

Online Learning Engagement in an EFL Writing Coursework: An Undergraduate

Student's Voice

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



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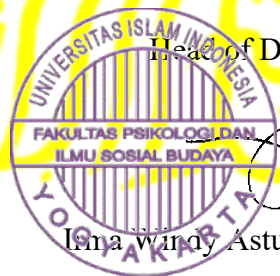
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STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, Juli 2022

The Writer



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MOTTO

“All this hard work will be worth it in the end.”

-unknown-



DEDICATION

I dedicated this undergraduate thesis to Allah SWT.

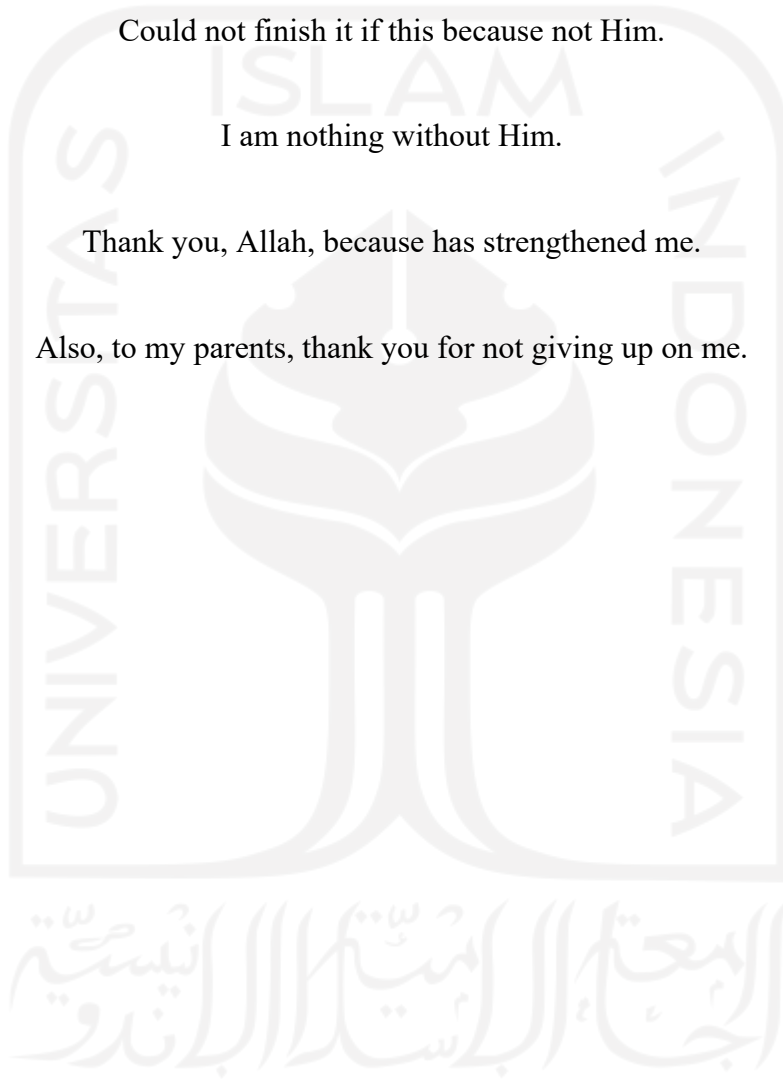
Could not be as this strong without Him.

Could not finish it if this because not Him.

I am nothing without Him.

Thank you, Allah, because has strengthened me.

Also, to my parents, thank you for not giving up on me.



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The researcher knows that this research is far from perfection, but hopefully, this can be useful for the reader.

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The researcher,

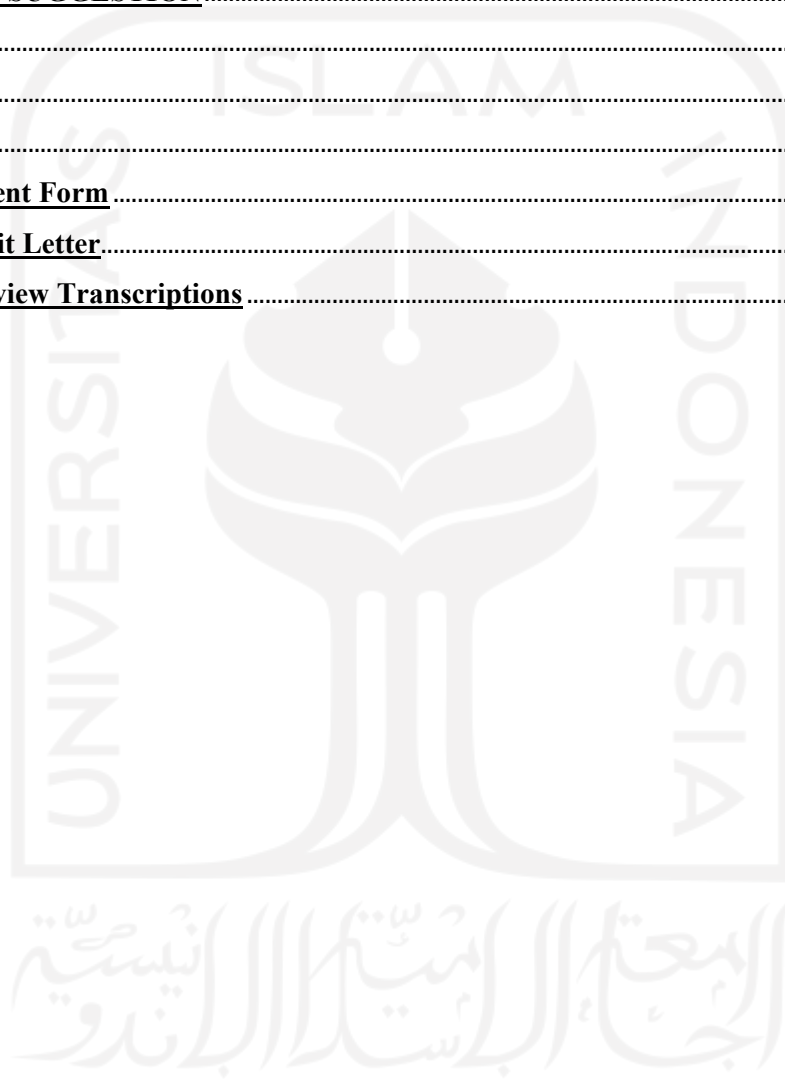


Muthiah Qatrunnida

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ABSTRACT

This research aimed to elaborate on the engagement of an EFL learner during an online writing course. The participant was a student of the English Language Education semester 3 who had some experience and a deep interest in writing skills in one of the universities in Indonesia. The data were collected through semi-structured interviews. The data were analyzed using thematic analysis. The finding concluded that the participant (student) shows the three key aspects of learning engagement, there is behavioral, emotional, and cognitive engagement in the writing online courses. Even though the participant had obstacles when involved in collaborative learning, the participant kept engaged well in the online writing course. Thus, this study concluded that EFL learners who still engage in online learning tend to behave well in online collaboration during writing courses.

Keywords: *online language learning, online learning engagement, thematic analysis*

CHAPTER I

INTRODUCTION

1.1. Background of The Study

During the learning process, students and teachers try to maintain communication as much as possible. Communication is essential for building engagement during online learning. In Face-to-Face (FtF) classroom settings, building engagement is more effortless since teachers and students can have direct communication and respond immediately. Additionally, it is easier for teachers to find out the condition of students by measuring their involvement in learning (Cole, Lennon, & Weber, 2019). While in online courses, maintaining high engagement is difficult as students are always not in the class at the same time due to an asynchronous structure (Burke & Purrington, 2019). Also, teachers may not be able to validate a student's engagement directly and accurately (Cole, et al., 2019). However, Delahunty, Shea, & Stone (2015) show that the online course has alleviated students who find it difficult to come to school. In other words, it may ease their financial burden from travel, relocation, or having to manage their own home affairs, which are tightly bound by problems of the time.

