

II INSTRUCTIONAL DESIGN

STUDENTS' ENGAGEMENT IN ENGLISH ONLINE LEARNING USING WHATSAPP MEDIA

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Abstract

The change from the offline to online learning raises the issue of how student engagement is revealed in the context of EFL. Based on this, this study aims to analyze the types of student engagement shown by EFL students in online learning via WhatsApp at one of senior high school in Garut. To achieve this goal, a qualitative reasearch was conducted in the form of a case study design with a total of one class of 3rd grades of senior high school in Garut. The data collection technique used in this study was non-participant observation which was carried out for two meetings. The result reveals that there are three types engagement are found, namely cognitive engagement, behavioral engagement, and affective engagement, and the most dominantly type is cognitive engagement. However, the three types of student engagement were only shown by a few students who were involved during the learning process. It means that it can be categorized that student engagement in online learning using WhatsApp is uneven and also very low. As an implication, teachers must be able to get all students to engage in conversations on WhatsApp. In addition, teachers also have to build students emotions during the learning process because this type of engagement is not found in students. Therefore, the teachers are expected to investigate strategies and also ways to make all students more engaged in online learning on WhatsApp media.

Keywords: *Online Learning, Student Engagement, WhatsApp*

INTRODUCTION

Active student involvement in online learning is very important. Through the active involvement of students, it is hoped that the online learning process will take place effectively (Susilawati & Supriyanto, 2020). According to Dabbagh and Ritland (2005), online learning is an open and decentralized learning system that uses educational tools (educational support), enabled through the internet and network-based technology to interact with meaningful behavior. Online learning provides flexibility for students to find the most convenient place to learn (Smedley, 2010). This situation should make it easier for students to participate in class because the relaxed environment is supposed to aid students in comprehending the information and participating actively in the learning process (Dhawan, 2020).

Student engagement in this study refers to students' activeness and participation that is shown in online-based learning through WhatsApp in the learning process. Student engagement is the phenomenon of student participation in effective practices which take place on inside and outside the classroom and tend to possible outcomes (Kuh et al 2007, cited in Trowler 2010). According to Fredericks et al. (2004) and Appleton, J. J. (2008), student engagement consists of four types, they are behavioral engagement, emotional engagement, cognitive engagement, and affective engagement. *Behavioral engagement* refers to students' positive behavior. This involvement appears in the activity of students in teaching and learning activities in the classroom, such as asking the teacher, discussing in class, paying attention when the teacher explains and obeying the rules that apply in class. *Emotional engagement* is an affective reaction that is raised by students in class. This affective reaction is manifested in feelings of pleasure, sadness, anxiety, boredom, and

interest in learning in class. *Cognitive engagement* focuses on the involvement of student in paying attention to teacher explanation when delivering english material, having the willengness to try to answer questions, trying to understand and master material. *Affective engagement* refers to the extent to which students interact with teachers and their friends in the school environment, and students have a sense of belonging to the school and being part of the school.

In teaching and learning process during the Covid-19 pandemic, the teacher offers a solution for using WhatsApp as a learning media. It has been shown that Whatsapp media is currently widely used by various groups, especially students. As study conducted by Kristina, Sari, & Nagara (2020) found there are 87,2% students who use WhatsApp as learning media because it is practically and easy to used by both teachers and students. WhatsApp provides features that allow students and teachers to interact online either individually or in group discussions. Discussion groups allow them to communicate, discuss, post photos, recordings, and more (Hanisi, Utami, Sulisworo & Risdiany, 2018). Therefore, the teacher can arrange all the activities so that the students can improve their English language skills during the class activities.

