

"HOW DO I ENGAGE IN MY CLASS?"; EFL TEACHERS' AND TERTIARY STUDENTS' PERCEPTIONS DURING ONLINE SPEAKING CLASS

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Abstrak

Menggabungkan persepsi positif dan negatif dari teori Robbins (2002) dan konsep keterlibatan siswa yang dipelopori oleh JA Fredericks (2004) dan Gibbs (2010), penelitian ini membahas persepsi siswa dan guru tentang penggunaan platform pembelajaran online. berdasarkan keterlibatan siswa di kelas berbicara dan apakah siswa dapat terlibat secara aktif dalam aspek perilaku, kognitif, dan emosional selama proses pembelajaran. Dilakukan dengan pendekatan kualitatif deskriptif, penelitian ini memperoleh data dari mahasiswa yang berpartisipasi dalam kelas berbicara 1 dan kelas berbicara 3 di STKIP PGRI Jombang, UNWAHA, and IAIN Kudus. Dengan memberikan angket dan wawancara kepada mahasiswa dan dosen. Hasil penelitian menunjukkan bahwa keterlibatan perilaku siswa pada akhirnya tinggi, namun keterlibatan kognitif dan emosional mereka tidak positif secara signifikan dalam beberapa aspek. Oleh karena itu, ini berkontribusi pada pemahaman tentang berbagai aspek kelas berbasis web dan keterlibatan siswa EFL di kelas berbicara virtual.

Kata Kunci: Keterlibatan siswa, persepsi guru EFL, persepsi mahasiswa, kelas berbicara.

Abstract

Incorporated with the positive and negative perceptions of Robbins' theory (2002) and the concept of students' engagement pioneered by J.A Fredericks (2004) and Gibbs (2010), this research concerned with the students' and the teachers' perceptions about the use of online learning platforms based on student engagement in speaking class and if the students can be actively involved in aspects of behavior, cognitive, and emotional during the learning process. Carried out with a descriptive qualitative approach, this research obtained the data from the first- and fourth-year student college students speaking one and speaking 3 in STKIP PGRI Jombang, UNWAHA, and IAIN Kudus. It administered questionnaires and interviews to both students and teachers. The result showed that students' behavioral engagement was eventually high. However, their cognitive and emotional engagement was not significantly positive in some aspects. Hence, it contributes to understanding the various aspects of web-based classes and the EFL student engagement in the virtual speaking class.

Keywords: Students' engagement, EFL teachers' perception, Tertiary students' perception, Speaking class

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INTRODUCTION

A successful learning process only could be measured by the changes in the student's attitudes and knowledge. A teacher should prepare some critical stages to achieve this goal, including experiencing them with some effective learning media and various teaching methods. The preparation is aimed to make them engaged with the teaching-learning process. Making them be actively involved is an essential component of all teaching, either in face-to-face or online settings (Nazara, 2011). In addition, this process is also defined as a multi-faceted

construct, encompassing three key dimensions, including behavioral, cognitive, and emotional engagement (Fredricks et al., 2004; Gibbs et al., 2010). Specifically, behavioral engagement refers to students' attendance at school, and they are doing what is required to follow the rules and meet the teacher and school expectations (Cakrawati, 2017; Fredricks et al., 2016; Gibbs et al., 2010). Meanwhile, cognitive engagement refers to students' investment in their learning, such as understanding complex ideas characterized by deep, focused, strategic thinking. The last is emotional engagement which occurs when students react positively to their school or class environment (Cakrawati, 2017; Fredricks et al., 2004).

In facing the society 5.0, Eventually, instructional media is one of the external factors to achieving learning goals. Therefore, learning media is one of the supporting factors in the implementation of learning (Louwrens & Hartnett, 2015). The use of digital media in learning on smartphones, computers, and others, appears as new media in the form of online platforms (Huang & Hu, 2015). The types of online learning platforms that are usually used in instructional settings, such as the Web, wikis, blogs, Whatsapp, Youtube, Google Classroom, and other online learning platforms, for the development of students' language skills (Gunuc & Kuzu, 2015; Namaziandost & Nasri, 2019; and Finol, 2020). As a result, the covid -19 outbreak should not be a barrier for the teachers to prepare experiential and influential students to engage in the teaching-learning process. However, for some Indonesian teachers who are still less digitally literate, incorporating some technologies to reduce the boundaries still needs significant effort. This fact becomes a challenge for them, especially for the teachers who teach productive oral skills. Speaking as a practical skill can be defined as the interactive process that constructs meaning. It involves producing, receiving, and processing the information (Brown, 1994). It can be said that the core of language learning is speaking.

