the context of the students' English Grammar for Spoken Discourse online learning in the Indonesian. Based on the data, this study found that the OELE instrument showed the highest level of cognitive engagement followed by emotional involvement and social engagement. While the lowest score on behavioral engagement.

Of the four components, students in cognitive engagement ensure that the tasks they are doing are correct. The emotional engagement, students try to understand the learning given by the teacher. Then on social engagement during group discussion students like to share ideas. While in behavioral engagement students always try to learn English. In conclusion the relationship between these components students are actively involved and try to understand English learning, but there are limited attitudes to applying English outside the classroom.

This is the result of this study from the OELE instrument with the data showing the highest level is the cognitive engagement Q12 (M= 4.34, SD= 0.663) of which the statement is *"I go through the work for English class and make sure that it's right"*. The lowest score is behavioral engagement Q22 (M=3.50, SD= 1.063) which the statement is *"I talk about English outside of class"*. Thus, encouragement from cognitive engagement is more influential for the students. Hence, online learning has limitations such as the lack of full interaction between teachers and students. This makes students always make sure that the assignments they do are always correct. Meanwhile, the existence of these limitations affects the behavior engagement of students who are less in applying English to communicate outside the classroom.

Luan et al. (2020) found that of the OELE instrument the behavioral engagement had the highest score in learning engagement. While, in this study the cognitive engagement had the highest score. It can be concluded that students in Indonesia who are engaged in English language learning had a different result in the construct learning engagement. This means that in the context of students' English Grammar for Spoken Discourse online learning always try to be actively involved in learning English. However, there are limitations in interacting, practicing, and collaborating because learning is done online.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter contains a summary of the research findings in the previous chapter and recommendations for further research.

5.1 Conclusion

The purpose of this study was to describe students' online engagement in language learning classes during the pandemic in a private university. In this research 61 participants have completed English grammar for spoken discourse online learning class. Furthermore, the conclusions in this study are based on the results of the research findings. This study of the OELE instrument showed the highest level is the cognitive engagement Q12 (M= 4.34, SD= 0.663) of which the statement is *"I go through the work for English class and make sure that it's right"*. The lowest score is behavioral engagement Q22 (M=3.50, SD= 1.063) which the statement is *"I talk about English outside of class"*. "I did an assignment for English class and made sure that it was correct".

Based on the results of the study, it shows that students' involvement in learning English during online learning in universities has influenced themself. The cognitive engagement plays a role in getting students involved in their actions without other people. However, behavioral engagement has the lowest score in student engagement. Thus, the teachers need to help improve student behavioral engagement. For example, teachers can provide learning

practices by asking students to speak English in class with peers. Thus, during the pandemic the students were quite actively involved during class.

5.2 Recommendation

This study focuses on the students' English Grammar for Spoken Discourse online learning in the Department of English Language Education at a private university. However, this study has several limitations and recommendations for further research and teachers. First, further research can use other data collection methods such as interviews and observation. Second, further research can research with a large number of participants in elementary school or junior high school. Third, can investigate how behavioral engagement can increase students' involvement assisted by teachers. Last, for the teachers need to give learning practice speaking in English to help improve student behavioral engagement.

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APPENDICES

Appendix 1. The OELE Questionnaire English Language Version

Construct	Variables	Items
Cognitive Engagement	1	I go through the work for English class and make sure that it's Right
	2	I try to connect what I am learning to things I have learned before.
	3	I try to understand my mistakes when I get something wrong.
	4	I prefer to do the work by myself instead of being told the answer.
	5	I can manage to complete the English tasks.
	6	When work is hard, I would challenge to study the difficult part.
Behavioral Engagement	7	I stay focused
	8	I put effort into learning English.
	9	I keep trying even if something is hard
	10	I complete my homework on

		time.
	11	I talk about English outside of class.
Emotional Engagement	12	I look forward to online English class.
	13	I enjoy learning new things about English.
	14	I want to understand what is learned in English class
	15	I feel good when I am in English class.
Social Engagement	16	I build on others' ideas.
	17	I try to understand other people's ideas in English class.
	18	I try to work with others who can help me in English.
	19	I try to help others who are struggling in English
	20	When working with others, I share ideas
	21	I like working with others.