According to Delahunty, Shea, & Stone (2015), the foundation of effective learning activities is that students should engage with their work and have interaction with others. In addition, the existence of a mutually respectful and supportive relationship between students and teachers is also indispensable in a learning environment. This is in order to develop their knowledge of learning. A study conducted by Fredericks, Blumenfeld, and Paris (2004) found that teacher-student engagement in learning activities is characterized by behavioral, emotional, and

cognitive engagement. A student's behavioral engagement can be defined in terms of both how they participate in learning and how they complete their final assignments. Moreover, emotional engagement refers to a student's attitude towards teachers, peers, or materials and assignments. While cognitive engagement is shown in how students evaluate a lesson. In the context of online learning, engagement between students and teachers is something that has to be maintained, especially in the online writing environment. Therefore, good communication is needed between them. This statement is also reinforced by Stewart (2019), good communication between students and teachers is a key to building students' engagement in the writing classroom so it can be an effective class. For a writing course to be successful, Sun (2014) found that students need good communication skills through collaborative activities, interactions, and teamwork.

However, just like any other online course, maintaining good communication in an online writing environment presents some unique challenges. Delahunty, Shea, and Stone (2015) discovered that the atmosphere in which the teacher teaches differs from the context of Face-to-Face (FtF) classroom settings. This is due to the fact that when the teacher delivers material through video, it must include more than just content, which includes teacher beliefs, values, and practices. Burke and Purrington (2019) also agreed that online courses create barriers for students to interact with one another.

Because students are the intended audience for the learning process, it is critical to understand the students' level of engagement in the online environment. Students, as well as teachers, are involved in the learning process (Swan, 2010). As a result, the perspectives of students should be considered when evaluating the learning process. Burke and Purrington (2019) discovered that students who are rewarded for their participation in completing assignments will feel motivated. Furthermore, student engagement occurs as a result of students' social presence

while working on writing assignments that contribute to their satisfaction during the learning process. As a result, this can create a social construction that shows interaction and a positive relationship.

Several studies addressed student engagement from the perspective of the teacher, despite the fact that students play an important role in a learning environment. Making writing assignments and providing rewards that aim to involve students can indeed revive their motivation to learn and maintain student engagement (Burke & Purrington, 2019), but this process can only be assessed by the teacher who sees the student learning process, not from the student side (student experience). As a result, this study focuses on an EFL learner's experience with an online writing course. This experience will be distilled into research data that will benefit both teachers and students. It is critical to understand the perspective (experience) of students' engagement because the learning process occurs when students engage (Delahunty, Shea, & Stone, 2015). There have been a few studies on online learning engagement in writing courses. As a result, this study focuses on students' perspectives on learning engagement in a writing course.

1.2. Identification of The Problem

In an online writing environment, maintaining engagement can be challenging. As mentioned previously, online classrooms differ from face-to-face settings in both the atmosphere and the learning environment. Communication in an online course is different from communication in a face-to-face classroom. Furthermore, teachers and students cannot always communicate directly, so it is difficult for teachers to correctly evaluate students' behavioral, emotional, and cognitive skills. Although, as mentioned before, it is the behavioral, emotional, and cognitive factors of students that are crucial to their engagement during the learning process.

Furthermore, students are limited to interacting with each other, which affects their engagement in class. There are few studies that investigate EFL learners' engagement with online writing courses. Hence, this study examines students' perspectives on learning engagement in a writing course.

1.3. Limitation of The Problem

This study is limited to an undergraduate EFL student's perspectives on engaging in an online writing course. In this study, the researcher focuses on Argumentative Writing Coursework.

1.4. Formulation of The Problem

According to the problem statement, this study includes the questions that will be discussed:

- 1). How does an undergraduate EFL student perceive online learning engagement in writing coursework especially in the Argumentative Writing?

1.5. Objectives of The Study

The objective of the study is to analyze how an undergraduate EFL student perceives online learning engagement in writing coursework especially in the Argumentative Writing.

1.6. Significance of The Study

The result of this study aims to give a contribution to the English field empirically which provides new perspectives or new insights for teachers to open new ways to involve EFL students in online writing courses, especially in the Argumentative Writing course.

CHAPTER II

LITERATURE REVIEW

2.1. Online Language Learning

The concept of an online class is a new way for students to learn and improvise, especially in language classrooms. With advanced technology that allows teachers and students to communicate remotely, classes can take place virtually. In addition to technological advances, the development of the global world and the needs of students are also many reasons for creating the concept of online classes (Sun, 2014). The revolutionary educational concept permits teachers and students to communicate over distances and reduces costs and time for both parties (Delahunty, Shea, & Stone, 2015). Educators use learning applications or writing platforms for students in language classes as a learning tool (Blake, 2011).

Despite this, online language learning is still a major challenge for teachers and students. One of the most significant challenges teachers face in the EFL students (English as a Foreign Language) face is making efforts to increase their engagement with the target language, English (Yang, 2011). Whereas for the EFL students, the obstacles they have faced include: lack of communication that can cause misunderstanding between students and teachers, adapting to circumstances, poor time management, and lack of motivation (Delahunty, 2012). These obstacles arise when the internal and external factors are not supportive. While online courses are challenging for students, they have shown their lowest level of time management and motivation, which they should keep up with (Delahunty, Shea, & Stone, 2015). Sapp & Simon (2005) have found that 30% of EFL students are in their lowest grades in an online writing class. It is because many of them are unwilling to do online language learning (Kuyini, 2011). It can be challenging

for EFL students to understand the target language they are learning online due to the lack of innovation and motivation.

2.2. Online Learning Engagement

A successful learning process necessitates effective collaboration between teachers and students. As part of the learning process, teachers are responsible for creating instructional materials that encourage student involvement. According to Dewaele and Li (2021), teachers' enthusiasm can positively impact students' positive emotions, which leads to learning engagement. As a result, teachers must be involved directly in their students' learning for both students and teachers to reap mutual benefits (Delahunty, Shea, & Stone, 2015). Teachers and students play an active role in fostering effective learning engagement in the classroom. The most effective method of capturing student engagement is to combine their demonstrated behavior, emotions, and cognitive abilities, according to Fredricks, Blumenfeld, and Paris (2004). This student learning engagement must also occur from the start to reduce student barriers (Angelino & Natvig, 2009). Teachers can use these strategies to engage students in their learning progress.

In online learning, the effort to maintain student engagement is slightly different from conventional courses. It is because online courses have a unique challenge. Despite the special and appropriate design of online learning, students and faculty should be more self-disciplined and actively involved. One of the biggest challenges in teaching an online course is maintaining social integration between student-student and student-teachers (Barry, Buelow, & Rich, 2018). Research by Feldman (1994) supports this statement, indicating that academic involvement, involvement with faculty, and involvement with peers influence online learning stability. In other words, students are not directly involved with those. As a result, maintaining online learning to stay stable has become one of the biggest challenges for teachers and students. Despite this, Fredricks,

Blumenfeld, & Paris (2004) discovered three factors to consider when observing student engagement in online learning: behavioral, emotional, and cognitive. For every student, those three key aspects are critical to understanding. According to Luan, Hong, Cao, Dong & Hou (2020), these three key aspects can demonstrate how EFL learners handle tasks or stay focused in class. Furthermore, positive emotions can significantly contribute to EFL learners' learning. As described by Fredricks, et. al., 2004, behavioral engagement in students refers to their participation in both course work and final exams. Meanwhile, emotional engagement in students refers to students' affective response (e.g., happy, anxious, heavy, etc.) as well as their satisfaction with the learning activities and with teachers, peers, materials, and assignments. Cognitive engagement demonstrated how students complete their tasks with strategies to gain a deep understanding.