Concerning the implementation of various types of ICT in language skills during the school closure, the researchers believe that the benefits of online platform implementation outweigh the drawbacks ((Nazara, 2011; Huang & Hu, 2015; Gunuc & Kuzu, 2015; Perveen, 2016; Sholikhah, 2017; Cakrawati, 2017; Mulyadi, 2018; Namaziandost & Nasri, 2019). Dealing with students' perception of speaking skill development, Nazara (2011) revealed that all respondents believed speaking was important and were willing to put in the effort to learn it. Despite receiving engaging materials, empowering exercises, and many opportunities to practice speaking, they insisted on more practice time. Furthermore, some respondents avoided responding out of dread of teachers' "scolding" and classmates' laughter. The report emphasizes the importance of creating a welcoming and accommodating teaching climate. In addition, Huang & Hu (2015) investigated students' and teachers' perceptions of the use of classroom

activities in English-speaking classes. Classroom observations were carried out as preparatory work for a questionnaire survey which was conducted to examine the attitudes of English-major students and teachers towards 21 classroom activities. Most teachers (85 percent) and students (73.75 percent) agreed to add more classroom activities to English-speaking classes. General perceptions of the five categories of activities have shown that the category favored most by teachers was informal activities (55 percent). At the same time, the one liked more than other categories by students was recreational activities (56.25 percent), including freshmen (60 percent) and sophomores (51 percent). Detailed analysis of the twenty-one classroom activities demonstrated that both students and teachers agreed to have classroom games or activities of some kind, whatever the activities were.

In line with two previous researchers, Gunuc & Kuzu (2015) investigated 805 participants attending the Education Faculty at Anadolu University, a state university in Turkey, in the Spring Term of 2013–2014. It aimed to construct a college student engagement level. Literature and interviews were used to develop the scale's item pool. Six elements of 41 items were identified: valuing, belonging, cognitive engagement, peer connections (emotional engagement-I), faculty relationships (emotional engagement-II), and behavioral engagement. Additionally, Sholikhah (2017) also voiced the implementation of TEDx in the speaking class through classroom action research. Statistically, this learning strategy enhances students' speaking skills, vocabulary, and grammatical use. The outcome is also reinforced by the students' interview remarks that they enjoyed, benefited from, and used this modeled speaking and listening strategy to improve their speaking abilities.

Interestingly, Mulyadi (2018) investigate EFL Student teachers' perception and challenges of performing online platforms of Interactive Multimedia on Language Teaching and Learning. The participants were 15 learners, and the findings showed that Edmodo, PlayPosit, Duolingo, and TED Videos effectively enhance pedagogical competency. However, the limited time, facilities, and Internet access restrict EFL student teachers' instructional process. Perveen (2016) assessed e-language learning analytics based on the constructivist approach of collaborative construction of knowledge in implementing synchronous and asynchronous learning. The courses selected for random sampling were *English Comprehension* (Eng101), *Business & Technical English* (Eng201), and *Business Communication* (Eng301). It revealed that asynchronous e-language learning was quite beneficial for second language (L2) learners, but with some limitations that synchronous sessions could scaffold. Based on the findings, the researcher suggested a blend of synchronous and asynchronous paradigms to create an ideal environment for e-language learning in Pakistan.

Learning to speak using online media can be done by a teacher by interacting and communicating synchronously and asynchronously, which of course, needs technical assistance. Based on statistical data, most teachers in East Java use Whatsapp as an online platform in the teaching process. As reported, as many as 390 users use Whatsapp in the teaching and learning process, and it is more than the number who use video conferences of 39 users with a gap point of 25,33% (Arfianti, 2013). Therefore, findings from this study aim to shed some light on the profile of students' engagement in participating in speaking class.

METHOD

This research was conducted by implementing a phenomenology research approach. The main goal is to investigate the students' engagement in implementing online learning during the school closure policy in the productive skill classes in STKIP PGRI Jombang, UNWAHA, and IAIN Kudus. The researchers focused on students' cognitive, behavioral, and emotional engagement. The research was carried out on 92 EFL tertiary students in speaking one and speaking 3 in IAIN Kudus, UNWAHA, and STKIP PGRI Jombang. Besides, the study also investigates the teachers' voices regarding the students' engagement during the sessions.