However, the use of WhatsApp as a learning media has several challenges that occur to teachers and students. According to Widad (2021); Nugroho, Ilmiani, & Rekha (2020), stated that these challenges are: First, the difficulty of accessing the internet connection was felt by both teacher and students especially in rural areas. It was in line with Muslimin and Harintama (2020) finds that most of student often occurred challenge the stability of internet connection (50%) because their house are located in remote or hilly areas that made signals unable to be transmitted normally to their hand phone. Second, checking students' attendance is quite time-consuming because the teacher must wait for each response. As Asmara (2020) states there is no feature in WhatsApp that indicates the number of participants who were attending the class from the beginning of the session hour to the end of the course. Therefore, it took a long time just to check the attendance of students. Third, students difficult to understand the material given because of too much material, and the teacher does not give in-depth explanations. As study conducted by Salsabila, Tirtanawati, & Purnama (2021) found there are 8,7% students that challenges misunderstanding the materials and 30,4% of students' said that the lecturers did not explain the material in detail. Fourth, the capacity of each student's cellphone, which means when their cellphones are slow (low capacity) it will be difficult to save the subject matter sent by the teacher. It is line with Wijaya (2018) states that 4% students have problems with memory storage arose. Finally, the students also faced the emergence of boredom and saturation in the online learning process implemented thus far. The students felt saturated or bored when carrying out online learning due to the lack of variation in learning such as the presence of images, sounds, and text as material explanations (Amiroh, 2020 Cite in Tirtanawati & Salsabila, 2021). In conclusion, using WhatsApp as an educational media has some limitations in the learning process.

Concerning this, online learning using WhatsApp media has been explained by previous studies. Most of them researched the implementation using WhatsApp application as a media in teaching English and the researchers found the result that it has a positive impact on students; there were significant differences for students before and after using WhatsApp. It supports to improve student's English skills in four aspects, namely speaking, writing, reading, and listening. (Afsyah, S, 2019; Wahyuni, S., & Febianti, K. 2019; Setyowati, Y. 2019; Safitri, L. A. 2021; Fauzi, I. 2021; Manan, N. A. 2017; Fatimah, S., Nurmanik, T., & Herlina, H. 2020; Handayani, E. T. & Aminatun, D. 2020;). Besides that, WhatsApp is also easy to use and provides easier and faster communication between teachers and students, so that can be attractive learning and can make students more enthusiastic (Nurazizah, H., Friatin, L. Y., & Sugiarto, B. R. 2019; Linda, L., & Ri'aeni, I. 2018; Wibowo, H., Yauri, A. M., & Hasanah, U. 2022; Afifah, A. 2021; Albogami, A., & Algethami, G. 2022; Nuraeni, C., & Nurmalia, L. 2020; Muh. Fajar & Anisa Irma Larasati 2021). Furthermore, another study found the effectiveness of learning using WhatsApp that enough accommodating and facilitating well to manage the instructions given by the teacher while online teaching. Online learning using WhatsApp can produce achievements and improve students' grades so that students are more confident in

learning English (Fattah, S. F. E. S. A. 2015; Abdulkhaleq Hassan 2018; Ahmed, S.T. S. 2019; Mona M. Hamad 2017; Sanaz Jafari & Azizeh Chalak, 2016). Other studies have also found that WhatsApp can increase students' motivation in learning English as a foreign language (listening, speaking, reading, writing, vocabulary, spelling, and grammar) and reduced anxiety students when learning (Mahayati, P. I. 2022; Kaid Mohammed Ali, J., & Rashad Ali Bin-Hady, W. 2019). In addition, (Wibowo, H., Yauri, AM, & Hasanah, U. 2022; Afifah, A. 2021) found positive perceptions about the use of WhatsApp media but some obstacles hinder learning, especially in writing and pronunciation practice, but obstacles can be overcome.

From the numerous studies above, it is found that most of them focused on implementation, motivation, learning effectiveness, and students' perceptions of using WhatsApp as a learning media. This means that studies on students' engagement related to the use of WhatsApp as a learning media are still few. Therefore, this study is aimed to discuss further students' engagement in English online learning using WhatsApp media. This study will be conducted to analyze students' engagement in English online learning based on their conversations using the semantics of interaction analysis, so this study wants to study further by conducting research with the title "Students' Engagement in English Online Learning Using Whatsapp Media".