Moreover, Barry, Buelow, & Rich (2018) stated that the student process of online learning engagement could be more critical because of the interactions that happen in both asynchronous and synchronous classes. These explain why interaction is essential in conventional and online courses to build student engagement. Anderson, Archer, Garrison, & Rourke (2001) suggest three types of interactions that occur when online learning: teaching, social, and cognitive presence. It is a service provided by the teacher or the school to pay attention to the cognition and interpersonal processes of the students. Meanwhile, social presence is the ability of students to adapt and adjust themselves in class. This type of presence is evident in the relationships between students and their peers. Cognitive presence is about students' ability to build a relationship through ongoing communication. These three types of presence can liven up the classroom atmosphere so that students are involved with learning both synchronously and asynchronously. Bidjerano & Shea (2009) have found a 70% variation in scores in students' cognitive presence when online. Of that 70%, there is an increasing presence of teaching and social activities. Also, in the same case found

by Ansorge, Lear, & Steckelberg (2010), 30 online classes at Midwestern University have a significant reciprocal relationship with student community perspectives and learning engagement.

2.3. Theoretical Framework

As a result of a conceptual and empirical review, this study used Fredricks, Blumenfeld, and Paris (2004) and Delahunty (2012) as theoretical frameworks. In the first theory, Fredricks, Blumenfeld, & Paris (2004) found that student engagement in online learning is categorized by these three elements, behavioral, cognitive, and emotional. Having these three areas is essential for every student. As well as showing how EFL learners resolve their problems and endure in class, they also boost their learning process (Luan, Hong, Cao, Dong & Hou, 2020). According to Delahunty (2012), the researcher also used a theory that examined the obstacles to online language learning for EFL students. These obstacles include poor communication and motivation, poor time management, and the inability to adapt to changing circumstances. This study examined how an undergraduate EFL student perceived online learning in writing coursework, especially in the argumentative writing course, based on Fredricks, Blumenfeld, and Paris (2004) and Delahunty's (2012) theories.

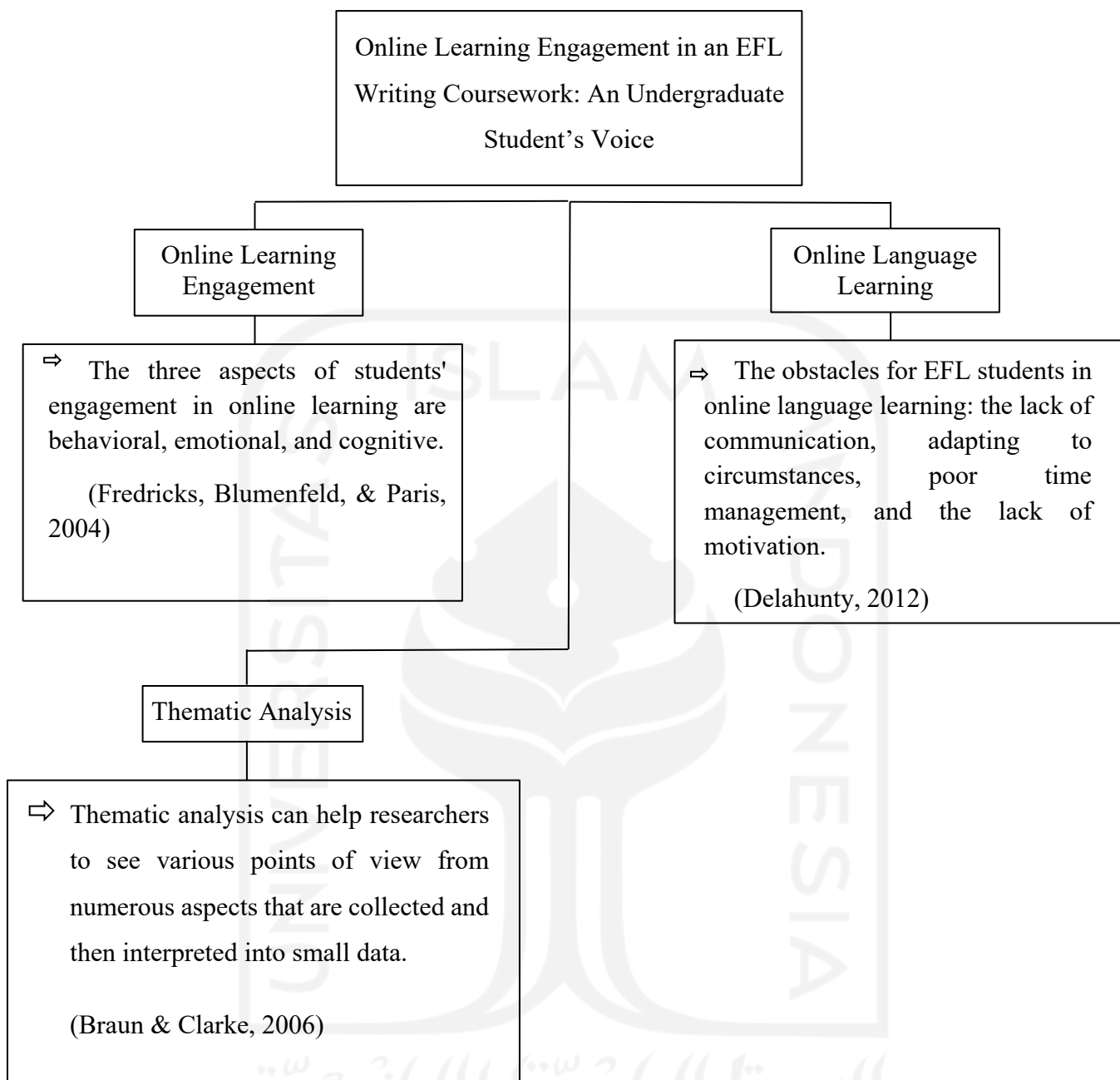


Figure 1. Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

It is extremely important to understand how an undergraduate EFL student experiences online language learning when writing coursework, particularly in Argumentative Writing, since this perspective provides further recommendations about student-teacher engagement for teachers and researchers (Delahunty, Shea, & Stone, 2015). Thus, the researcher uses a descriptive qualitative approach to summarize the data collected from the participant and present it in a comprehensive manner (Lambert & Lambert, 2012).

3.2. Data Preparation

3.2.1. Consent Form

Any research study that requires participant data must have the valid consent of the participants. Therefore, the researcher made a consent form containing the consent of the participants to obtain the study's results. Not only that but also contains information related to the research content that was being provided by the participant. This study requires a consent form from the participant who has been interviewed because the data trial has been taken through interviews and voice recording aids.

3.2.2. Data Sources

The sources of this data were any statement and utterance related to the problem of this research said by the participant during the interview. The data were obtained through a semi-scripted interview.

3.3. Instrument

The instrument for this study used an interview. The questions are

Table 1. Interview Questions

No	Construct	Operational definition	Components	Questions
1.	Online Learning Engagement	Fredricks, Blumenfeld, & Paris (2004) discovered three components of student engagement. Behavioral engagement refers to both students' participation in learning as well as their final assignments. In contrast, emotional engagement in students relates to students' affective responses (for example, being happy, anxious, difficult, etc.) or their satisfaction with the learning activities and their attitudes toward teachers, peers, or materials and tasks. While cognitive engagement can be seen in the way that students accomplish their tasks using the types of strategies that they use which lead to their deep understanding of the subject.	1. Behavioral engagement 2. Emotional engagement 3. Cognitive engagement	1. How did you participate in the online writing course and its final assignments? 2. How did you usually respond to your teachers, peers, materials, and assignments in the online writing course? 3. How well did you perform in quizzes/tests/examinations in the online writing course?

