

**A SURVEY OF INDONESIAN HIGH SCHOOL STUDENTS' PERCEPTIONS OF  
LEARNING ENGAGEMENT IN A LANGUAGE CLASSROOM**

**A THESIS**

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



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2024**

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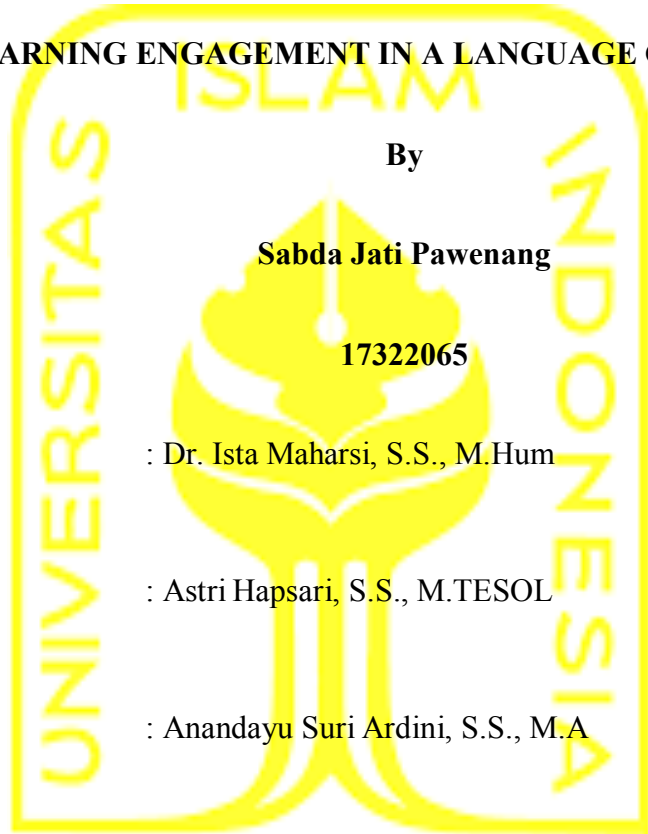
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## STATEMENT OF WORK'S ORIGINALITY

I declare honestly that this thesis was written entirely by me. This thesis does not contain other people's work, except those that are quoted and used as appropriate references in a scientific work.

Yogyakarta, 24 July 2024

The writer



Sabda Jati Pawenang

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## MOTTO

*"It is what it is."*

*"Earth from the outer space is full of emptiness, and you are the one who could kill all this emptiness."*

Tigapagi – The Way

*"Don't you worry for being alone, 'cause you'll find a good one."*

The Milo – Don't Worry for Being Alone

## **DEDICATION**

I dedicate this thesis to myself, my beloved parents, all my lectures and my friends who always support me and motivate me.

## ACKNOWLEDGEMENT

*Alhamdulillah Rabbil 'Aalamiin*, all praise and thanks be to Allah Subhanahu wa Ta'ala, the Most Gracious the Most Merciful. Who has given the writer strength, patience, and guidance in completing this thesis.

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Sabda Jati Pawenang

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## ABSTRACT

This study was conducted to identify Indonesian high school student's perception of learning engagement in a language classroom by students at a private high school in Indonesia. A survey study was employed by adapting the Four Aspect of Student Engagement Questionnaire (FASEQ) from Reeve and Tseng (2011). The questionnaire consists of 22 items. In conducting this study, SPSS and Microsoft Excel were used to analyze the data to obtain descriptive statistics calculation. The participants were 33 students in a 11<sup>th</sup> grade at a Private High School. They were selected as respondents because they already have one year of learning experience at the school, also they are familiar with the environment and feel the various kinds of learning situations that occur in the school. The sampling method used is convenience sampling. Based on the findings, it can be concluded that students feel more engaged in the classroom through the behavioral and emotional engagement points offered by the teacher. The highest score revealed in item number 7 with mean (M=6.33) and standard deviation (SD=0.77), and the lowest score presented in items number 2 with mean (M=4.12) and standard deviation (SD=1.23). Further research is recommended to explore learning engagement further and to use a larger sample size to enhance the broader relevance of the findings.

*Keywords: Student's perception, learning engagement, EFL, FASEQ, agentic engagement*

# CHAPTER 1

## INTRODUCTION

This chapter consist of Background of the Study, Formulation of the Problem, Objective of the Study, and Significance of the Study.

### 1.1 Background of the Study

In education, engagement is a key aspect because it is needed in the learning process. Hu and Kuh (2001) stated that student engagement refers to how much dedication and work students in learning activities in order to achieve desired outcomes. Along with Krause (2005), he stated usage of engagement as the energy, time and, resources toward activities it can improve students in learning activity especially at universities.