The researchers administered two research instruments, questionnaires and structured interviews. A close-ended questionnaire adapted from (Huang & Hu, 2015) measured the perceptions of students and teachers. The content of the questionnaire was 25 questions for teachers and students. The students' questionnaire contains four questions about how online learning platforms can be conducted, seven questions about student behavioral engagement, seven questions about students' cognitive engagement, and seven questions about students' emotional engagement. In contrast, the teachers' questionnaire contains four questions about how the activities and interactions in online classes when using the online platform and seven questions in each category of students' behavioral, cognitive, and emotional engagement. The instruments were spread out through Google form and the link shared through the WhatsApp group. In terms of analyzing the data, the researchers tabulate the data that represented the research topic, organize the data into the themes, and interpret and elaborate on the research findings.

FINDINGS AND DISCUSSION

Generally speaking, the results of the data analysis about EFL students' engagement in Speaking online classes viewed from both students' and lectures' perspectives collected using a closed-ended questionnaire are presented. A total of 94 participants (ninety-one (91) students and three (3) teachers)

participated in filling the questionnaire that was conducted online using a Google Form, and the results were as the following:

Students' and teachers' perceptions on types and methods incorporated in speaking online class

Perception can be in interpretations, reactions, responses, beliefs, and expectations. In addition, Nurhayati and Samiati (2018) believed that each individual has a different suggestion depending on the level of emotion, enthusiasm, and recommendations from outside the brain (Nurhayati & Samiati, 2018). Therefore, a positive or negative suggestion depends on the advice received. The learning process can be said as the process of communication between teachers and students. This interaction raises directions between teachers and students, influencing what teachers do inside or outside the classroom. In addition, teachers' perception has a significant role since it affects how teachers take decisions or actions in classroom activities and gives considerable knowledge in education (Wang & Peck, 2013). Before discussing the students' engagements in online speaking classes, it is crucial to know about the platform incorporated in the virtual learning process (see Figure 1 and 2).

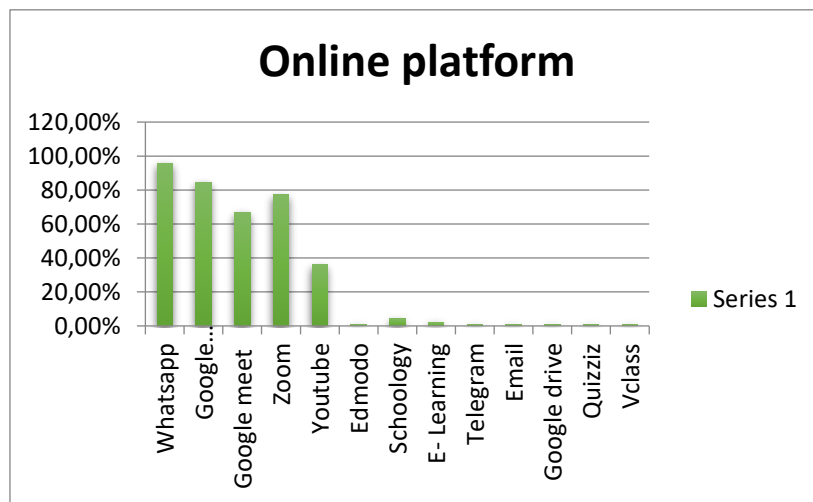


figure 1 types of online platforms used in online speaking classes seen from the students' perspective

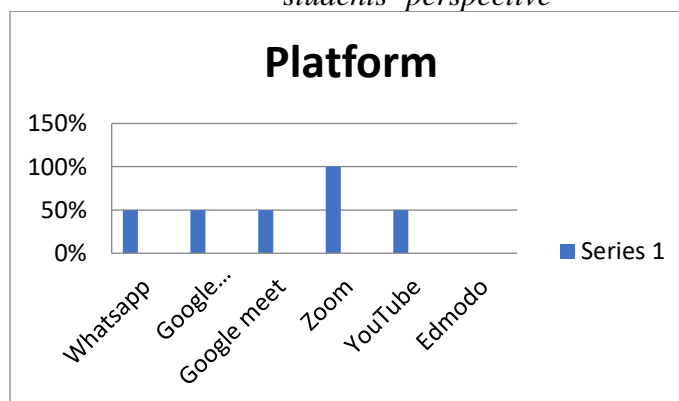


figure 2 teachers point of view regarding types of online platforms used in online speaking class