2. Online Language Learning	There are several obstacles EFL students have faced when learning a language online, including a lack of motivation and communication, inability to manage time, and a lack of adaptability (Delahunty, 2012).	<ol style="list-style-type: none"> 1. Lack of communication 2. Adapting to circumstances 3. Poor time management 4. Lack of motivation 	<ol style="list-style-type: none"> 1. How did you to communicate with your teachers in the online writing course? 2. How did you adapt to the online writing environment you have experienced so far? 3. How did you manage your time during the online writing course? 4. How did you maintain your motivation during the online writing courses?
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3.4. Setting and Participant

To provide a more in-depth understanding of students' experiences with online writing learning engagement, this study covered only one participant. In this study, the subject was a student of English Language Education semester 3 who was interested in developing writing skills and had some experience with them. During the first semester, Jane Doe (pseudonym) had been enrolled in writing courses. In other words, Jane Doe had studied writing skills for more or less two years. During semester 3, there was only one writing assignment, an argumentative writing course. During the Argumentative Writing coursework, it was stated that the task would be checked once a week at the end of the weak, according to the manuscript of the interview (see Appendix 3, Interview Transcriptions). Each week, Jane Doe will receive feedback from the

lecturer in order to assist her in completing the task that ought to be completed before the day of collection. Due to the constant feedback provided by her lecturer, she was able to minimize any errors on the task, resulting in a perfect assignment. This course consists of two types of tasks: the first is to provide an opinion on the question that has been posed. This one is for individual work. In the meantime, for collaborative work, the task was making outline with peers.

The Covid-19 virus forced Jane Doe to take distance education from home when she entered her 12th grade in high school, which completely changed the education system in Indonesia. Consequently, the Indonesian government required all students to participate in distance learning at home at that time. Furthermore, this policy is still in effect at several institutions in Indonesia, including the university where Jane Doe studied. Hence, it can be concluded that Jane Doe has been studying online for approximately 3 years.

According to the research title, the researcher chose participant because it is in accordance with the context of the study. It was noted that the Coronavirus was still present in 2020, which led to many countries, including Indonesia, choosing to quarantine themselves at home. Consequently, distance learning (online) is also possible in educational institutions. Prospective students who plan to continue their studies are required to begin their studies at their respective places. As a result, the student of 2020 is the ideal candidate for this study in order to achieve the desired results.

3.5. Data Collection

The data were collected through the interviews at a university. For the first step, the researcher looked for a participant who matches the research context. In the next step, the researcher contacted the participant in online (via WhatsApp) to introduce themselves and asked for permission to interview. After a series of contacting the participant, the researcher provided a

consent form as a letter of request for permission to conduct interviews with the participant to be part of the study. After that, the researcher and the participant agreed on the time to conduct the interview session. The data were collected and recorded by a voice recorder. These questions covered engagement during online learning. After the interview session was over, the data were transcribed as a result of this research.

3.6. Data Analysis

This study used thematic analysis to examine the data. According to Braun & Clarke (2006), thematic analysis can be used to identify, analyze, and display themes in the data. Its flexible nature can make it easier for the researcher to produce extensive and detailed research results. This method also presents six phases that can be followed to analyze the data. The first phase is familiarizing with the data that has been collected by re-reading and noting the most significant parts. In this phase, the researcher has already had some prior knowledge about the Argumentative Writing course. Hence, the researcher easily noted the relevant parts by re-reading them again before continuing to the next phase. After that, the data were transcribed and the codes were assigned. The next phase is to link the data to the codes, so it will be easier to locate. Afterward, the researcher needs to re-check the themes to ensure whether the codes are suitable or not. The fifth phase is defining the names of the themes. The last step is producing a report of data based on the themes.

3.7. Trustworthiness

To make valid data, a researcher needs to provide trusted sources. To test the validity of the results, the researcher used five criteria to evaluate this study (Lincoln & Guba, 1985). The first criterion is credibility. The researcher finds the truth in the participant's original data through

the correct interpretation. The second criterion is transferability which is how the researcher determines how the study's results have been applied to the different participants. The next one is the researcher used dependability to evaluate how well the participants' findings, the interpretation, and the implications of this study were handled by the data. The next step is conformity, which indicates that the study's findings are consistent with other studies. The last criterion is reflexivity on the part of the researcher. This type of criterion will help to avoid bias and prejudice. These several criterias have been followed by the researcher to support this data's validity.



CHAPTER IV

FINDINGS & DISCUSSION

This chapter presents the research finding followed by a discussion of the research finding.

4.1. Findings

The data were collected through semi-structured interviews. The researcher contacted Jane Doe for an interview that had been scheduled previously. The interview was conducted in person at a university. It consists of one section lasting 31 minutes and 35 seconds. There are 19 statements in the voice recorder that have been transcribed. The data was then analyzed by performing lexical coding by introducing 6 phases; familiarizing the data that have been collected by re-reading and noting the most important parts, transcribing the data & giving them the initial codes based on the construct (see **Appendix 3. Interview Transcriptions**), given the themes to the codes into the data so it can be easier to be found out, re-check the themes to ensure whether the codes are suitable or not, defining the name of themes, and produced the report of data based on the themes. On the below, there is the table of themes and coding to present the data.

Table 1. Themes and Coding

No	Frameworks	Code	Data Number	Theme	Sub Code
1.	Behavioral Engagement	BE	002 & 004	EFL Learners' Positive Emotions toward The Online Writing Courses	BE02 & BE04
			002 & 004	Intrinsic Motivation of The Importance of Writing Skills	BE02 & BE04
			003	The Power of Lecturer's Feedback in The Online Writing Course	BE03

2.	Emotional Engagement	ET	001 & 011	EFL Learners' Positive Emotions toward The Online Writing Courses	ET01 & ET11
			001 & 005	The Power of Lecturer's Feedback in The Online Writing Course	ET01 & ET05
			007 & 006	Performance during Teamwork	ET07 & ET06
3.	Cognitive Engagement	CT	001	The Power of Lecturer's Feedback in The Online Writing Course	CE01

The researcher concluded that four themes emerged from the 19 statements that had been transcribed previously. The first theme concerns the positive emotions experienced by an EFL student who took an online writing course. A second focus was on how students have their intrinsic motivations (self-awareness) for writing. Thirdly, the third theme dealt with the importance of lecturer feedback in the course of online writing. As part of the final theme, undergraduate students were asked to describe their performance during teamwork exercises.

Transcripts of the interview were written in Bahasa Indonesia, which was then translated into English and organized according to themes. The following is an example of an interview transcript that has been translated.

“During writing course, I tried to optimize my performance because I realize that writing skills are an essential thing for future work later. Additionally, this writing course has helped me in developing my writing skill because of my lecturer's feedback that I can apply in other writing activities. Besides, because I enjoy writing, that is why I thought that this writing course is an opportunity for me to improve my writing skills.”
(BE02, BE04 & ET01)

The participant's statement above contains the codes that were previously discussed. There were a number of codes mentioned by the researcher in the statement; BE02, BE04, and ET01. Because the codes were developed based on the research construct, the codes have been abbreviated as Behavioral Engagement (BE), Emotional Engagement (ET), and Cognitive Engagement (CE). In addition to the codes, the numbers that follow the codes are also coded in

accordance with the data number. It is assumed that BE02 stands for Behavioral Engagement data number 002, BE04 stands for Behavioral Engagement data number 004, and ET01 stands for Emotional Engagement data number 001 (see **Table 1. Themes and Coding**).