Active participation in school by students is referred to as student engagement. Studies of Marks (2000) show the importance of student engagement. It shows a psychological process including students' attention, interest, investment, and effort in the learning process so it can be an advantage on students, teachers, and schools. Generally, engagement students have positive attitudes, enthusiasm, energy, and commitment in doing their responsibilities as students (Schaufeli et al., 2002), and students can demonstrate a strong commitment to following school regulations.

Moreover, Dharmayana (2012) provides that emotional competence and active engagement in school have a positive impact on student performance. Both of these factors are important to receive attention and pressure simultaneously in efforts to improve academic achievement of superior students, meaning that by increasing students' emotional competence, it will be able to increase student involvement in schools that have a direct role in student academic achievement. In their study, Fauzie and Primana (2012) discovered a positive relationship between the fulfilment of the need for competence and student involvement in learning process. Similarly, Utami and Kusniyati (2015) found a relationship between student engagement and learning achievement. They found that low student engagement correlated with low academic achievement. On the other hand, high student engagement can improve learning achievement too.

Several studies have been conducted in Indonesia to examine student engagement. However, research on the perceptions of Indonesian high school students on learning engagement is still limited in number. Therefore, further research is needed to identify the perceptions of Indonesian high school students on learning engagement in a language classroom

## **1.2 Formulation of the Problem**

What is the Indonesian high school student's perception of learning engagement in a language classroom?

## **1.3 Objective of the Study**

To identify Indonesian high school student's perception of learning engagement in a language classroom.

## **1.4 Significance of the Study**

The significances of the study are to give a contribution, especially about Indonesian high school student's perception of learning engagement in a language classroom. This research is expected to bring benefits by providing information for further study on student engagement and by assisting in the creation of effective strategies for teachers to improve the instructional process.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Student Engagement

It cannot be denied that student engagement is an important factor to be success and effective in learning process. Student engagement means the participation of students in classroom learning activities, affection, emotion and, cognition to improve student learning outcomes and development (Trowler, 2010). In line with Reeve (2005), student engagement refers to the level of behavior, emotional quality, and personal effort from students who active in learning activities.

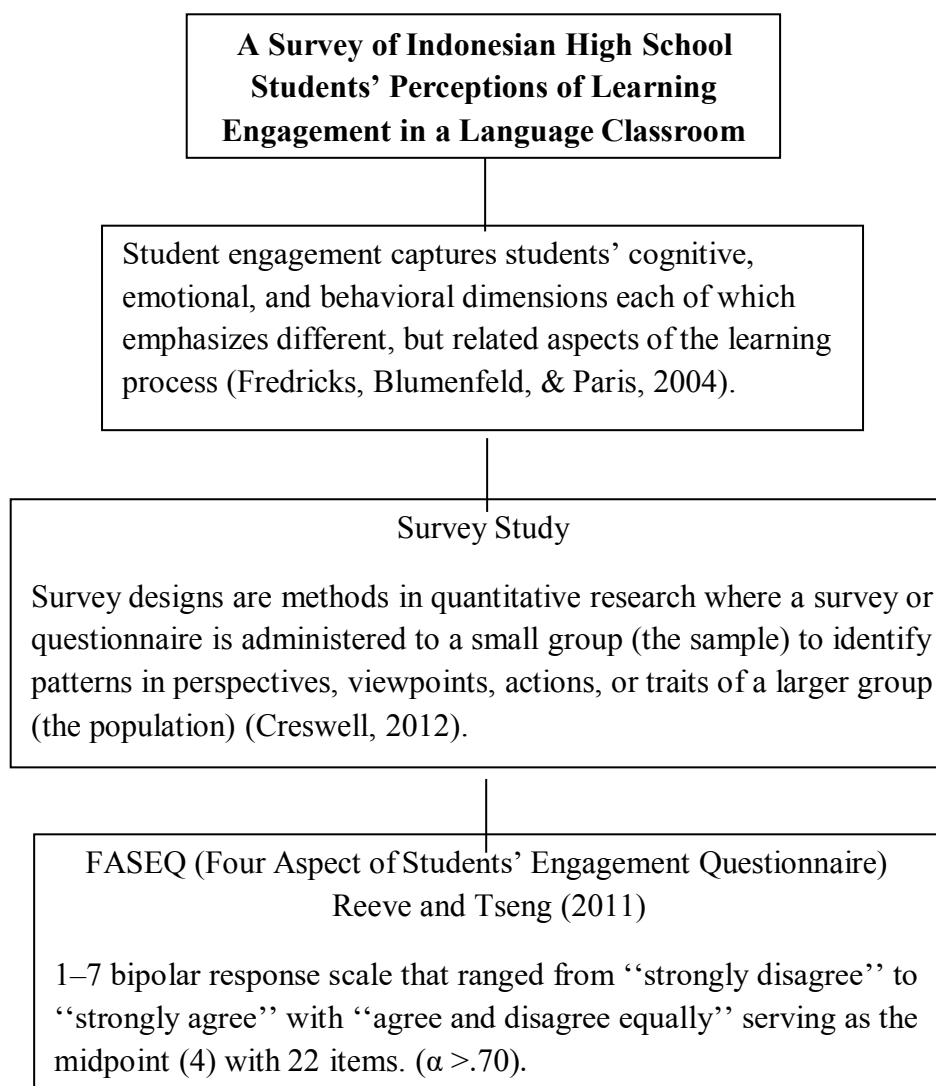
According to Trowler (2010), student engagement divided into three dimension such as behavioral, emotional, and cognitive. Behavioral engagement can be defined as participation or involvement with learning activities. Behaviorally engaged students would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior. Thus, behavioral engagement is observable through students' adherence to school rules, completion of assigned tasks, and active participation in school activities. Then emotional engagement can be in the form of emotional involvement with teachers or other students, as well as in the learning process. Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. The emotions displayed by students in emotional engagement can range from students' affective reactions in the classroom including attraction, boredom, pleasure, sadness, annoyance and anxiety. Then cognitive engagement can be considered as a desire to put forth effort to be able to grasp complex ideas and master difficult skills. Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would enjoy challenge. It means the students will make an effort in their learning. Cognitive engagement can range from memorizing what is taught in class to using self-regulated learning strategies to develop understanding of the material being studied and difficult skills.