METHODS

This research is a qualitative descriptive research in the form of a case study. The research subjects were 28 third grade high school students in Garut. The data collection technique used in this study was non-participant observation and document analysis which was carried out for two meetings. After collecting the data, the researchers analyzed the data with several steps that involves. First, the researcher copying the results obtained from screenshots/screen of the chat from learning activities carried out by participants in the WhatsApp application. After the data was copied, the researcher would analyze and process each student conversation by sorting and selecting which conversations were included in the student engagement category. Next, the researcher then combined all the conversations that were had in student engagement from each meeting, then the researchers compiled and categorized them into the appropriate type of student engagement. Finally, the researcher reports the observation data by presenting it in good sentences and understood by the reader.

FINDINGS AND DISCUSSION

Findings

This section outlines research findings that focus on the type of engagement demonstrated by student in EFL classroom. In particular, the research results show that from the observational data and document analysis that has been analyzed, there are several types of engagement shown by EFL students. Among them, there are three types of engagement shown by students in this study, including cognitive engagement, behavioral engagement, and affective engagement.

1. Cognitive Engagement

Cognitive engagement in this research focuses on the involvement of student in paying attention to teacher explanation when delivering english material, having the willingness to try to answer questions, trying to understand and master material. This finding emerged when student answered questions from the teacher regarding the English material presented. This evidenced by the conversation between teachers and students in English learning. For example,

(Meeting 1)

- 1. If it's could tomorrow, what are you going to wear to class?*
- 2. If it's could, what do you usually wear?*

3. *Fish can live out of water?
If you take a fish out of water, what will happen/ what happens?*
4. *If i want to learn English faster, what should I do?*
5. *Tell me what to do, where to go, and what to expect if I visit your hometown as a tourists*

Teacher : *Next answer the question based on the situation given.*

Student 1 : *1. if it's cold tomorrow, i will wear a jacket to class*

Based on the conversation above, it can be seen the Student 1 tries to answer the teacher question about if conditional sentence. This is shown by Student 1 effort to understand the material and then answers the questions given by the teacher.

In addition, at the next meeting, student 2 also showed this type of engagement, for example:

(Meeting 2)

Teacher : *What does the writer talk about?*

Student 2 : *Tamanu oil is thought to help reduce the appearance of stretch marks and scars such as acne scars and keloid scars.*

Based on the result of the conversation above, Student 2 also shows cognitive engagement. This is indicated by the Student 2 effort to answer question from the teacher regarding “paraphrasing” several English sentences not only answering questions but also Student 2 being an active student during learning in the classroom.

2. Behavioral Engagement

Behavioral involmenet in this study refers to students“ positive behavior. This involvement appears in the activity of students in teaching and learning activities in the classroom, such as asking the teacher, discussing in class, paying attention when the teacher explains and obeying the rules that apply in class. For example:

(Meeting 2)

Teacher : *Well students before studying let's say Basmallah first*

Student 3 : *Bismillahirrahmanirrahim*

From the conversation above, the words of Student 3 indicate behavioral engagement. It can be seen how the Student 3 obeying the rules that teacher apply before the learning process begin.

3. Affective Engagement

Affective engagement in this study refers to the extent to which students interact with teachers and their friends in the school environment, and students have a sense of belonging to the school and being part of the school. For example:

(Meeting 2)

Teacher : *Today we are going to talk about the review text.*

Have you ever heard about it?

Student 2 : *Yes, i've*

Based on the conversation above, it proves that student are enthusiastic when answering the teacher question, the result of conversation indicate that there is student interaction in the learning process.

Based on the explanation above, it is concluded that from the conversation made, the researcher found three types of engagement shown by EFL student in English online learning via WhatsApp. Among them are cognitive engagement, behavioral engagement, and affective engagement, and the most dominantly type is cognitive engagement. This is evidenced by the number of appearances cognitive engagement in each learning meeting.

Discussion

Based on the research obtained, it was found that cognitive engagement is the type that is shown more by EFL students in online learning via WhatsApp. This is in line with the theory of Fredericks (2004) and Applenton (2008) which explains that cognitive engagement serves to build student attention to the explanation given by the teacher about learning material, increase student concentration and focus, and see how the effort of the student can try to understand and master the English language material to achieve their abilities which are expected. This is also confirmed by a previous study conducted by (Nguyen, et al, 2016) that students' cognitive involvement has an impact on the learning process in any learning environment. Cognitive engagement is centered on the student's investment in the learning process, which included improving their ability to study, comprehend, and master the knowledge or skills. Furthermore, at the second meeting, it was mentioned that the student was making an effort to finish the assignment and was attempting to respond to the teacher's question regarding the use of conditional sentences.