Figure 1 and 2 above showed that students from the three universities tend to utilize WA, Google classroom, and Zoom as the most prominent media in speaking class. In line, teachers commonly provide them with various learning media; yet, zoom is the most convenient media incorporated into the learning process. It hit almost 80% based on the students' point of view and 100% based on the teachers' perspective. Media is a tool that delivers teaching messages (Chingue, 2012). Through media, the objectives in learning will be easier to achieve. Media also makes students engaged behaviorally, cognitively, and emotionally in learning. The researcher believed that zoom is quite simple and helpful since both students and teachers can interact directly. Teachers can even directly measure the students' achievement through this platform when the class occurs. In short, this app is quite effective to use as the learning media and assess the students since both lectures and students can meet synchronously.

Further, students experienced some easy, meaningful, and lively classes in the learning method. The teachers provided various simple learning platforms that could be accessed freely and guided with fruitful guidance through eloquent material explanations and discussion sessions. Generally, there are two kinds of media in learning; traditional media and digital media. Digital media is appropriate media used in this situation where there is a Covid19 pandemic, and the learning process is carried out in the form of online learning using digital media. In addition, digital media is used primarily to represent the use of computers related to various forms of media (Arnesti & Hamid, 2015). This online media is equipped with a control device that the user operates. The user can control and access the users' needs; for example, students can search any material using digital media. It can be concluded that digital media helps improve the quality of education (Wang & Holcombe, 2010). The types of teaching methods eventually affect the learning quality in terms of process and the outcome.

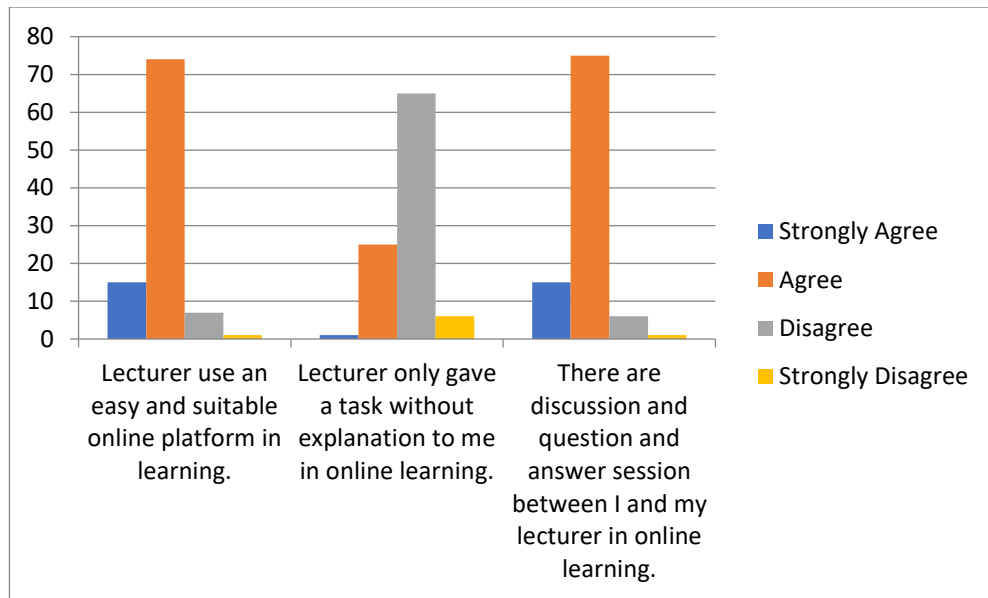


figure 3 students' perspectives dealing with types of teaching methods performed in the speaking class