Similar to the dimensions mentioned earlier, Reeve and Tseng (2011) introduced another dimension of student engagement, known as agentic engagement. They conceptualized agentic engagement as "students' active contribution to the flow of instruction they receive" (Reeve & Tseng, 2011, p. 258). For example, during the

learning progress, students might offer input, express a preference, offer a suggestion or contribution, ask a question, communicate what they are thinking and needing.

Student engagement also has an influence on the academic achievement of students. Students' engagement occurs when students are motivated so they learn actively in class. There are various ways to increase student motivation and involvement, including giving rewards and also giving praise. Firdaus (2015) states that the use of praise would influence students' positive engagement if it was given properly. Also, the teachers are suggested to choose, develop, or may be create the praise that are considered could provide the effective learning and match with the students' interest in order to motivate the students to actively contribute to the teaching learning process.

## 2.2 Theoretical Framework



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research methodology that contains research design, data preparation, research participant, data collecting technique, and data analysis.

#### **3.1 Data preparation**

The aim of this study is to examine Indonesian high school students' perceptions of learning engagement in a language classroom at a private high school in Indonesia. This research was designed as a survey study, which provides a quantitative description of a population's trends, opinions, or attitudes by studying its sample (Creswell, 2014).

#### **3.2 Population and Sample**

The participants of this study were 11th grade students at a private high school. The population consisted of 33 students from 11th grade. They were selected as respondents because they already have one year of learning experience at the school, also they are familiar with the environment and feel the various kinds of learning situations that occur in the school. The researcher had a limited number of respondents due to time constraints caused by the upcoming school exams that the students had to take. In this study, researcher use convenient sampling. According to Alvi (2016), convenient sampling is a non-probability sampling technique where the sample is drawn from a part of the population that is close to hand, readily available, or convenient to access.

#### **3.3 Data Collecting Techniques**

The researcher collected data by distributing a questionnaire link to each student in four classes at a high school in Yogyakarta. Initially, the researcher contacted one of the English teachers. After obtaining approval, the researcher handled the permission letter with the academic division, then delivered the letter to the school's academic department. Once approved, the researcher contacted the teacher again to request participation in the class and asked for about 5-10 minutes to explain the content of the questionnaire and how to fill it out.

##### **3.3.1 Instrument**

In this study, data were gathered using a questionnaire. Meanwhile, Statistical Package for the Social Sciences (SPSS) and Microsoft Excel were used to identify data from students.

The researcher used a questionnaire to collect data in this study. The questionnaire was adapted from Reeve and Tseng (2011), and it is called the Four Aspects of Student Engagement Questionnaire (FASEQ). The questionnaire was employed to measure four aspects of engagement in the classroom. The FASEQ consists of 22 items, and contains four factors, agentic engagement (Five items), behavioral engagement (Five items), emotional engagement (Four items), and cognitive engagement (Eight items).

