

STUDENTS' INVOLVEMENT IN EFL ONLINE CLASSROOM DURING THE COVID-19 PANDEMIC ERA

Nur Isnani*¹

¹Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia

Abstract

One of the government's policies to stop the spread of the covid-19 pandemic is to shift face-to-face learning at school to distance learning at home. Online learning is not easy to do, it is different from conventional learning. In online classes, students were reluctant to participate in the in-class activities. This kind of reluctance made students lose motivation to learn languages. This study aims to see how the online learning model is to find out the students' involvement in EFL online classes during the Covid-19 Pandemic at Senior High School in Bengkalis. This present study employs a descriptive case study as the research design. To collect the data, researchers used observation, video documentation, and interviews. Meanwhile, the data analysis technique used in this study were used qualitative data analysis techniques which include three activities, namely: data reduction, data presentation, concluding. The results of this study revealed that. Students could not see the screen display, teacher and student communicating to solve problems, there is a network disruption, students late response to teacher, the class leader is the student who always actively responds to the teacher, students do not respond to teacher directions, students sign in and sign out the zoom meeting.

Keywords: Students' Involvement, EFL Online Classroom, the covid-19 Pandemic Era.

INTRODUCTION

In the process of teaching English, teachers must support communication skills, namely listening, speaking, reading, and writing. Teaching English also aims to equip students with adequate text knowledge, particularly social functions, text structure, grammar, and vocabulary. In addition, the 2013 English Curriculum aims to help students develop acceptable behaviors in personal, social, academic, and professional contexts.

Since the beginning of 2020, the world has been shocked by a deadly virus that can attack anyone, which is called the Covid-19 pandemic. The Covid-19 pandemic is a threat to everyone in carrying out their daily activities, including in the field of education (Ahsani, 2020). The Indonesian government issued several policies to stop the spread of

* correspondence Address
E-mail: noorisna6@gmail.com

Covid-19, one of which is the transfer of face-to-face learning in schools to distance learning at home or commonly known as online. Online learning is not easy to do, it differs almost 80 degrees from face-to-face learning (Winaya, 2020). The most basic difference is that students cannot interact directly with the teacher so that communication is very limited (Teguh, 2015).

Based on interviews and video documentation and observations made by the researcher, it is reported that some students still experience problems in the process of learning English online, especially in the involvement of students in the online learning process. The researcher sees that it turns out that some students do not participate and are passive in online learning, many students experience learning difficulties. Then the researcher conclude from the results of the early non-cognitive diagnosis of online learning in the eleventh grade this is caused by Feed, this unreasonable attitude is like indifference to the subject matter, difficulty understanding lessons, slow in doing study assignments, and always lagging in doing questions. They tend to be quiet and reserved in the learning process. Students' participation is not in line with expectations in the 2013 Curriculum (K13). This problem can be proven by the activeness and participation of students in the class using zoom or Google Classroom. This study aims to see how student involvement in online learning in high schools. The research question is what are the forms of students' involvement in the online classroom during the 19 pandemic at the eleventh grade of state senior high school Bengkalis at Riau Province?

The Teaching English in Online Learning

Since the beginning of 2020, drastic changes in the field of education have begun to revolutionize. Learning that was previously dominated by face-to-face learning must switch to online learning at all levels of education. To prevent the transmission of the 19 pandemic, many educational policies have been made. Circular issued by the Minister of Education and Culture Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit and Number 36926 / MPK.A / HK / 2020 concerning online learning, it is hoped that educators can present a fun learning process for students (Haerudin et al., 2020). Schools and teachers should facilitate online distance learning. Set online learning times throughout the day according to the availability of time, conditions, and agreement between students and parents/guardians (Sikirit, 2020).