4.2. Discussion

4.2.1. EFL Learners' Positive Emotions toward the Online Writing Courses

Students' emotions are one of the essential parts of learning, especially for the EFL learner. According to Luan, Hong, Cao, Dong & Hou (2020), in online learning, the engagement of the EFL learner can be found in their behavioral, cognitive, and affective (emotions). Additionally, those three aspects can show how EFL learners solve their tasks or how they can endure in class. For the positive emotions, it can give a significant achievement for EFL learners in learning. This statement is also supported by the study of Oraif & Elyas (2021), EFL learners who have positive emotions in learning engagement through learning the class material can affect their behavioral and cognitive skills too.

Those positive emotions arise due to several factors, both internal and external. According to Buelow, Barry, & Rich (2018), the factors that make students who have enjoyed the learning process, are because they feel a connection in the class. The word connection means that they feel valued by their presence in the classroom, such as being given freedom of opinion, and also their contribution to work is appreciated. Moreover, there is interest and experience in writing skills, thus it makes EFL learners have positive emotions toward the writing class (Arendtsz, Bempechot, Li, Holloway, & Park, 2011).

“So I used to write some novels and articles in Bahasa Indonesia. I did that because I like writing. Right now, I join the EDSA (English Organization) where I am the leader of this organization. There, the writing should be in English.”
(ET11)

Based on the statement above, it shows that the participant has several experiences of writing. Those experiences have happened because Jane Doe's hobby is writing, so it appeared to be a positive emotion, which can lead to engaging in learning, especially in writing course. As mentioned before, these statements are amplified by research done by Arendtsz, Bempechot, Li, Holloway, & Park (2011), the factor that may engage students in learning is they already have an interest in it, and also have some experiences. Since Jane Doe already has those backgrounds and interests in writing, this also strengthens her engagement in writing courses. Thus, it can be said that this interest creates positive emotions that she brings to the writing course.

“I enjoy writing as much as I love learning the English language. Thus, I think it is great that there is a course which focuses specifically on improving our writing skills.”
(BE02, BE04 & ET01)

As we can see from the statement, Jane Doe is shown positive emotions when she is learning in writing course. The positive emotions themselves have three types, namely enjoyment, enthusiasm, and excitement (Cleveland-Innes & Campbell, 2012). As far as identified, Jane Doe shows positive emotions of enjoyment during the writing online course. This enjoyment appears because of the internal factor, which has an interest and experience in writing as the theory (Arendtsz, Bempechot, Li, Holloway, & Park, 2011) as mentioned before. Therefore, this positive emotion affects her behavioral and cognitive development in writing course and improves her writing skills.

4.2.2. Intrinsic Motivation of The Importance of Writing Skills

Writing skills are crucial in life. It affects learners' ability to find a job in the future. In other words, learners who have writing skills may boost their odds of success in the future (Durga & Rao, 2018). Therefore, building up a writing skill requires self-conscious writing to develop this skill (Overbeck, 1984). This also applies to Jane Doe in developing her writing skills.

“I always optimize my performance in the writing course. Starting from trying to finish the tasks, always attending every meeting, making discussions with my lecturer, is all I did to improve my writing skills. Moreover, the writing skills itself is required in the field of work. I can say that this writing course is helped me to develop my writing skills.”
(BE02 & BE04)

As we can see from the statement above, Jane Doe tries to optimize her engagement in the writing class through behavioral, emotional, and cognitive engagement. As discussed previously, students who show an effective reaction to the learning activities, teachers, peers, assignments, and materials approach the course positively (Barry, Buelow, & Rich, 2018 & Yang, 2011). Meanwhile, behavioral and cognitive engagement refers to students’ participation and how they solve problems to complete their tasks, so does Jane Doe optimize her performance in the writing course to improve her writing skills. Additionally, it becomes one of the reasons for Jane Doe’s engagement in learning in the writing course. She realizes that her writing skill required for her future career. Hence, she optimizes her performance in the writing course to sharpen her writing skills.

4.2.3. The Power of Lecturer’s Feedback in The Online Writing Course

Another theme that can be identified from the data is the power of the lecturer’s feedback. Feedback is a response to an assessment of the results of assignments taken from various sources to serve as an indication of developing tasks to the fullest (Mulliner & Tucker, 2015). Therefore, it is one of the essential parts of an effective learning to build up students’ fundamentals. The word effective means the feedback is consistent and prompt (Poulos & Mahony, 2008).

“So on the due date of the assignment, the content that has been made is already impeccable because I always minimize the errors based on my lecturer’s feedback. So that is why I always optimize my performance to get my lecturer’s feedback every week.”
(BE03, ET01 & CE01)

“I always feel enthusiastic when I get feedback from my lecturer. It is because the feedback that was given helped me to complete the tasks. Additionally, she always gave positive feedback such as telling in the right way if there was something less precise in the essay. Furthermore, the way she delivered the feedback is easy to understand.”
(ET05)

Based on those statements, Jane Doe feels helped by the feedback from her lecturer. Moreover, that feedback sharpens her writing skills in the online writing course. It is clarified that the type of feedback of the participant's lecturer is consistent, positive, and understandable. According to Mulliner & Tucker (2015) and Poulos & Mahony (2008), the characteristics of effective feedback are consistent, prompt, specific, encouraging, motivating, building up comprehension, personal to the student, and simple to understand. In addition, effective feedback is how students comprehend and apply it, not only focusing on one point (e.g., discussing too specific a topic) instead of covering general points (Mulliner & Tucker, 2015), as the participant's lecturer did to Jane Doe in the writing course.

This effective feedback that was given also influenced the cognitive engagement of Jane Doe in class. As Barry, Buelow, & Rich (2018) and Yang (2011) stated that cognitive engagement refers to how students evaluate their tasks. In other words, the participant tried to communicate with her lecturer about what difficulties that she has been through. Furthermore, because of the consistent, positive, and easy-to-understand feedback from the participants' lecturer, Jane Doe was able to develop her writing skills by minimizing errors so that it would later become a perfect job. This is evidence that feedback is defined as a major role in effective learning that can help students develop about future work. Additionally, Poulos & Mahony's (2008) in their research suggests that feedback is indeed intended to guide students towards learning goals, as well as students' fundamentals in improvising their abilities, especially writing skills.

4.2.4. Performance during Teamwork

The last theme identified was student performance and interaction with their peers during classroom teamwork. During the learning process, teamwork plays an important role in improving student's performance and facilitating peer communication. This can be useful for students'

training for work later on (Riebe, Roepen, Santarelli, & Marchioro, 2010). However, teamwork has often been complicated in an online classroom setting, especially when students have to interact with each other because of a lack of communication and contribution, and also procrastination made by students (Duong, Nguyen, Warren, & Wildman, 2021). In addition, the researcher collected data regarding the participant's performance in teamwork.

“There is one moment when one of my team members does not participate in online discussion. They are present but turned off the camera and mic and also **did not respond when we called them. Their behavior hindered our teamwork** Meanwhile, **I and the other team members did our job to write on the Gdoc**. Through the Google Docs history, the lecturer will be able to see who contributed and who did not. We wish each of us to have a good record in the assignment, but one of the members did not respond well. What annoyed me the most is that when the lecturer moved the discussion to a zoom meeting, that one particular member would respond if the lecturer called them.”

(ET07)

“My classmates and I actually have known each other since our first semester. However, we still feel **awkward** when doing online group work in writing class.”