The researcher had better discuss the aspects of cognitive engagement. According to Hanifah, Setyaningsih, and Sumardi (2022), cognitive engagement consists of three aspects. First, Flexible Problem-Solving; The students will learn problem-solving to genuine problems or new circumstances as a result of developing abilities and learning new information. The second, Comprehending Aspect; how the students comprehend the teacher's instructions and how the student carries out the teacher's task. There were generally no barriers for the students to understand the Teacher's explanations and materials during the online class. The third, Self-regulation and Learning Strategy; The process through which children begin to make plans to finish a task or reach a goal is referred to as the future thinking phase of self-regulated learning. In addition to learning from the teacher's lessons, the students might also be able to use their imaginations, think critically, and solve problem. This theory explains the aspects of cognitive engagement, if students actively participate in their education, cognitive engagement will be at its highest, and student-teacher interaction will be beneficial to learning English. Cognitive engagement is crucial for influencing a learner's active participation in meaningful in-class learning, and by utilizing this engagement, students can be motivated, interested, and engaged in the lessons they are being taught.

Judging from the data has been explained, it shows that the behavior engagement shown by student is in second place after cognitive engagement. This is also confirmed by previous research conducted by Hidayati, Sri, Abdullah, Ramalia, Yunita, & Sulastri (2022) which stated behavioral engagement was also shown by students in the online learning process. Based on the results, behavior engagement is shown when students show positive behavior. They are diligent in learning, contribute, and have an effort to learn. They also often answer the teacher's instructions. This is line with the theory of Fredricks and Applenton which explain that behavioral involvement in this study refers to students positive behavior. This involvement appears in the activity of students in teaching and learning activities in the classroom, such as asking the teacher, discussing in class, paying attention when the teacher explains and obeying the rules that apply in class.

In addition, other research was also conducted by (Hanifah, Setyaningsih, & Sumardi 2022) which stated that behavioral engagement was also shown from three indicators of behavioral engagement, namely positive behavior, work involvement, and participation. Positive behavior shown by students, namely, readiness to attend class, students are enthusiastic when learning online. Work involvement

shown by students is punctuality in submitting assignments and concentration. In addition, the participation shown by students is that they always come on time.

Based on the result obtain, it was found that affective engagement was the type that was shown less by EFL student in online learning via WhatsApp. This is also confirmed by previous study conducted by Qomaria (2019) and the theory by Appleton, J. J. (2008) which states that affective engagement is also shown by student in the learning process. However, this is different from previous study conducted by Mustika & Kusdiyanti (2015) which did not find affective engagement in their research. Whereas, a study conducted by Galikyan & Admiraal (2019) revealed that the affective engagement would consistently high if there was the involvement between two parties includes students-teacher and peers in online discussion. This study found that students was less show affective engagement because teachers were less able to build interactions with their students as well as between student-student. In addition, the result of this reseach are in line with Appleton's theory which states that affective engagement refers to the extent to which students interact with teachers and their friends in the school environment.

CONCLUSION AND SUGGESTION

In conclusion, it was found that there are three types of student engagement shown by EFL students in online learning via WhatsApp, namely cognitive engagement, behavioral engagement, and affective engagement. In addition, based on the research result, cognitive engagement is the most dominant type of engagement shown by EFL student in online learning, followed by behavioral engagement, and affective engagement. However, the three types of student engagement were only shown by a few students who were involved during the learning process. It means that it can be categorized that student engagement in online learning using WhatsApp is uneven and also very low. As an implication, teachers must be able to get all students to engage in conversations on WhatsApp. In addition, teachers also have to build students emotions during the learning process because this type of engagement is not found in students. Therefore, the teachers are expected to investigate strategies and also ways to make all students more engaged in online learning on WhatsApp media.

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