In the situation of the 19 pandemic, the online learning process requires teachers to teach with a learning model that is by the limitations of the situation and conditions between teachers, students, and parents because they have to adapt to the 19 pandemic

situation. The following is the steps for the language class using the scientific method by Priyana, (2014):

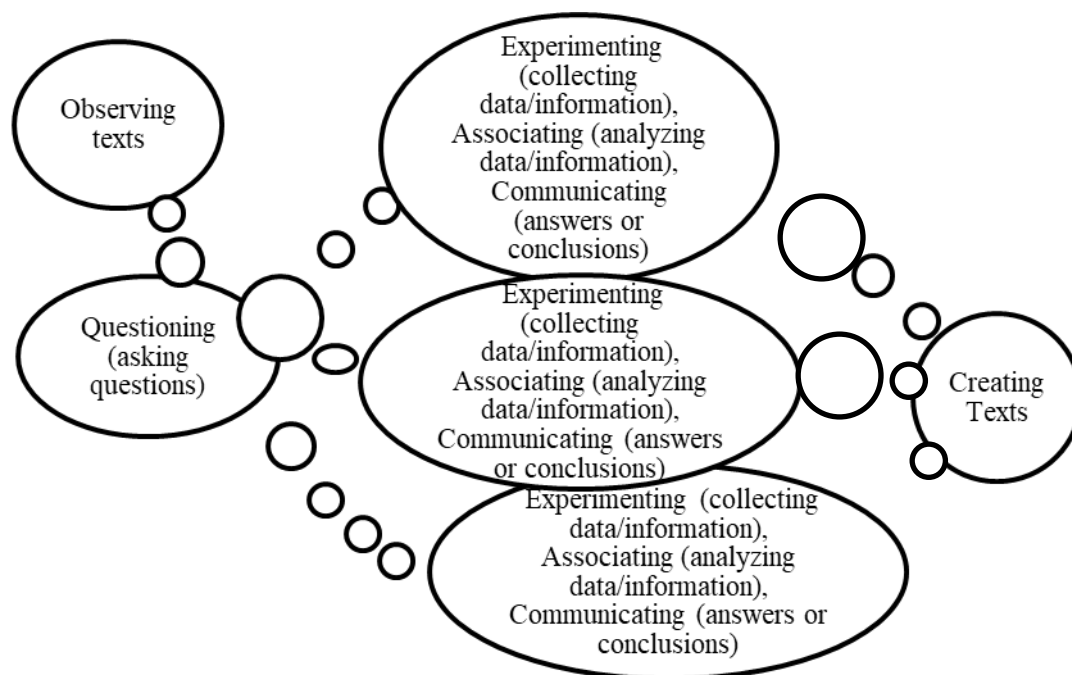


Figure 1. The Steps for the Language Class Using the Scientific Method (Adapted from Priyana, 2014)

Online learning is not easy to do, it differs almost 80 degrees from face-to-face learning (Winaya, 2020). The most basic difference is that students cannot interact directly with the teacher so that communication is very limited (Teguh, 2015). Online learning certainly has advantages and disadvantages. The advantages of online learning include that students are more flexible in learning, do not have to be on time, the place can be conditioned depending on the situation and conditions, and students are freer to determine or find their learning resources by accessing the internet. Besides, the disadvantages are that students cannot socialize with other students and their teachers in real terms, so it will affect students' emotions and this is what causes EFL students' classroom involvement to become disturbed in the process of teaching and learning (Naserly, 2020).

According to Dahalan, (2012) students' involvement and participation are important in the online classroom. When the students make oral communication with the teacher or among peers, they will automatically develop their ability. But, when they are passive and do not want to participate, they will make slower progress. The goal of

teaching and learning a language is for the students able to use the language in communication inside and outside the classroom (Koran, 2015). Means that the students learning English for their communication purpose. In fact, in online classrooms the students reluctant to participate in classroom activities. This kind of reluctance makes the students lose their motivation to learn the language.

Students' involvement is defined as the effort students devote to activities that are focused on education. Involvement is developed through interaction. The factors centered on the student's interaction, i.e. "Students interaction in online learning environments has implications on learner involvement and collaboration (Inês Messias, 2015). Students' involvement and participation in the online classroom is important to improve students' abilities. Students' verbal communication is evidence of their good performance in English. If there is no student participation frequently prevents the students from making progress and achieving the outcome intended for the course.