(ET06)

According to her statements, the participant has difficulty communicating with her team members online. As mentioned previously, group work in the online classroom has often faced obstacles to communication and contribution, especially among team members (Duong, Nguyen, Warren, & Wildman, 2021). It also was confirmed by the fact that Jane Doe had problems with her teamwork. It becomes a hindrance for her when all team members do not participate in the assignment. Additionally, even though she has known her peers for each other, Jane Doe still feels awkward when there is an assignment with teamwork in an online environment. By Konak, Kulturel-Konak, & Cheung (2018), students in online classes lack a positive attitude toward interacting with peers, especially during teamwork. Therefore, collaborative learning in the online classroom does not work as well as in face-to-face classroom settings (Konak, Kulturel-Konak, & Cheung, 2018). Nevertheless, Jane Doe keeps engaged in teamwork, as evidenced by a statement

such as "I and the other team members did our jobs to put together the Gdoc" (ET07). In her statement, Jane Doe mentioned that she keeps trying to be part of a team. It is proven that she engages well in the online writing course because she has already had a foundation in behavioral, emotional, and cognitive engagement.



CHAPTER V

CONCLUSION & SUGGESTION

5.1. Conclusion

Based on the discussion, this study highlights that participant engages in behavioral, emotional, and cognitive engagement in the online writing course. From the point of view of the participant, she optimized her performance well in the online writing course. It is because she has the self-intrinsic motivation and some experience in writing which is becoming positive emotion every time she heads to the online writing course. Moreover, the effectiveness of the feedback given by the lecturer makes it helpful for her to develop herself in writing. Even though she had some obstacles when doing teamwork among her peers in the setting of the online classroom, Jane Doe kept trying to complete the task. It is because she has already had foundations of behavioral, cognitive, and emotional engagement. In conclusion, this research found that there are four themes regarding the EFL perspective in the context of the online writing classroom. Those are EFL learners' positive emotions toward online writing courses, students' intrinsic motivation for the importance of writing skills, the power of the lecturer's feedback in the online writing course, and students' performance during the teamwork. These answer the questions as formulated in the research background about how EFL students perceive online learning engagement in writing course.

5.2. Recommendation & Suggestions

In the context of EFL learners in the online writing course, these findings imply that EFL learners who still engage well in online learning tend to behave well when involved in online collaboration in writing courses. Under some conditions, EFL learners should have the foundation

of behavioral, emotional, and cognitive engagement. As mentioned before, students who have the intrinsic motivation for writing create positive emotions toward the online writing course. Also, the effectiveness of the lecturer's feedback is one of the keys to learning engagement. However, this research is still limited to students' perspectives in one of the higher institutions in Indonesia. Thus, for further studies, extended perceptions from the contextually-diverse teacher's side will enrich the studies on online learning engagement in EFL writing courses.



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APPENDICES

Appendix 1. Consent Form



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Soekiman Wirjosandjojo
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FORMULIR PERSETUJUAN PARTISIPASI RISET

Judul Riset:

Online Learning Engagement in EFL Writing Course: A Student's Voice

Terima kasih telah membaca lembar Ringkasan Informasi Riset. Jika Anda berkenan berpartisipasi, silakan melengkapi dan menandatangani formulir di bawah ini. Beri tanda silang dalam kotak (*check box*) di bawah ini untuk mengonfirmasi bahwa Anda setuju pada setiap pernyataan:

Saya mengonfirmasi bahwa saya telah membaca dan memahami lembar Ringkasan Informasi Riset dan telah memiliki kesempatan untuk mengajukan pertanyaan.

Saya mengerti bahwa keikutsertaan saya bersifat sukarela dan bahwa saya bebas untuk menarik diri dari riset ini kapan saja sebelum 7 hari sejak wawancara, tanpa memberikan alasan dan tanpa ada konsekuensi negatif. Selain itu, jika saya tidak ingin menjawab pertanyaan atau pertanyaan tertentu, saya bebas untuk menolak.

Saya setuju bahwa wawancara ini direkam dalam format audio melalui aplikasi voice recorder. Saya mengerti bahwa rekaman yang dibuat dari wawancara ini hanya akan digunakan untuk menganalisis dan bahwa kutipan wawancara tersebut, yang darinya saya tidak akan diidentifikasi secara pribadi, dapat digunakan dalam presentasi konferensi, laporan atau artikel jurnal yang dikembangkan sebagai hasil dari riset. Saya mengerti bahwa tidak akan ada penggunaan lain dari rekaman tanpa izin tertulis dari saya, dan bahwa tidak ada seorang pun di luar tim peneliti akan diizinkan mengakses rekaman asli. Saya mengerti bahwa tanggapan saya akan dijaga kerahasiaannya.

Saya setuju untuk ambil bagian dalam wawancara ini.

Jika Anda menghendaki kerahasiaan identitas, beri tanda silang dalam kotak di bawah ini:

Saya menghendaki nama saya tidak akan ditautkan dengan materi riset (*anonymous participant*), dan tidak akan diidentifikasi dalam laporan yang dihasilkan dari riset. Saya setuju bahwa data anonim saya akan disimpan untuk tujuan riset di masa depan seperti publikasi yang terkait dengan riset ini setelah selesainya riset.

Yogyakarta, 18 Maret 2022

Peneliti



Muthiah Qatrunnida

Partisipan

Jane Doe (pseudonym)

Salinan: Setelah ditandatangani dan diberi tanggal oleh semua pihak, peserta harus menerima salinan Formulir Persetujuan Partisipasi Riset serta salinan lembar Ringkasan Informasi Riset.



Appendix 2. Permit Letter



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
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W. fpsb.uii.ac.id

Nomor : 590/DEK/70/DURT/III/2022
Hal : Jawaban Izin Pengambilan Data Skripsi

Kepada :
Yth. Ibu Anandayu Suri Ardini, S.S., M.A
Dosen Pembimbing Skripsi FPSB
Universitas Islam Indonesia
Yogyakarta

Assalamu'alaikum Warahmatullahi Wabarakatuh

Teriring doa dan pengharapan baik dari kami, semoga Saudara dalam menjalankan amanah senantiasa diberikan kemudahan dan keberkahan oleh Allah *Subhanahu wa Ta'ala*.

Memperhatikan surat Saudara nomor 512/DPS/70/DURT/III/2022 tanggal 18 Maret 2022 tentang Izin Pengambilan Data Skripsi, bagi mahasiswa :

Nama : Muthiah Qatrunnida
NIM : 18322089
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Psikologi dan Ilmu Sosial Budaya

Judul Penelitian : Online Learning Engagement in EFL Writing Class: A Student's Voice.
dengan ini kami menyampaikan bahwa pada prinsipnya kami memberikan izin pelaksanaan penelitian kepada mahasiswa tersebut, dengan catatan:

1. Apabila dilakukan dengan tatap muka/luring wajib memperhatikan protokol kesehatan Covid-19
2. Dalam pelaksanaan penelitian/pengambilan data tidak mengganggu kegiatan proses belajar mengajar atau kegiatan administrasi di unit terkait.