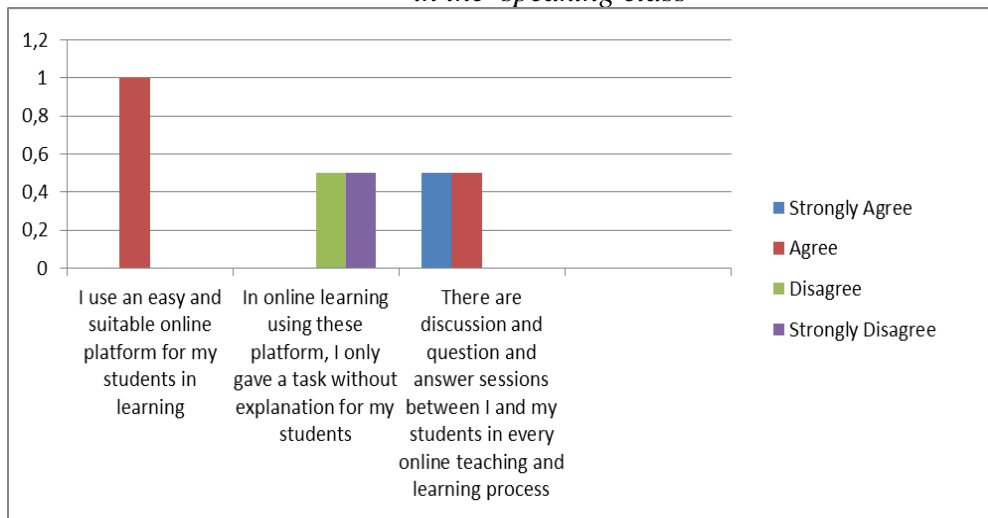


figure 4 teachers' point of view regarding teaching method performed in the speaking class

The above figure 3 and 4 showed consistency between lectures and students' points of view, which means they shared the same experiences during the online speaking class. The asynchronous learning process occurred and contributed significantly to achieving the learning goals. In a nutshell, teachers have already flawlessly performed as facilitators and consultants by welcoming the students in discussion sessions and presenting detailed explanations and meaningful feedback. Inline, digital media in education refers to electronic media such as smartphones, computers, etc (Huang & Hu, 2015). When using digital media, it appears that new media in the form of online platforms new media can be viewed in text, still images, audio, and video. The state of new media is different from the old media. It can be seen in the instant delivery of news, information, or material. This new media has led to creating a world virtual,

including learning in the world of education. New media or online platforms usually accessed for the learning process are YouTube, WhatsApp, Google classroom, etc. This helps students to develop their language skill in the learning process, especially in speaking skill.

Students' and Teachers' Perceptions on emotional, behavioral and cognitive engagement during online speaking class.

Student engagement is an essential factor in achieving students' learning academic processes at school (Fredricks et al., 2016). Furthermore, students' success in learning not just focuses on how they get achievements but also on how their characters are built and they get happiness in school (Priccilla, 2020). As a result, developing students' engagement is inevitable to decrease some learning problems such as low student achievement, increased levels of student boredom, and an increased dropout from school. Those problems are caused by students never engaging in the learning process (Fredricks et al., 2004). Students more engaged inside the classroom acquire higher grades and show better psychological adjustment to school (Li & Lerner, 2011). At the same time, students who are disengaged from the instructional process are more likely to experience academic failure, school dropout, and a host of other negative psychosocial traits (Archambault et al., 2009; Wang & Holcombe, 2010). Dealing with these issues, the students' engagement viewed from the students' and teachers' points of view is meticulously elaborate as the following:

Behavioral engagement

In general, Behavioral engagement encompasses the concept of participation; it includes involvement in academic and social activities and is considered crucial for achieving positive educational outcomes. It also refers to how students can attend class at school. It also refers to how students can engage directly in academic activities in school, such as attendance in class, practices, or organization, participation in the learning process such as paying attention in learning, discussing and asking answer sessions, obeying rules, and doing assignments (Ur, 1996). In detail, there are four parameters in this present research, including; attention, effort, classroom participation, and responsibility aspects.

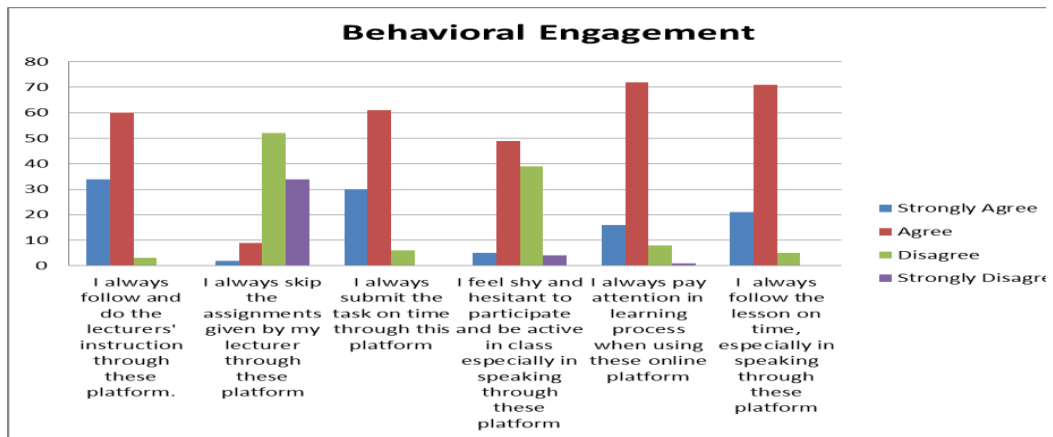


Figure 5 students' point of view regarding their behavioral engagement in the speaking class