Online/distance learning is focused on improving students' understanding of the Covid-19 outbreak. Learning activities and assignments can differ between students, according to their respective interests and conditions, including in terms of gaps in access/learning facilities at home (Abidah, 2020). Implementation of learning from home by the teacher. The teacher facilitates the implementation online, offline, and a combination of both according to the conditions and availability of learning facilities. To carry out the learning process the English teacher prepares a distance learning implementation plan, in preparing for learning, the teacher needs to ensure several things such as learning competencies to be achieved. Then, English teachers are prohibited from insisting on completing the curriculum and focusing on life skills education (Rapanta et al, 2020).

METHOD

This type of research is descriptive case study research in the form of written and spoken words from people and observed behavior (Creswell, 2015). In this study, researchers tried to get closer to the subject under study, namely the English teacher and eleventh-grade students at Senior High School in Bengkalis Regency, in such a way that the researchers understood what and how they interacted in implementing online learning process. This research was conducted on English teachers and eleventh-grade students of Senior High School Bengkalis Regency, Riau Province, Indonesia. The data collected through this research is data that is the focus of research, namely regarding

students' involvement in learning English in online classes during the 19 Pandemic era. According to Sugiyono (2011), when viewed from the data source, data collection can use primary and secondary sources. To collect data, researchers used observation, video documentation, and interviews. The data analysis technique used in this research is to use qualitative data analysis techniques developed by Miles, (2019) which includes three activities, namely: data reduction, data presentation, concluding.

FINDINGS AND DISCUSSION

Findings

The findings that have been obtained from the participants illustrate how the form of students' involvement in online classes during the Covid-19 pandemic at Senior High School Bengkalis Regency in Riau Province. The researcher has found a form of student involvement in online classes by observing, interviewing English teachers, and having recorded videos when online learning takes place using zoom.

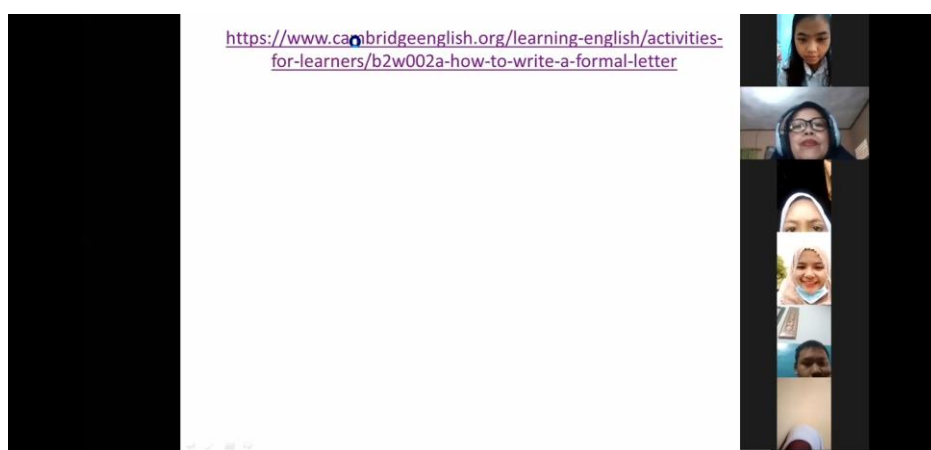
The form of students' involvement in online classes during the Covid-19 pandemic at Senior High School Bengkalis regency has been understood through the application of online learning with the steps for implementing learning used by the English teacher. The English teacher has carried out learning by implementing RPP (lesson plan) which includes preliminary activities, core activities, and closing activities. In the core activities, the English teacher has used a scientific approach to the learning model so that researchers can see how the form of student involvement in online classes is based on the steps of the scientific approach taken.