Questionnaire items designed to evaluate the four dimensions of engagement:

<b>Items to assess agentic engagement</b>	
1.	During class, I ask questions
2.	I tell the teacher what I like and what I don't like
3.	I let my teacher know what I'm interested in
4.	During class, I express my preferences and opinions
5.	I offer suggestions about how to make the class better
<b>Items to assess behavioral engagement</b>	
6.	I listen carefully in class
7.	I try very hard in school
8.	The first time my teacher talks about a new topic, I listen very carefully
9.	I work hard when we start something new in class
10.	I pay attention in class
<b>Items to assess emotional engagement</b>	
11.	I enjoy learning new things in class
12.	When we work on something in class, I feel interested
13.	When I am in class, I feel curious about what we are learning
14.	Class is fun
<b>Items to assess cognitive engagement</b>	
15.	When doing schoolwork, I try to relate what I'm learning to what I already
16.	When I study, I try to connect what I am learning with my own experiences
17.	I try to make all the different ideas fit together and make sense when I study

18.	I make up my own examples to help me understand the important concepts I study
19.	Before I begin to study, I think about what I want to get done
20.	When I'm working on my schoolwork, I stop once in a while and go over what I have been doing
21.	As I study, I keep track of how much I understand, not just if I am getting the right answer
22.	If what I am working on is difficult to understand, I change the way I learn the material

*Note.* See Appendix 2 for Indonesian translation

The FASEQ consists of 22 items on a 7-point unipolar response scale, each statement is rated by the participant on a scale of one point (strongly disagree) to seven points (strongly agree). The data scale used in this questionnaire is the unipolar response scale, with scoring techniques as follows:

Response Scale	
Unipolar	
1	Strongly disagree/extremely unlikely
2	Disagree/unlikely
3	Slightly disagree/slightly unlikely
4	Either
5	Slightly agree/slightly likely
6	Agree/likely
7	Strongly agree/extremely likely

In this research, the questionnaire was adapted from Reeve & Tseng (2011). Participants can administer the survey of Indonesian High School Students' Perceptions of Learning Engagement through an online Google Form. The researcher will visit schools,

then request assistance from school teachers to distribute the questionnaire link through WhatsApp groups and personal chats.

### 3.3.2 Validity & Reliability of The Instrument

In quantitative study, Validity is a visual representation of a concept. Validity is a term used to describe something that is adequate and valid for measuring data.

Furthermore, the validity of instruments was calculated using SPSS 26. Based on the results of the calculation of the validities of the FASEQ that consists 22 items are as follows:

**Table 3.3 Validity Test**

<b>Items</b>	<b>Pearson Correlation</b>	<b>R-Table 5% (N=33)</b>	<b>Criteria</b>
SP.1	0.566	0.344	Valid
SP.2	0.596	0.344	Valid
SP.3	0.599	0.344	Valid
SP.4	0.676	0.344	Valid
SP.5	0.468	0.344	Valid
SP.6	0.728	0.344	Valid
SP.7	0.649	0.344	Valid
SP.8	0.758	0.344	Valid
SP.9	0.719	0.344	Valid
SP.10	0.763	0.344	Valid
SP.11	0.745	0.344	Valid
SP.12	0.740	0.344	Valid
SP.13	0.703	0.344	Valid
SP.14	0.574	0.344	Valid
SP.15	0.636	0.344	Valid

SP.16	0.663	0.344	Valid
SP.17	0.711	0.344	Valid
SP.18	0.687	0.344	Valid
SP.19	0.655	0.344	Valid
SP.20	0.550	0.344	Valid
SP.21	0.545	0.344	Valid
SP.22	0.623	0.344	Valid

As stated by Machali (2015) defines that the calculated value is used to make a valid decision. (Pearson Correlation) > R-table of 0,344 (N =33). Thus, 22 of the questionnaire items are valid.

Meanwhile, Sujarweni (2019) defines that If the Cronbach alpha value is more than 0.6, the questionnaire can be confirmed reliable. Based on the SPSS 26 output below, the Cronbach alpha value is 0.929 of the total 22 items. This indicates that the questionnaire items are highly reliable.

**Table 3.4 Reliability test**

**Case Processing Summary**

		N	%
Cases	Valid	33	100.0
	Excluded <sup>a</sup>	0	.0
	Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.929	22

### 3.4 Data Analysis Technique

The data analysis technique uses the computational calculation program of SPSS Statistics 25 and Microsoft Excel 365. Descriptive statistics, including frequencies, means, and standard deviations, were calculated to summarize the participants' responses to the FASEQ. These descriptive analyses can help identify Indonesian high school student's perception of learning engagement in language classrooms. Data obtained from the analysis through the following steps:

- a. Reviewed the FASEQ questionnaire
- b. Adapted FASEQ as the instrument and translated into Bahasa Indonesia
- c. Checked the translated items
- d. Checked validity of FASEQ Indonesian Version
- e. Checked reliability of FASEQ Indonesian Version
- f. Distributed 22 items questionnaire to (33) 11<sup>th</sup> high school students through Google Form
- g. Used Microsoft Excel 365 and SPSS 26 to analyse the questionnaire data into a Standard Deviation and Mean in the statistical package