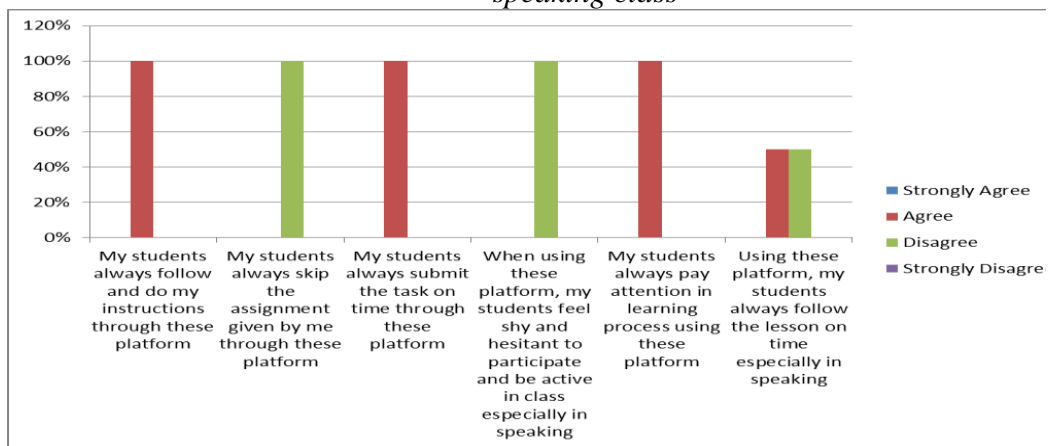


Figure 6 teachers' point of view regarding students' behavioral engagement in the speaking class

The figure above compared students' and teachers' perspectives regarding the students' engagement in the behavioral aspect. This stance displayed some fundamental traits that the students should retain along the journey they have in the class. Further, the students' classroom participation aspect from both figure indicated a positive perspective. The students and teachers performed the consistence answer in three aspects; effort, classroom participation, and responsibility. More than 70% of participants confessed that they were actively enrolled while attending the online class by punctually following the instructional processes and never skipping the classes or tasks, submitting the assignment on schedule, and guarding the learning processes. In addition, the diagram also informed exciting phenomenon that the students think that they are quite afraid of making mistakes; somehow, the teachers didn't even notice it since most of the students were positively engaged in the instructional processes.

Cognitive engagement

Cognitive engagement can be displayed in terms of being strategic or self-regulating. It accomplishes the students' understanding or comprehension, sharing ideas and previewing knowledge. In addition, the cognitive assessment also denotes the quality of the mental process or learning strategy toward students' assignments (Gibbs et al., 2010). The following data shows the details of those aspects from the students' and teachers' points of view when the students were joining speaking classes using online media.

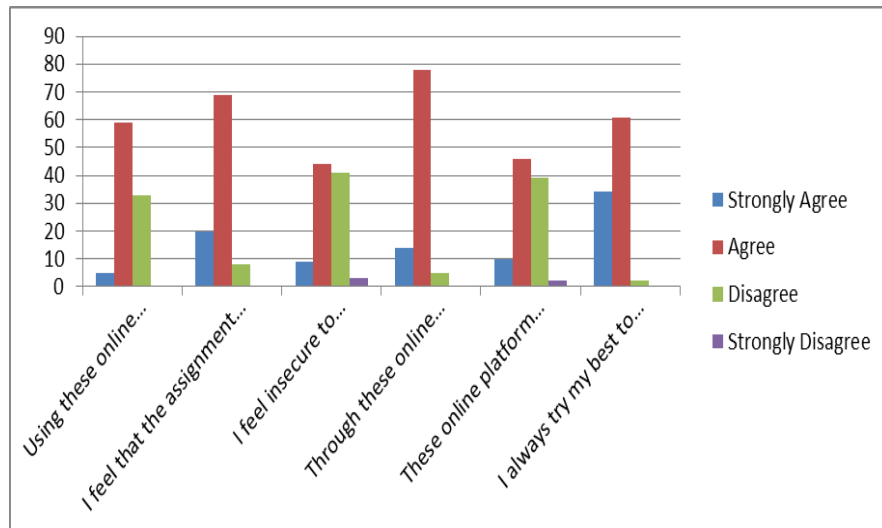


Figure 7 students' point of view toward students' cognitive engagement in the online speaking class