Demikian pemberitahuan kami sampaikan, atas perhatiannya disampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Yogyakarta, 25 Sya'ban 1443 H
28 Maret 2022 M

Dekan

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

Tembusan:

1. Sdr. Muthiah Qatrunnida

Appendix 3. Interview Transcriptions

Interviewer: Muthiah Qatrunnida

Participant: Jane Doe (student)

Time: 19 March 2022

Place: one of Universities in Indonesia

Length of interview: 31 minutes 35 seconds

Coding and Themes

Element of Learning Engagement	Code	Sub-element	Sub Code
Behavioral engagement	BE	1. Always attended class	BE01
		2. Optimizing performance in class	BE 02
		3. Applying the lecturer's feedback so can minimize the mistakes/errors	BE03
		4. Self-awareness of the importance of English writing skills in the ability that participant has	BE04
Emotional engagement	ET	1. Helped by feedback from the lecturer	ET01
		2. Feel easy to follow the online classes	ET02
		3. Anxious at the first meeting	ET03
		4. Easy to do assignments because of the lecturer's strategies in class.	ET04

		5. Always feel the positive vibes/energy in the writing classes	ET05
		6. Feel awkward towards teamwork when online learning writing assignments	ET06
		7. Feel difficult when one of a member team does not participate	ET07
		8. Feel easy to do group work when team members are willing to cooperate	ET08
		9. Free express oneself by writing about how the feels during the online writing courses	ET09
		10. Enjoyable when there is a task in the form of self-expression (opinion) in the writing	ET10
		11. Have great interests and some deep experience in writing skills	ET11
Cognitive engagement	CE	1. Complete tasks with predetermined targets	CE01
		2. Communicate with the lecturer	CE02

		3. Focus on salient points to make it easier to search for more specific data	CE03
		4. Asked peers to help each other with tasks that are difficult to understand	CE04

Themes	Subcodes
1. EFL learners' positive emotions toward the online writing courses	BE01, BE02, BE04, ET01, ET02, ET04, ET05, ET09, ET10, ET11, CE02
2. Self-awareness/intrinsic motivation of the importance of writing skills	BE01, BE02, BE04, ET01, ET05, ET09, ET10, ET11, CE01, CE04
3. The power of lecturer's feedback in the online writing course	BE03, BE04, ET01, ET04, ET05, CE03
4. Performance in carrying out teamwork	BE04, ET04, ET06, ET07, ET08, CE02, CE04

Data Number	Interview	Data Reduction	Coding	Sub Coding
001	<p>M: oke, kita masuk ke pertanyaan pertama ya. Terkait behavioral engagement, jadi untuk pertanyaan ini maksudnya adalah di kelas Argumentative Writing semester lalu, seberapa berpartisipasi nya kamu dalam mengikuti kelas tersebut? Apakah di tiap kelas tersebut, kamu selalu hadir atau gimana? Lalu dalam pengerjaan tugasnya, kamu sendiri ngerjainnya gimana?</p> <p>J.D: jadi kalau untuk kehadiran, alhamdulillah saya selalu menghadiri kelas tersebut (BE01), dari awal sampai akhir. Jadi kan kalo tugas dari dosen dalam Argumentative Writing itu kami bertahap tugasnya. Setiap minggu akan di cek progres nya. Misalnya dalam satu semester itu, kita targetnya ngerjain dua essay yang sudah ditentukan sama dosen, gitu. Jadi setiap minggu akan ada progres yang di upgrade. Alhamdulillah selama ngerjain tugas, itu benar-benar berpartisipasi nya juga</p>	<ol style="list-style-type: none"> Behavioral engagement refers to students' participation in both learning and final assignments Emotional engagement in students refers to students' affective response (i.e. happy, anxious, difficult, etc) or students' satisfaction with the learning activities and towards teachers, peers, or materials and assignments Cognitive engagement refers to how students complete their tasks with the types of strategies they use which is heading to their deep knowledge. 	<p>BE (Behavioral Engagement)</p> <p>ET (Emotional Engagement)</p> <p>CE (Cognitive Engagement)</p>	<p>(BE01) Always attended class.</p> <p>(BE02) Optimizing performance in class.</p> <p>(BE03) Applying the lecturer's feedback so can minimize the mistakes/errors.</p> <p>(BE04) Self-awareness of the importance of English writing skills in the ability that participant has.</p> <p>(ET01) Helped by feedback from the lecturer.</p> <p>(ET02) Feel easy to follow the online classes.</p> <p>(ET03) Anxious at the first meeting.</p> <p>(ET04) Easy to do assignments because of the lecturer's strategies in class.</p> <p>(ET05) Always feel the positive</p>

<p>002</p>	<p>maksimal (BE02). Karena kan kami juga harus upgrade progres juga kan, jadi tiap minggu itu akan dapat feedback dari dosen. Jadi sebisa mungkin, misal target minggu ini kami harus menyelesaikan targetnya sampai c, maka kami harus menyelesaikannya sampai c juga. Jadi walaupun essay nya itu belum selesai utuh, tapi setidaknya kami sudah memaksimalkan target mingguan agar nantinya tahu respon atau feedback dari dosen itu seperti apa .</p> <p>M: berarti yang selalu ditunggu-tunggu itu adalah responnya dari dosen tersebut ya</p> <p>J.D: iya betul. Jadi nanti ketika sudah mendapatkan respon, di akhir pengumpulan essay, bentuknya sudah sempurna karena selalu meminimalisir kesalahan dari awal berdasarkan feedback nya dosen. Jadi untuk partisipasinya benar-benar dimaksimalkan gitu karna tiap minggu ada feedback dari dosen (BE03 & ET01, CE01).</p> <p>M: berarti ga pernah skip ya?</p>		<p>vibes/energy in the writing classes.</p> <p>(ET06) Feel awkward towards teamwork when online learning writing assignments.</p> <p>(ET07) Feel difficult when one of a member team does not participate.</p> <p>(ET08) Feel easy to do group work when team members are willing to cooperate.</p> <p>(ET09) Free express oneself by writing about how the feels during the online writing courses.</p> <p>(ET10) Enjoyable when there is a task in the form of self-expression (opinion) in the writing.</p> <p>(ET11) Have great interests and some deep experience in writing skills</p> <p>(CE01) Complete tasks with</p>
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003	<p>J.D: ga pernah, alhamdulillah</p> <p>M: karena mungkin kalian juga antusias ketika dosen selalu memberikan responnya dan melihat progres kalian dari yang terkecil sampai terbesar</p>			<p>predetermined targets.</p> <p>(CE02) Communicate with the lecturer.</p> <p>(CE03) Focus on salient points to make it easier to search for more specific data.</p>
004	<p>J.D: iya benar. Dan karena online juga, jadi gampang diikuti kelasnya jadi ga ada titip absen atau segala macam (ET02). Kalo misalnya skip kelas tanpa alasan yang jelas juga, menurut saya itu kurang etis gitu ya</p> <p>M: oke, paham-paham. Berarti kalau untuk tugas, kamu selalu mengerjakan ya?</p>			<p>(CE04) Asked peers to help each other with tasks that are difficult to understand.</p>
005	<p>J.D: iya, benar. Tapi pernah sekali saya ketinggalan update mingguan karena ada kesulitan di pencarian data akan sub topik yang saya pilih. Nah jadi tuh, sub topik nya terlalu umum sehingga data nya itu luas banget sedangkan dosen minta nya yang lebih spesifik yang benar-benar bisa dipertanggung jawabkan untuk pengerjaan essay, gitu. Jadi waktu itu saya pernah ketinggalan target mingguan sekali karena kesusahan dalam pencarian data. Waktu itu memang tugasnya</p>			