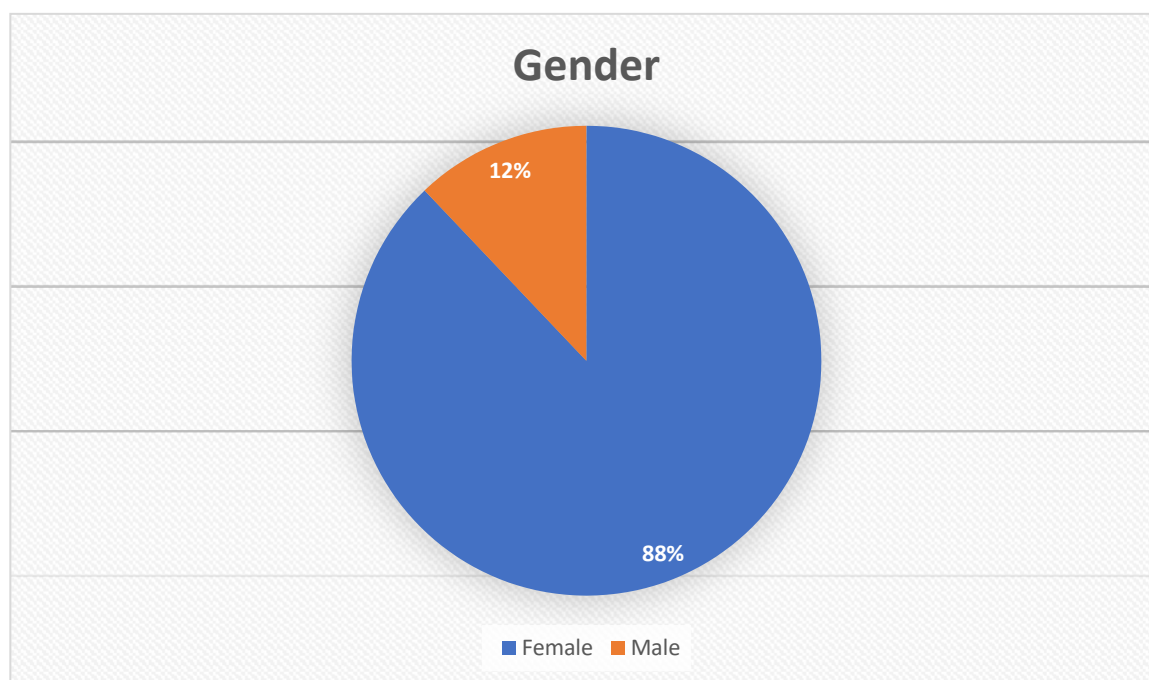
## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to identify the Indonesian high school student's perception of learning engagement in language classrooms at a private high school in Indonesia.

### 4.1 Research Finding

The questionnaire consists of participants' personal information and students' answers regarding the four aspects of engagement. The data results regarding the participants' personal information are as follows:

**Figure 4.1 Chart of Participant's Gender**



The questionnaire was completed by a total of 33 students. According to the statistics in Figure 4.1, the data result, female participants dominated with 29 participants or 88% of the total participants, and male participants dominated with 4 participants or 12% of the total participants.