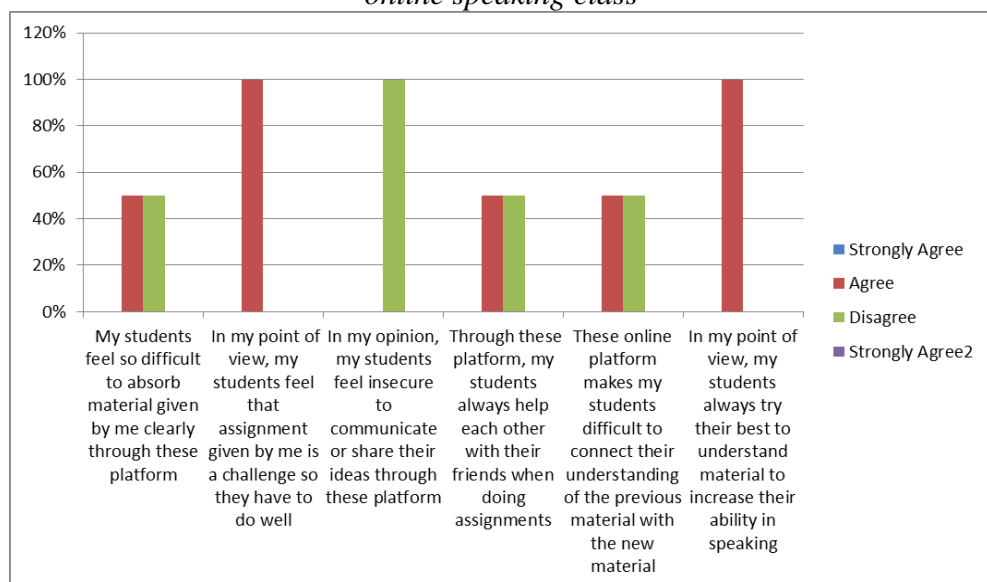


Figure 8 teachers' point of view toward students' cognitive engagement in the online speaking class

Figures 7 and 8 informed the students' engagement in cognitive aspects. Out of six questions, students responded negatively to their ability to absorb material effectively, and the task demand was quite challenging. Therefore, to overcome this barrier, most of them are

elaborately working in a team and helping each other every time they find one. Above all, despite the difficulties, anxieties, and challenges, they tried to fulfill the task required as best as they could.

Emotional engagement

Emotional engagement related to the students' interests encompassed positive and negative reactions to teachers, classmates, academics, and school. It is presumed to create ties to an institution and influence willingness to do the work. There were two sub-indicators in this aspect such as interest and worry. In line, Gibbs et al. (2010) claim that sense of belonging to the school, students' interest, and perception of learning value. It also refers to the positive or negative perception of their teacher, friends, and activities at school (Gibbs et al., 2010). Emotional engagement describes aspects including the students' interest, enthusiasm for academic activities, happiness, and satisfaction with the learning process or assignment given by their teacher at school. So, it can be concluded that students need to engage behaviourally in the learning process and engage emotionally to increase their interest in learning, feeling comfortable, and connected during the learning process to engage cognitively and achieve the learning objectives. The following description showed the details of the students' emotional engagement when they followed the online class.