Table 1. The Form of Students' Involvement in Online Classroom

Categories of Students' Involvement
<ul style="list-style-type: none"> • Students could not see the screen display • Teacher and student communicating to solve problems • There is a network disruption • Students late response to teacher • The class leader is student who always actively responds to teacher • Students do not respond to teacher directions • Students sign in and sign out the zoom meeting

Student could not see the screen display

In the learning process carried out, researchers have found that there are obstacles for students to get involved. When the teacher wants to give quizzes to students and then has done a share screen on their online learning at the zoom meeting. However, the screen that was displayed was intermittent, the screen moved very slowly so that students could not see the screen that the teacher wanted to display. This is caused by network disruptions that make learning movements slow. How the interaction between teachers and students has been in the online learning process and students have experienced problems seeing the screen display.



Picture 1. Student could not see the screen display

Based on the picture and the video recording (VR1.S1.30-35), it can be seen that the teacher has shared the quiz link on the zoom screen which has to be answered together with the students. However, the students were completely unable to understand the teacher's direction because they had been unable to see the screen that was shared by the teacher. This is what has made it difficult for students to involve themselves in the online learning process. This is in line with the results of observations made by researchers on Friday, November 13, 2020, this can be seen when the online learning process of the teacher has continuously called students' names because students have paid less attention and have not listened to instructions and students have ignored him.

Teacher and student communicating to solve problems.

The implementation of the online learning process has been hampered by network disruptions. This can be seen when the learning process takes place the teacher has always asked students whether the students can see the screen that is displayed or not. From the teacher's question, it was not uncommon for students to always be unable to see

the screen that was displayed. Then the teacher and students have communicated how students can see the screen that the teacher displays

The findings of observations made by researchers on Friday, November 13, 2020, namely that there have been network disruption so that the movement of students with the material has become obstructed and more focus on problem-solving. Researchers have seen that active students are always enthusiastic and respond to teacher complaints during the implementation of learning, while passive students have only listened quietly.

There is a network disruption

The implementation of learning at Senior High School Bengkalis Regency in Riau Province has been carried out using two mandatory applications, namely Zoom and Google Classroom. As explained in the previous sub-chapter Zoom is an application that has been used for the learning process while Google Classroom has been used to communicate and share assignments. To use these two applications, of course, teachers and students must be connected to an adequate network. However, when the learning process has been carried out in a zoom meeting, it is not prone to always having disruption to the network.

SB as a resource person as well as an English teacher Senior High School Bengkalis Regency in Riau Province has revealed many limitations in online learning. Namely: the implementation of online learning has a short period. Not only that, there have been network disruptions and so on, which not only made students dizzy in its implementation but also made teachers feel dizzy. In the conversation between the teacher and students in the process of implementing the learning at (VR1.S1.30-35), it has been seen that students have experienced difficulty seeing the screen that is shared by the teacher. This incident has been caused by inadequate network disruption in the learning process so that teachers and students have spent a lot of time dealing with problems that arise.

Students' late response to teacher

In sharing knowledge with students, the teacher has used a variety of teaching methods, that is, sometimes the teacher has to provide directions and orders with the aim that students can gain the knowledge that is shared. In the process of providing these directions and instructions, the researcher has seen with observations on Friday, November 13, 2020, that students have had a very slow response to directions and orders given by the teacher so this makes it difficult for researcher to see student involvement in the learning process. Students have tended to be passive and chose to remain silent,

ignoring the teacher. This is in line with the researcher's findings on the transcript of the video recording (VR1.S1.54-57).

In the video transcript (VR1.S1.54-57), you can see the conversation between the teacher and students, the teacher has provided directions and directions to students. The teacher certainly wants a smooth and good learning process. However, in this online learning process students have had a slow response to the teacher which can be seen from the responses of students who have tended to be passive and ignore the teacher. This causes the loss of a lot of learning time because the teacher certainly will not allow students to ignore what is said and to achieve the learning objectives the teacher has tried to keep trying to call and invite students to interact with him so that this takes a lot of time.

