

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

The online learning system has had some impacts on students in the learning process. According to Dong, Cao, and Li (2020) students were not interested and not focused during distance learning since the content was unattractive and dull, and trouble with the internet connection made it hard to follow the online class well. Ewing and Cooper (2021) found that students were disengaged because they were bored. Those problems refer to student engagement, which causes students not to be engaged with the material and activities in online learning. However, some researchers found that students engage during online learning. Oraif, (2021) states that students demonstrated engagement with their online English lessons. In particular, it was clear from the survey responses that the students demonstrated engagement through their participation in class, their interactions with teachers and peers, their practice of skills, their emotional investment in the course material, and their performance in class. Then, Salas-Pilco et al. (2022) found that the students' engagement is enhanced during online learning. Students' responses to this transition have been diverse; students get soft skill development, pedagogical aspects, digital skills development, and technology issues.

Some researchers have studied the impact of online learning on students' engagement. Agustina et al. (2021) found that students were disengaged behaviorally, emotionally, and cognitively in English class during distance learning. It occurred due to factors such as uninteresting learning activities, unstable internet connection or signing, and lack of a student's understanding of the material. Same as Yates et al. found that some students struggled to self-manage, feeling they had too much freedom. Students had no one looking over what they worked on and what was required without the extrinsic.

Drivers of school, routine, consequences, resources, and easy access to teacher and peer support. Many students reported being unable to find the intrinsic motivation to study. Timing choice was also a demotivator. The condition also occurs in a senior high school in Tasikmalaya. The school experienced a shift in the learning system from online to offline learning, and during online learning, the school used SPI for the learning process. Therefore, the researcher will identify the students' engagement during English Language Learning after the pandemic, which is a transition from online to offline learning. The present study will analyse the students' engagement during a post-pandemic situation.

Furthermore, this research will focus on senior high school students. For the focus on engagement, the researcher will use the concept of engagement in three dimensions, behavioral, cognitive, and emotional (Fredricks et al. 2004). This research could be fundamental for teachers to know students' learning needs. It means it will evaluate learning teaching activities in the classroom by knowing what needs to be improved, evaluated, and added so that students can engage and participate well in learning activities. Hence, student engagement is necessary for every single day of a student's education.

1.2. Formulation of the problem(s)

The researcher analyzed the following question: "What do the students engage in English Language Learning activities during a post-pandemic situation?"

1.3. Operational Definitions

To avoid misunderstanding terms related to this research, the researcher provides some definitions related to this study.

1.3.1 Students' Engagement : The level of attention, curiosity, enthusiasm, optimism, and passion that students have when learning or being taught, extends to the level of incentive they have to study and advance in their education. Consequently,

students' engagement involves learning behaviorally, cognitively, and emotionally.

1.3.2 Factors of Student Engagement

Student engagement is influenced by learning activities, interactions, academic challenges and classroom environment.

1.3.2.1 Behavioral Engagement : Students' involvement and participation in class activities, such as paying attention, asking questions, participating in class discussions, making an attempt to complete the assigned work, etc.

1.3.2.2 Cognitive Engagement : The investment that combines the attention and willingness of students who try hard to understand the material, and master a skill, as well as the engagement of students with learning in the classroom which shows that not only their bodies but also their minds include students who pay attention, and have a concentration of willingness to try beyond the standard you have.

1.3.2.3 Emotional Engagement : The reaction of students in the class depending on the teacher, classmates, and classroom activities; namely, students feel enthusiastic, bored, entertained, happy, satisfied, sad, anxious, etc.

1.3.3 English Language Learning : Process of study of the English language consciously with the primary purpose of

developing and improving the language abilities of non-native English students in that language.

1.3.4 A Post-pandemic Learning Situation : Learning activities after the pandemic COVID-19, when activities regularly while the restrictions remain in place, the activities of teaching and learning are resumed in a usual manner, and the education revolution from online to offline learning is taking place in the context of the pandemic crisis.

1.3.5 EFL Classroom : Educational context in which English as a foreign language is taught or learned.

1.4. Aim(s) of the Research

This study aims to analyze the students' engagement in English Language Learning during a post-pandemic situation in an EFL classroom context.

1.5. Significant(s) of the Study

1.5.1 Theoretical Uses

This study contributes to enriches, and expands the theory of student engagement (Fredricks et.al, 2004). The theory applied to senior high school students who experience a change in learning situation from online (study from home) to offline learning.

1.5.2 Practical Uses

The present study provides information about student engagement in EFL class activities post-pandemic. Moreover, readers can use this research as a

reference for those who conduct similar research regarding students' engagement, specifically the engagement proposed by Fredricks et al. (2004).

1.5.3 Empirical Uses

This study provided empirical insight into students' engagement during English Language Learning, complementing previous research on student engagement.