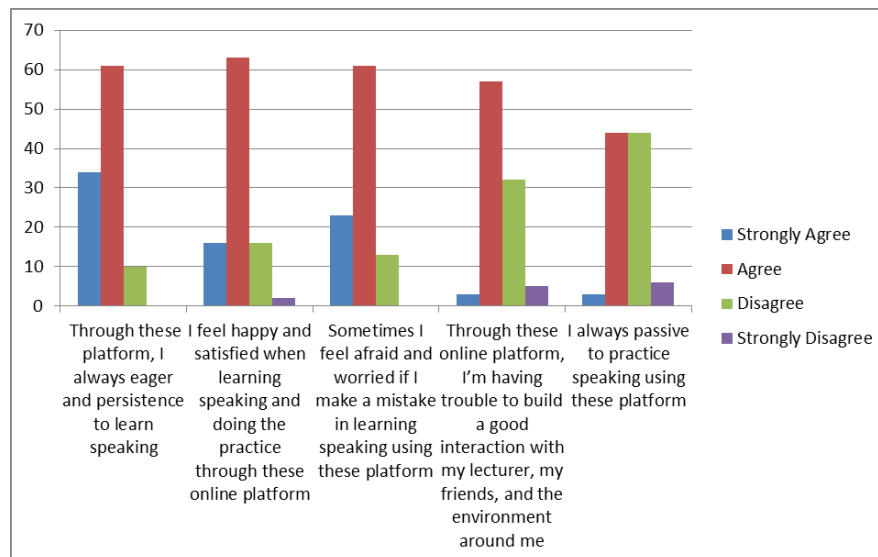


Figure 8 students' point of view toward students' emotional engagement in the online speaking class

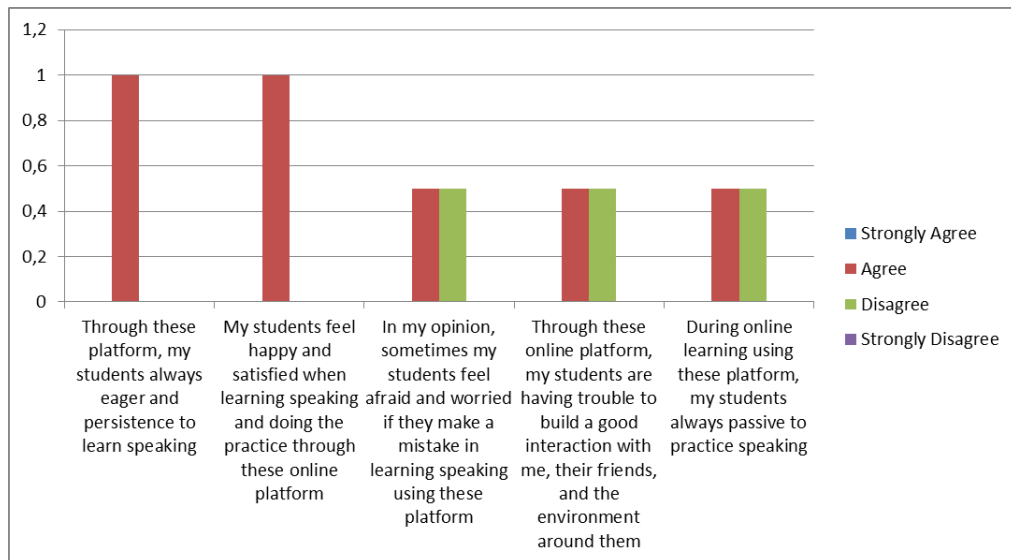


Figure 9 teachers' point of view toward students' emotional engagement in the online speaking class

The data exhibited the students' emotional engagement while joining the online speaking class. More than 60% of the participants stated that they feel eager and persistent and feel happy, and satisfied with the learning process they join. Along with that data, the lectures think the same way that it can be concluded as a positive trend despite the students' negative perception of how well the students can cooperate with friends and uphold a good communication atmosphere among the class members. This complex emotional engagement also involves the students' involvement during the class, where 50% of the students can freely express their idea and actively engage in every discussion and consultation session.

CONCLUSIONS

Based on the data finding above, it can be concluded that the students' engagement in online speaking classes based on students' and teachers' perceptions showed a positive response on the behavioral element and emotional elements, while negative perception in terms of cognitive features. It was found that the students' barriers were mainly in the difficulty of absorbing material, previewing the previous materials, and overcoming anxiety in making mistakes during online speaking class. Hence, it contributes to understanding the various aspects of web-based courses and the EFL student engagement in virtual speaking classes. Generally, it contributes two pedagogical implications for all teachers in the three universities. The result reflects how they should develop the learning process due to the issue of hybrid learning. The point is that overcoming the students' negative perception of the cognitive engagements should be the primary concern. The teachers should not neglect implementing various strategies, learning activities, and assessment processes to reach the prospective outcomes stated in the curriculum.

Due to the research limitations, further researchers can elaborate on the results of the finding to shed the gaps in other language skills practices.

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