The class leader is a student who always actively responds to teacher

Based on observations made by researcher on Friday, November 13, 2020, in class XI of Senior High School Bengkalis Regency in Riau Province, it was found that there was a visible gap between students who were active and passive, students had been active and had always been enthusiastic and took part in learning, while students had been passive had only listened to quietly. This can be seen from the many interactions in the classroom that are only carried out by a few students. Students who have been active in interacting with teachers are students who excel and class leaders. In the observations that have been made, the researcher has seen and observed that teachers are more likely to order the class leader to respond. This has been done by the teacher because they have been overwhelmed in calling the name of the student but the student has a very slow response. Unlike the case with the class leader who has always responded and carried out orders given by the teacher. This can be seen in the transcript of the video recording (VR1.S1.72-76) in the form of a teacher's instruction who immediately ordered the class leader to read the text.

Students do not respond to teacher directions

It is the same as the explanation described in the previous sub-chapter, namely students have tended to be passive and have a slow response to the teacher. In the process of implementing learning, of course, there have been directions given by the teacher to students. However, during the online learning process that has been carried out in class XI of Senior High School Bengkalis Regency in Riau Province, researcher has found from the results of observations made on Friday, November 13, 2020, that some students have tended to be passive and did not respond to teacher directions. This has been seen when

the teacher has given orders to students but students have remained silent and do not respond to the teacher. Some students have turned off their cameras and microphones so the teacher can't monitor them.

The video transcript (VR.S2.5-6) it can be seen how the teacher has given directions to students so that students send what text functions are displayed by the teacher. However, none of the students have responded. The teacher has kept repeating orders and still gets no response from students. With a large student capacity, the teacher should have gotten an agile response from students in the chat area, but at the end of the conversation above, it can be seen that only one student has sent the text function displayed in the chat area via the chat in the zoom meeting to the teacher.

Students sign in and sign out the zoom meeting

The researchers made observations by following them in the zoom learning process which has been carried out three times on November 13,20 and 27, 2020, the researcher has found that when the learning process is taking place students tend to sign in and zoom out for no reason. It could be caused by several things such as networks and it could also be from the student's intentions. Students who have signed in and signed out of this zoom can be seen from the number of students who take part in zoom meetings which are always changing during the learning process.

This event is in line with the findings of video recordings (VR1.S2.57-58) that can be seen above, the researcher has concluded that the teacher has finished giving orders to students by giving students about ten minutes to work on them. Then the teacher immediately saw and observed the presence of students, who at that time left about 35 students out of a total of 55 students.

Discussion

Based on the research results that have been discussed in the previous sub-chapter, it shows that the forms of student involvement in online learning during the 19 pandemic include: First, "*Students could not see the screen display*". Students cannot see the screen affects the core activity of observing (text). Two main activities must be done to lead to the observational steps. First, the teacher provides ample opportunities for students to make observations. Observation can be made through reading, listening, or looking at objects. Second, the teacher facilitates students to make observations and trains students to observe important things from these objects. Observing (text) is reading and/or listening to text. Students read and/or listen to texts to list items they need to know to understand and/or produce text or communicate ideas (Kemendikbud, 2016). In

line with Priyana, (2014) explains that observing means reading and/or listening to text. Students read and/or listen to text to list the items they need to know to understand and/or produce text or communicate ideas. At the end of this step, students have a list of items they want to know which generally includes the social function of the text, the structure of the text, grammar, and vocabulary. In this study, this activity of observing (text) cannot be carried out following the explanation of previous theories such as Priyana, (2014) and is not following the 2013 curriculum recommendations (Kemendikbud, 2016). This can be seen in the activity of observing (text) in the online class which is not going well so that students cannot be fully involved in observing the (text) that is displayed because students cannot see the screen displayed by the teacher in the zoom.

Second, *"Teacher and students communicating to solve problems"*. Based on the scientific approach described by Priyana (2014), the findings of communication between teachers and students in solving problems indicate that the core activity is observing (text). This activity of observing (text) cannot be carried out based on the recommendation of the 2013 curriculum (Kemendikbud, 2016). In observing (text) activities students must be able to have the skills to observe the text being studied, then students must also have activities to find out the text displayed (Kemendikbud, 2016). However, the findings in this study that students cannot carry out these activities because students and teachers spend a lot of time-solving problems that arise. This can be seen when the teacher wants to display the text "personal letters" to students, students cannot see the text. Then, the teacher and students communicate with each other to solve the problem.