<p>006</p>	<p>adalah di bagian data. Karena komunikasi di kelas itu bagus, jadi saya ngomong ke dosen nya kalau saya kesusahan dalam mencari data di bagian ini (CE02). Saya minta solusi nya gimana, akhirnya dosen saya pada waktu itu memberikan solusi untuk fokus ke beberapa point yang memang menonjol sehingga data nya pun juga tidak terlalu general dan gampang untuk memperoleh data, gitu (CE03). Dan alhamdulillah akhirnya selesai sebelum pertemuan selanjutnya.</p> <p>M: oke, kita masuk ke emotional engagement. Nah ini kan terkait respon siswa. Pertanyaannya adalah bagaimana respon kamu ketika mengikuti kelas Argumentative Writing semester lalu?</p> <p>J.D: iya, jujur awal semester sebelum mulai pembelajaran, kami kan dijelaskan terkait Argumentative Writing itu bagaimana. Nah, waktu pas dijelaskan introduction Argumentative Writing nya itu, saya mikir, kok susah ya. Karena kan kalo Argumentative itu harus didukung dengan data-data yang valid, harus tahu juga</p>			
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<p>007</p>	<p>pandangan masyarakat terhadap suatu topik ini bagaimana, gitu. Sementara yang waktu itu saya pikirkan itu adalah jika suatu hari dapat topik yang kritis, bakal kesusahan di tengah-tengah (ET03). Cuman karena dosen Argumentative Writing saya membagi tiap step itu perminggu, jadi termasuk tergolong ringan untuk dikerjakan (ET04). Sehingga karena ringan tadi itu, jadi semangat aja mengikuti kelas nya. Saya antusias banget ketika menunggu feedback dari dosen saya, karena feedback-feedback beliau bersifat membangun kalau bagi saya. Nah jadi kan essay nya pun jadi cepat selesai, gitu</p> <p>M: karena feedback dari beliau juga positive ya?</p> <p>J.D: positive. Kalaupun kita ada melakukan semacam dosen merasa itu kurang tepat, beliau memberi tahu cara yang lebih baik untuk kita dan cara penyampaiannya itu enak didengar dan mudah dipahami (ET05).</p> <p>M: nah lalu ketika awal semester, beradaptasi dengan teman-teman bagaimana? Kalian kan</p>			
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008	<p>daring ya, suasananya pasti berbeda dengan luring kan. Boleh diceritakan?</p> <p>J.D: oke, kalau untuk teman-teman di kelas writing itu, kami sudah mengenal satu sama lain dari semester 1 walaupun tidak semuanya. Cuman memang terasa sih kak, kalau untuk kelas daring itu garing banget. Maksudnya untuk kelas writing sendiri, sering juga tugas kelompok tapi bukan semacam misal kami harus menyelesaikan satu essay yang bentuknya dikerjakan berkelompok, itu bukan. Tapi lebih ke semacam bikin outline, nah nanti outline nya itu yang berkelompok. Itu pun kelompoknya berdasarkan breakout room (ET06). Nah, ada moment dimana kelompok saya tu ngebantu banget. Misal, biasanya dalam satu pertemuan itu target yang diberi dosen saya harus selesai dalam membuat outline karena juga, satu kelompok itu biasanya berisi 4-5 orang gitu, nah harusnya selesai kan. Tapi kadang ada juga moment dimana teman saya udah off cam, off mic, dipanggil ga nyahut-</p>			
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009	<p>nyahut tuh, nah biasanya moment seperti itu cukup menghambat tugas tadi.</p> <p>M: iya, benar-benar. Karena kalian kan juga kerjasama ya</p> <p>J.D: iya, benar. Jadi kan kita ngerjainnya di google docs, nah di google docs itu dosen akan lihat siapa-siapa aja nih yang ngerjain. Nah, kan supaya kita serentak dapat nilai bagus berlima, tapi teman yang satu ini tidak ada respon tapi begitu dosen melakukan pengecheck-an di breakout room, pas dipanggil namanya, dia nyahut. Nah, jadi kan kita kesal ya kak (ET07). Tapi alhamdulillah nya, yang seperti itu sekali aja sih karena memang saya tahu anaknya introvert gitu, yang cukup sulit berinteraksi, gitu. Tapi untuk yang lainnya ngebantu banget sih, jadi kayak satu pertemuan itu kita selesai nya lebih cepat (ET08). Lalu juga kadang sama dosen saya itu dibuat semacam suatu website yang isinya perasaan-perasaan kami selama mengikuti kelas writing gitu. Itu asik banget suasananya. Nah itu bakal moment antara teman yang satu dengan</p>			
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010	<p>teman lainnya berasa banget. Karena jadinya kayak bercandaan semua gitu kan (ET09).</p> <p>M: oke, lalu terkait cognitive engagement ini kan menceritakan tentang performa murid dalam mengerjakan tugas, boleh diceritakan lebih lanjut terkait ini?</p> <p>J.D: jadi, di dalam kelas writing itu kan tidak hanya membuat essay aja ya, ada banyak. Tapi ada tugas lain yang berkaitan dengan essay, misal kayak kita disuruh ngejawab soal, nanti ada essay sebuah essay dan kita menjawab pertanyaan-pertanyaan terkait essay tersebut. Itu juga menurut saya itu seru. Karena menurut saya tugasnya gampang. Memang kalau dibanding dengan jaman SMA dulu, jelas lebih susah yang sekarang cuman entah mungkin karena topik nya yang menarik, atau karena pertanyaannya itu mengasah critical thinking kami. Pertanyaan-pertanyaannya itu biasanya yang berbentuk pendapat kami (ET10).</p> <p>M: berarti kamu memang senang dengan tugas yang menuangkan pendapat kamu ya?</p>			
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<p>011</p>	<p>J.D: iya benar. Jadi kita gak susah-susah mencari prove kan. Gak susah-susah cari data dan kalau jawaban pendapat itu kan antara benar atau salah itu kan kembali lagi pada soalnya. Beda kalau misalnya jawabannya itu harus straight forward benar gitu. Jadi nya kalau gitu lebih khawatir, kalau salah gimana. Kalo pendapat kan kembali kepada kita sendiri.</p> <p>M: I see. Lalu untuk yang terkait motivasi, sebelumnya kamu sudah menjelaskan tentang performa kamu di kelas sampai komunikasi antar dosen bagaimana. Mungkin karena memang dosennya juga memberikan positive vibes ke mahasiswanya, dari situ kamu dapat menyeimbangkan motivasi kamu untuk selalu mengikuti kelas dan mengerjakan tugas juga ya</p>			
<p>012</p>	<p>J.D: iya, mungkin untuk tambahan, karena saya sendiri itu suka banget sama menulis. Jadi awalnya nulis nya masih pakai bahasa Indonesia. Sering dulu buat-buat novel, artikel terus di publish gitu. Nah, sekarang ini kebetulan ikut EDSA ya. Di EDSA itu, saya nge-handle writing club. Kalau</p>			

	<p>writing club itu kan kami nulis nya pasti dalam Bahasa Inggris (ET11). Jadi memang kenapa untuk di kelas writing sendiri, saya memaksimalkan waktu yang ada untuk performa dalam kelas writing, dari mulai memaksimalkan menyelesaikan tugas, hadir di setiap pertemuan, diskusi dengan dosen, itu juga sebagai pengembangan diri saya sendiri di skill writing khususnya. Terus dalam bidang kerja apapun, writing skill itu dibutuhkan kan ya kak. Jadi sebenarnya untuk kelas writing sendiri, itu cukup membantu saya dalam writing skill development karena memang aspek-aspek yang diajarkan dosen saya itu bisa saya terapkan di kegiatan atau event lainnya. Jadi memang saya enjoy banget dengan dunia menulis ditambah lagi suka Bahasa Inggris, jadi kan kayak ini kesempatan bagus gitu bahwa ada kelas yang fokus writing, jadi nya jikalau nanti dihadapi sama keadaan yang harus nulis dalam Bahasa Inggris, itu kita sudah gak kaget lagi (BE02, BE04, & ET01). Sering juga belajar</p>			
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bareng dengan teman-teman yang di kelas Argumentative Writing tadi kalau ada tugas yang susah. Banyak dari mereka ide nya bagus-bagus, data nya cepat dapat (CE04), tapi memang ada beberapa kali repetisi. Jadi kan kalau di writing itu kendala nya, coherence. Coherence itu susah ya untuk mengurutkan antar satu tulisan dengan lainnya agar sepadu itu susah. Untuk mencapai vocabulary yang memang kita bisa expand itu bukan hal yang gampang gitu. Tapi di kelas dosen writing saya ini semua ada solusinya. Jadi memang, di samping keberhasilan dosen writing saya dalam mengajar di kelas, saya menikmati ini karena memang sudah menjadi hobi. Itu sih yang memotivasi terbesar gitu.