**Figure 4.2 Chart of Participant's Age**

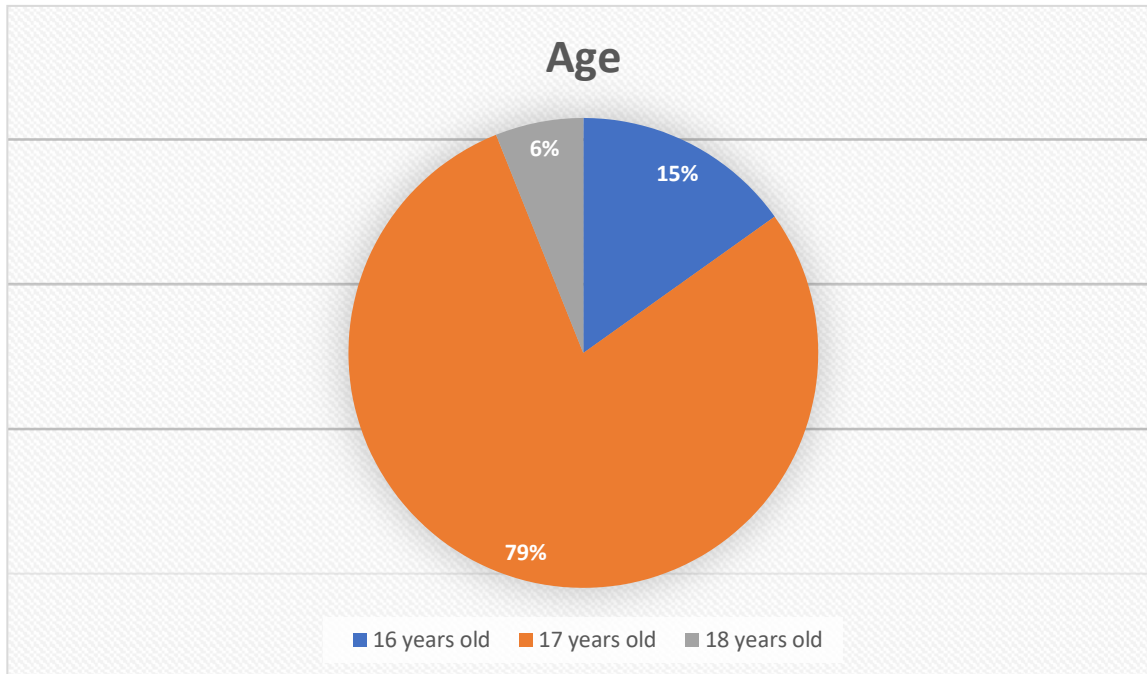


Figure 4.2 showed that the majority of participants are 17 years old with 26 participants or 79% from the total participants. Meanwhile, 5 participants or 15% from total participants are 16 years old, and 2 participants or 6% from total participant are 18 years old.

**Figure 4.3 Result of Each Item**

No.	Items	Means (M)	Standard Deviation (SD)
1.	During class, I ask questions	4,78	1,38
2.	I tell the teacher what I like and what I don't like	4,12	1,43
3.	I let my teacher know what I'm interested in	4,87	1,53
4.	During class, I express my preferences and opinions	4,75	1,36

5.	I offer suggestions about how to make the class better	4,78	1,29
6.	I listen carefully in class	5,87	0,92
7.	I try very hard in school	6,33	0,77
8.	The first time my teacher talks about a new topic, I listen very carefully	6,12	0,99
9.	I work hard when we start something new in class	5,87	1,02
10.	I pay attention in class	5,90	0,91
11.	I enjoy learning new things in class	6,09	0,91
12.	When we work on something in class, I feel interested	5,63	1,14
13.	When I am in class, I feel curious about what we are learning	5,84	0,87
14.	Class is fun	5,30	1,13
15.	When doing schoolwork, I try to relate what I'm learning to what I already	5,90	0,94
16.	When I study, I try to connect what I am learning with my own experiences	5,84	1,03
17.	I try to make all the different ideas fit together and make sense when I study	5,36	1,14
18.	I make up my own examples to help me understand the important concepts I study	5,75	1,14
19.	Before I begin to study, I think about what I want to get done	5,66	1,26
20.	When I'm working on my schoolwork, I stop once in a while and go over what I have been doing	5,66	1,10
21.	As I study, I keep track of how much I understand, not just if I am getting the right answer	5,42	1,29
22.	If what I am working on is difficult to understand, I change the way I learn the material	5,48	1,25

Based on the result above, it presents the highest score is in number 7 with mean (M=6.33) and standard deviation (SD=0.77) (I try very hard in school). Secondly, it founds in number 8 (The first time my teacher talks about a new topic, I listen very carefully) with mean (M=6.12) and standard deviation (SD=0.99) and the third one shows in number 11 with mean (M=6.09) and standard deviation (SD=0.91) (I enjoy learning new things in class). At the same time, the least score appearances in number 2 with mean (M=4.12) and standard deviation (SD=1.23) (I tell the teacher what I like and what I don't like).

## **4.2 Discussion**

The main aim of the current study was to determine the student's perception of learning engagement in language classrooms. Based on the results of the research conducted on a number of second-year students at a private high school in Yogyakarta, it can be concluded that students feel more engaged in the classroom through the behavioral and emotional engagement points offered by the teacher.

The first dimension is agentic engagement, which itself comprises five items: During class, I ask questions with a mean (M) of 4.78 and a standard deviation (SD) of 1.38; I tell my teacher what I like and what I don't like, with a mean (M) of 4.12 and a standard deviation (SD) of 1.43; I let my teacher know what I am interested in, with a mean (M) of 4.87 and a standard deviation (SD) of 1.53; I express my preferences and opinions, with a mean (M) of 4.75 and a standard deviation (SD) of 1.36; and I offer suggestions about how to make the class better, with a mean (M) of 4.78 and a standard deviation (SD) of 1.29. Agentic engagement itself refers to students taking ownership of their learning, setting goals, and actively seeking out opportunities to further their knowledge and skills. In other words, agentic engagement itself represents the involvement or contribution of learners in the learning process, including their curiosity that drives them to ask questions, express preferences, provide feedback and suggestions, and request explanations or clarifications from the instructor (Reeve and

Shin, 2020).