Third, *"There is a network disruption"*. Based on the scientific approach described by Priyana (2014), the researcher's findings that there are network disturbances also show that the core activity is observing (text). Priyana, (2014) explains that observing means reading and/or listening to text. Students read and/or listen to text to list the items they need to know to understand and/or produce text or communicate ideas. At the end of this step, students have a list of items they want to know which generally includes the social function of the text, the structure of the text, grammar, and vocabulary. The activity of observing (text) in this study cannot be carried out by the recommendation of the 2013 curriculum (Kemendikbud, 2016). Observation (text) activities, namely students must have the skills to observe the text being taught. Then students must also have activities to find out the text displayed (Kemendikbud, 2016). However, students experience problems caused by network disruptions so that students become obstructed in carrying out the

learning process online. This can be seen when students want to be involved in observing text activities, students must observe and engage in activities with teachers and other friends, otherwise, they are enlightened and stop because students cannot see the screen that is shared with students due to network disturbances. Not only that, every teacher wants to share their screen, they always get interference on the network which causes loading which takes up a little of their learning time.

Fourth, *"Students' late response to teacher"*. Based on the scientific approach described by Priyana (2014), the findings of students' late responses to teachers are in the core activities of observing (text), asking (asking), experimenting (collecting data/information), associating (analyzing data/data). information), and communication. The core activities in online classes at Senior High School Bengkalis Bengkalis cannot be implemented according to the 2013 curriculum recommendations (Kemendikbud, 2016). The core activity or observing text is that students must be able to have the skills to observe, ask, try, reason, present, the text displayed on the screen. Then students must also have activities to know, understand, apply, analyze, evaluate the text displayed (Kemendikbud, 2016). However, this is not following the expectations of the 2013 curriculum (Kemendikbud, 2016). Students have a very slow response to the English teacher. This can be seen when the teacher gives directions and orders to students, students tend to be silent and some students respond very slowly. However, in the results of this study, the relationship between teachers and students is hindered by network limitations so that students find it difficult to involve themselves in the online learning process. It can be seen that students tend to be silent and have a slow response to teachers.

Fifth, *"The class leader is a student who always actively responds to the teacher"*. Based on the scientific approach described by Priyana (2014), the findings of class leaders are that students who are always active in responding to teachers indicate that the core activity is observing (text), asking (asking), experimenting (collecting data/information). , associate (analyze data/information), and communicate. This core activity, cannot be carried out according to the recommendation of the 2013 curriculum, namely the core activities of students must be able to have the skills of observing, asking, trying, reasoning, presenting, the text displayed on the screen. Then students must also have activities to know, understand, apply, analyze, evaluate the text displayed (Kemendikbud, 2016). However, in online classes conducted at Senior High School Bengkalis Bengkalis students tended to be passive and chose to remain silent during the online learning process. Only part of the students responded to the teacher and that too

had a very slow response. Unlike the class president. The class leader is a student who is very diligent in responding to the teacher so that the teacher always immediately gives orders to the class leader to respond to the teacher when other students do not respond.

Sixth, *"Students do not respond to teacher directions"*. Based on the scientific approach described by Priyana (2014), the findings of students not responding to teacher directions indicate that the core activities are observing (text), asking (asking), experimenting (collecting data/information), associating (analyzing data/information), and communication. The teacher helps students to ask or formulate questions with references to the items they want to know to understand and create text. Because asking or formulating questions is not an easy task (Especially for beginners), the teacher may need to come to class with some questions students can initiate. Then experimenting (collecting data/information) that is relevant to answer questions is a requirement for inexperienced students. Therefore, teachers are required to provide worksheets and learning resources to their students. Then associating (analyzing data/information), in this step, the teacher helps students see patterns to answer questions and helps conclude. Then communicate (answers/conclusions), the teacher provides feedback in this step. The answers or conclusions students report to the class may be wrong or inadequate. It is time for teachers to correct and/or enrich the knowledge that students have to 'build' (Kemedikbud, 2016). This is not following the expectations of the 2013 curriculum (Kemendikbud, 2016), the results of research conducted at Senior High School Bengkalis show students tend to be passive and do not respond to teacher directions.