Appendix 2. OELE Questionnaire *Bahasa Indonesia* Version

Konstruk	Variabel	Item
Cognitive Engagement	1	Saya mengerjakan tugas untuk kelas bahasa Inggris dan memastikan bahwa itu benar.
	2	Saya mencoba menghubungkan apa yang saya pelajari dengan hal-hal yang telah saya pelajari sebelumnya.
	3	Saya mencoba untuk memahami kesalahan saya ketika saya mendapatkan sesuatu yang salah.
	4	Saya lebih suka mengerjakan sendiri daripada disuruh menjawab.
	5	Saya dapat menyelesaikan tugas bahasa Inggris.
	6	Ketika bekerja keras, saya akan menantang untuk mempelajari bagian yang sulit.
Behavioral Engagement	7	Saya tetap fokus.
	8	Saya berusaha keras untuk belajar bahasa Inggris.
	9	Saya terus mencoba meskipun ada sesuatu yang sulit.
	10	Saya menyelesaikan tugas tepat waktu..
	11	Saya berbicara tentang bahasa Inggris di luar kelas.
Emotional Engagement	12	Saya menantikan kelas bahasa Inggris online.
	13	Saya senang mempelajari hal-hal baru tentang bahasa Inggris.
	14	Saya ingin memahami apa yang dipelajari di kelas bahasa Inggris.

	15	Saya merasa senang ketika berada di kelas bahasa Inggris.
Social Engagement	16	Saya membangun ide orang lain.
	17	Saya mencoba memahami ide orang lain di kelas bahasa Inggris.
	18	Saya mencoba bekerja dengan orang lain yang dapat membantu saya dalam bahasa Inggris.
	19	Saya mencoba membantu orang lain yang kesulitan dalam bahasa Inggris.
	20	Saat bekerja dengan orang lain, saya berbagi ide.
	21	Saya suka bekerja dengan orang lain.

Appendix 3.Google Form for Questionnaire

A Survey Of Students'
Engagement In Online
Learning For Higher
Education

Assalamualaikum warahmatullahi
wabaraktuh,
Perkenalkan saya Ratih Sulistiya Ningsih,
mahasiswi program studi Pendidikan
Bahasa Inggris, Universitas Islam
Indonesia. Saat ini saya sedang
melakukan penelitian guna untu
pengambilan data skripsi dengan judul " A
Survey Of Students' Engagement In Online
Learning For Higher Education". Oleh
karena itu, saya bermaksud memohon
kesediaan Saudara/i agar berkenan
meluangkan waktunya untuk berpartisipsi
dalam penelitian ini.

Adapun kriteria particisipan dalam
penelitian ini sebagai berikut:
1. Mahasiswa aktif jurusan Penididikan
Bahasa Inggris Universtas Islam Indonesia
(angkatan-2021)
2. Laki-laki/Perempuan

Appendix 4. Consent Form

FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpisb@uii.ac.id
W. fpsb.uii.ac.id

Tanggal   : 20 Desember 2021

Nomor   : 4188/Dek/70/DURT/XII/2021

Hal   : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Ibu Intan Pradita S.S., M.Hum

Dosen Program Studi Pendidikan Bahasa Inggris Fakultas Psikologi & ilmu Sosial Budaya

Universitas Islam Indonesia

Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa   : Ratih Sulistiya Ningsih

Nomor Induk Mahasiswa : 18322053

Program Studi   : Pendidikan Bahasa Inggris

Pembimbing Skripsi   : Intan Pradita S.S., M.Hum

Judul Skripsi   :

"A SURVEY OF UNIVERSITY STUDENTS' ENGAGEMENT IN ONLINE LEARNING FOR HIGHER EDUCATION."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi.,M.Si., M.Ag., Psikolog

Tanggal   : 20 Desember 2021

Nomor   : 4188/Dek/70/DURT/XII/2021

Hal   : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Bapak Afrianto Akhmad Mukhamirudin, S.pd., M.P.d

Dosen Program Studi Pendidikan Bahasa Inggris Fakultas Psikologi & ilmu Sosial Budaya

Universitas Islam Indonesia

Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa   : Ratih Sulistiya Ningsih

Nomor Induk Mahasiswa   : 18322053

Program Studi   : Pendidikan Bahasa Inggris

Pembimbing Skripsi   : Intan Pradita S.S., M.Hum

Judul Skripsi   :

"A SURVEY OF UNIVERSITY STUDENTS' ENGAGEMENT IN ONLINE LEARNING FOR HIGHER EDUCATION."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi.,M.Si., M.Ag, Psikolog

Appendix 5. Research Completion Form

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Intan Pradita, S.S., M. Hum.

Jabatan : Dosen Pembimbing Skripsi

NIP : 123220403

Dengan ini menerangkan bahwa mahasiswa yang beridentitas:

Nama : Ratih Sulistiya Ningsih

NIM : 18322053

Program Studi : Pendidikan Bahasa Inggris

Institusi : Universitas Islam Indonesia

Telah selesai melakukan penelitian pada mahasiswa Program Studi Pendidikan Bahasa Inggris, terhitung mulai Desember 2021 s/d Januari 2022 untuk memperoleh data dalam rangka penyusunan penelitian yang berjudul : " **A SURVEY OF UNIVERSITY STUDENTS' ENGAGEMENT IN ONLINE LEARNING FOR HIGHER EDUCATION"** .

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Yogyakarta, 07 Juni 2022

Dosen Pembimbing Skripsi

Intan Pradita, S.S., M. Hum

NIP. 123220403