The second dimension is behavioral engagement, which itself comprises five items, namely: I listen carefully in class, with a mean (M) of 5.87 and a standard deviation (SD) of 0.92; I try very hard in school, with a mean (M) of 6.33 and a standard deviation (SD) of 0.77; The first time my teacher talks about a new topic, I listen very carefully, with a mean (M) of 6.12 and a standard deviation (SD) of 0.99; I work hard when we start something new in class, with a mean (M) of 5.87 and a standard deviation (SD) of 1.02; and I pay attention in class, with a mean (M) of 5.90 and a standard deviation (SD) of 0.91. Active involvement and proper conduct in classroom activities define behavioral engagement. Studies indicate that effective communication between teachers and students can enhance students' confidence and willingness to learn, as demonstrated by the research of Pennington and Richards (2016). Behavioral engagement yielded the highest scores in this study with 2 items, specifically: "I try very hard in school", with a mean (M) of 6.33 and a standard deviation (SD) of 0.77, and "The first time my teacher talks about a new topic, I listen very carefully", with a mean (M) of 6.12 and a standard deviation (SD) of 0.99.

The third dimension is emotional engagement, which comprises four items, namely: I enjoy learning new things in class, with a mean (M) of 6.09 and a standard deviation (SD) of 0.91; When we work on something in class, I feel interested, with a mean (M) of 5.63 and a standard deviation (SD) of 1.14; When I am in class, I feel curious about what we are learning, with a mean (M) of 5.84 and a standard deviation (SD) of 0.87; and Class is fun, with a mean (M) of 5.30 and a standard deviation (SD) of 1.13. Emotional engagement pertains to students forming emotional connections with the learning process, content, and their peers. Studies show that emotional engagement significantly impacts student development in the teaching and learning process. Azkarai and Kopinska (2020) state that the closeness between students and teachers has a substantial influence. Emotional engagement yielded the second highest

scores in this study with 1 item, as follows: “I enjoy learning new things in class” with mean (M) of 6.09 and a standard deviation (SD) of 0.91.

The final dimension is cognitive engagement, which comprises eight items, specifically: When doing schoolwork, I try to relate what I’m learning to what I already know, with a mean (M) of 5.90 and a standard deviation (SD) of 0.94; When I study, I try to connect what I am learning with my own experiences, with a mean (M) of 5.84 and a standard deviation (SD) of 1.03; I try to make all the different ideas fit together and make sense when I study, with a mean (M) of 5.36 and a standard deviation (SD) of 1.14; I make up my own examples to help me understand the important concepts I study, with a mean (M) of 5.75 and a standard deviation (SD) of 1.14; Before I begin to study, I think about what I want to get done, with a mean (M) of 5.66 and a standard deviation (SD) of 1.26; When I’m working on my schoolwork, I stop once in a while and go over what I have been doing, with a mean (M) of 5.66 and a standard deviation (SD) of 1.10; As I study, I keep track of how much I understand, not just if I am getting the right answer, with a mean (M) of 5.42 and a standard deviation (SD) of 1.29; and If what I am working on is difficult to understand, I change the way I learn the material, with a mean (M) of 5.48 and a standard deviation (SD) of 1.25. Cognitive engagement involves students actively processing information, utilizing critical thinking skills, and making connections to deepen their understanding. Cognitive engagement is similar to motivational engagement, which refers to students' focus on the teacher and the learning process, as well as the efforts they make to complete the tasks assigned by the teacher. Studies indicate that 'when the students put their effort into the tasks, it also meant that they were cognitively engaged during classroom activities' (Christenson, Reschly, & Wylie, 2012).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

The purpose of this study is to identify Indonesian high school students' perceptions of learning engagement in language classrooms at a private high school in Indonesia. Based on the data analysis, the researcher found that in this classroom, many students were more engaged behaviorally and emotionally, as evidenced by the highest results from the conducted research, specifically item 7 (I try very hard in school) with a mean (M) of 6.33 and a standard deviation (SD) of 0.77, item 8 (The first time my teacher talks about a new topic, I listen very carefully) with a mean (M) of 6.12 and a standard deviation (SD) of 0.99, and item 11 (I enjoy learning new things in class) with a mean (M) of 6.09 and a standard deviation (SD) of 0.91. This study indicates that a considerable number of students in this class are engaged both behaviorally and emotionally, a factor that contributes positively to their learning outcomes. This aligns with the findings of Feng and Hong (2022), who emphasized the importance of behavioral engagement, such as active participation and effort in class, for achieving academic success. Furthermore, it is consistent with the findings of Sadoughi & Hejazi (2021), who highlighted the significance of emotional engagement in EFL classrooms, stated that students who feel supported and experience positive emotions are more motivated and achieve higher learning outcomes in EFL contexts.

#### **5.2 Suggestion**

The current study provides several recommendations for future research. Firstly, due to the limited research on learning engagement in Indonesia, the researchers suggest that future studies should explore this area further. Additionally, given the insufficient number of respondents in studies conducted by researchers, it is recommended that future researchers seek a sufficiently large sample size. Subsequently, the findings from such studies can be utilized by educators to develop and implement more effective learning strategies for students.