Seventh, *"Students sign in and sign out of the zoom meeting"*. Based on the scientific approach described by Priyana (2014), the findings of students who sign in and sign in and sign out of zoom meetings show that the core activities are observing (text), asking (asking), experimenting (collecting data/information), associating (analyze data/information), and communication. Observation (text) activities, namely students must have the skills to observe the text being taught. Then students must also have activities to find out the text displayed. Then proceed with the activity of asking (Asking questions), namely the teacher helps students to ask or formulate questions with references to the items they want to know to understand and create text. Because asking or formulating questions is not an easy task (especially for beginners), the teacher may need to come to class with several questions students can initiate. Then experimenting (collecting data/information) that is relevant to answer questions is a requirement for inexperienced students. Therefore, teachers are required to provide worksheets and

learning resources to their students. Then associating (analyzing data/information), in this step, the teacher helps students see patterns to answer questions and helps conclude. Then communicate (answers/conclusions), the teacher provides feedback in this step. The answers or conclusions students report to the class may be wrong or inadequate. It is time for teachers to correct and/or enrich the knowledge that students have to 'build' (Kemedikbud, 2016). This is not following the expectations of the 2013 curriculum (Kemendikbud, 2016), the results of research conducted at Senior High School Bengkalis, when the learning process takes place students tend to go out and zoom in without reason.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the analysis and discussion of the students' involvement in EFL online classroom during Covid-19 pandemic at eleventh grade of state senior high school Bengkalis regency in Riau Province, the form of students' involvement in EFL online classroom during Covid-19 pandemic at eleventh grade of Senior High School Bengkalis are: First, students could not see the screen display. Second, teacher and student communicating to solve problems. Third, there is a network disruption. Fourth, students late response to teacher. Fifth, the class leader is student who always actively responds to teacher. Sixth, students do not respond to teacher directions. Seventh, students sign in and sign out the zoom meeting.

Suggestion

English teachers must maintain students' involvement during the teaching and learning process because how student involvement with teachers, peers, and class material greatly affects EFL students' perceptions and learning motivation towards the environment, classroom situations, and material presented, then student involvement in the learning process also influences their learning outcomes.

REFERENCES

- Ahsani, E. L. (2020). Strategi Orang Tua dalam Mengajar dan Mendidik Anak dalam Pembelajaran At The Home Masa Pandemi Covid-19. *Al Athfal*, 3 (1), 37-46.
- Ardianti, T. M. (2017). The Role of Teacher And Peer in Helping the Students Orally Participate in An EFL Classroom. *Journal of Foreign Language Teaching and Learning*, 2, 38-53.
- Arikunto, S. (2013). *Prosedure Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Asfiati. (2016). *Pendekatan Humanis Dalam Pengembangan Kurikulum* (Vol. 3). indonesia: IKAPI.
- Carlos Alberto García Sánchez, B. S. (2013). The Impact of Teacher-Student Relationships on EFL Learning. *Colombia*, 116-129.
- Carrie J. Furrer, E. A. (2014). The Influence of Teacher and Peer Relationships on Students' Classroom Engagement and Everyday Motivational Resilience. *National Society For The Study Of Education*, 103-104.
- Creswell, J. W. (2012). *Educational Research*. United States of America.: Pearson Education.
- Delima, E. M. (2011). A Reticent Student in the Classroom: A Consequence of the Art of Questioning. *The Asian EFL Journal*, 60, 50-69.
- Euis Kurniati, D. K. (2020). Analisis Peran Orang Tua dalam Mendampingi Anak di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 241.
- Eva Zygmunt, P. C. (2016). *Transfoming Teacher Education for Social Justice*. Amsterdam Avenue: Teachers College Press.
- Haerudin, Cahyani, A., Sitihanifah, N., Setiani, R. N., Nurhayati, S., Oktaviana, V., & Sitorus, Y. I. (2020). Peran Orangtua dalam Membimbing Anak Selama Pembelajaran di Rumah sebagai Upaya Memutus Covid-19. *Universitas Singaperbangsa Karawang*, (May), 1-12
- Henrichsen, S. J. (2015). Addressing Reticence: The Challenge of Engaging Reluctant Adult ESL Students. *Journal of Adult Education*, 44, 15-20.
- Herburger, D. (2020, May 20). *WestEd*. Retrieved October 26, 2020, from WestEd: https://www.wested.org/wpcontent/uploads/2020/05/Teacher_Considerations_Distance_Learning_for_Students_with_Disabilities_Final.pdf
- Ignatius Rindu, A. (2017). Teacher's Role in Managing the Class during Teaching and Learning. *Script Journal: Journal of Linguistic and English Teaching*, 2, 83-100.
- Inês Messias, L. M. (2015). Students' engagement in Distance Learning: Creating a scenario with LMS and Social Network aggregation. *International Symposium on Computers in Education (SIIE)* (pp. 1-6). Lisboa: ResearGate.

- Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in Higher Education*, 38, 758-773.
- Kennedy, G. (2020). *What is student engagement in online learning... and how do I know when it is there?* Melbourne: Melbourne Cshe.
- Kim, J. (2013). Influence of group size on students' participation in online discussion forums. *Computers & Education*, 62, 123-129.
- Koran, S. (2015). The Role of Teachers in Developing Learners' Speaking Skill. *Conference: 6th International Visible Conference on Educational Studies and Applied Linguistics*, 400-416.
- Laurillard, D. (2013). *ethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies*. London and Newyork: Psychology Press.
- Matthew B. Miles, A. M. (2019). *Qualitative Data Analysis A Method Source Book*. New Delhi: Sage.
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Meyer, K. (2014). *Student engagement online: What works and why*. New York: ASHE Higher Education Report.
- Monica L. Simonsen, M. E. (2017). *Student Engagement in Online and Distance Learning*. Ann Arbor: MI: XanEdu.
- Naserly, M. K. (2020). Implementasi Zoom, Google Classroom, Dan Whatsapp Group Dalam Mendukung Pembelajaran Daring (Online) Pada Mata Kuliah Bahasa Inggris Lanjut. *Jurnal Aksara Public*, 4, 155-165.
- Norziani Dahalan, O. H. (2012). Student Engagement in Online Learning: Learners Attitude Toward E-Mentoring. *Procedia - Social and Behavioral Sciences*, 67, 464-475.
- Permendikbud. (2017). *Standar Proses Pendidikan Dasar Dan Menengah*.
- Rahma Al-Mahrooqi, C. D.-S.-M. (2015). Characteristics of a Good EFL Teacher: Omani EFL Teacher and Student Perspectives. *Sage Open*, 1-15.
- Rodger, J. C. (2014). *Approaches and Methods in Language Teaching*. Cambridge:: Cambridge University Press.
- Rooij, S. W. (2009). Scaffolding project-based learning with the project management body of knowledge (PMBOK (R)). *Computers & Education*, 52, 210-219.
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Semiral Öncü, H. C. (2011). Research in online learning environments: Priorities and methodologies. *Dblp Computer Science Journals*, 57-62.

- Teguh, M. (2015). Difusi Inovasi Dalam Program Pembelajaran Jarak Jauh Di Yayasan Trampil Indonesia. *Jurnal Ilmiah Scriptura*, 5, 7178.
- Tuyen, N. V. (2017). Factors That Affect Students' Reticence in Class. *ICEMS*. 115, pp. 179-184. Da Nang: Atlantis Press.
- Villiers, B. D. (2018). The relationship between student engagement and academic success. *Journal for New Generation Sciences*, 32-50.
- Winaya, I. P. (2020). Pendidikan Karakter di Lingkungan Keluarga Selama Pembelajaran Jarak Jauh pada Masa Pandemi COVID-19. *Cetta: Jurnal Ilmu Pendidikan*, 3, 270-290.