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## APPENDIX

### 1. Validity Test

Items	Pearson Correlation	R-Table 5% (N=33)	Criteria
SP.1	0.566	0.344	Valid
SP.2	0.596	0.344	Valid
SP.3	0.599	0.344	Valid
SP.4	0.676	0.344	Valid
SP.5	0.468	0.344	Valid
SP.6	0.728	0.344	Valid
SP.7	0.649	0.344	Valid
SP.8	0.758	0.344	Valid
SP.9	0.719	0.344	Valid
SP.10	0.763	0.344	Valid
SP.11	0.745	0.344	Valid
SP.12	0.740	0.344	Valid
SP.13	0.703	0.344	Valid
SP.14	0.574	0.344	Valid
SP.15	0.636	0.344	Valid
SP.16	0.663	0.344	Valid
SP.17	0.711	0.344	Valid
SP.18	0.687	0.344	Valid
SP.19	0.655	0.344	Valid
SP.20	0.550	0.344	Valid
SP.21	0.545	0.344	Valid
SP.22	0.623	0.344	Valid

## **2. Four Aspects of Student Engagement Questionnaire (FASEQ)**

<b>Items to assess agentic engagement</b>	<b>Item untuk menilai keterlibatan agen.</b>
During class, I ask questions	Selama kelas berlangsung, saya mengajukan pertanyaan
I tell the teacher what I like and what I don't like	Saya menyampaikan tentang apa yang saya suka dan apa yang saya tidak suka kepada guru saya
I let my teacher know what I'm interested in	Saya memberi tahu guru saya apa yang saya minati
During class, I express my preferences and opinions	Selama kelas berlangsung, saya menyampaikan pilihan dan pendapat saya.
I offer suggestions about how to make the class better	Saya menawarkan saran tentang bagaimana membuat kelas menjadi lebih baik
<b>Items to assess behavioral engagement</b>	<b>Item untuk menilai keterlibatan perilaku.</b>
I listen carefully in class	Selama kelas berlangsung, saya mendengarkan dengan saksama.
I try very hard in school	Saya berusaha sebaik mungkin di sekolah
The first time my teacher talks about a new topic, I listen very carefully	Ketika pertama kali guru saya berbicara tentang suatu topik yang baru, saya mendengarkan dengan cermat.
I work hard when we start something new in class	Saya bekerja keras ketika kita memulai sesuatu yang baru di kelas.
I pay attention in class	Saat kelas berlangsung, saya memperhatikan.
<b>Items to assess emotional engagement</b>	<b>Item untuk menilai keterlibatan emosional.</b>
I enjoy learning new things in class	Saya senang mempelajari hal-hal yang baru di kelas.
When we work on something in class, I feel interested	Ketika kami mengerjakan sesuatu di kelas, saya merasa tertarik.
When I am in class, I feel curious about what we are learning	Ketika kelas berlangsung, saya merasa ingin tahu tentang apa yang sedang dipelajari.

Class is fun	Kelas terasa menyenangkan.
<b>Items to assess cognitive engagement</b>	<b>Item untuk menilai keterlibatan kognitif.</b>
When doing schoolwork, I try to relate what I'm learning to what I already	Ketika sedang mengerjakan tugas sekolah, saya mencoba untuk menghubungkan apa yang saya pelajari dengan apa yang sudah saya ketahui.
When I study, I try to connect what I am learning with my own experiences	Ketika saya belajar, saya mencoba untuk menghubungkan apa yang saya pelajari dengan pengalaman saya sendiri.
I try to make all the different ideas fit together and make sense when I study	Ketika saya sedang belajar, saya mencoba untuk menggabungkan semua ide yang berbeda dan masuk akal.
I make up my own examples to help me understand the important concepts I study	Saya membuat contoh sendiri untuk membantu saya memahami konsep penting dari apa yang saya pelajari.
Before I begin to study, I think about what I want to get done	Sebelum saya mulai belajar, saya berpikir tentang apa yang saya ingin selesaikan
When I'm working on my schoolwork, I stop once in a while and go over what I have been doing	Ketika saya sedang mengerjakan tugas sekolah, sesekali saya berhenti dan meninjau kembali apa yang telah saya kerjakan.
As I study, I keep track of how much I understand, not just if I am getting the right answer	Ketika saya belajar, saya mencatat seberapa banyak yang telah saya pahami, bukan hanya sebatas ketika saya mendapatkan jawaban yang benar
If what I am working on is difficult to understand, I change the way I learn the material	Jika apa yang saya kerjakan terasa sulit untuk dipahami, saya mengubah cara saya untuk mempelajari materi pembelajaran tersebut.