Exploring the Learner Engagement of Indonesia Senior High School Students in EFL Classroom

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Abstrak

Keterlibatan siswa secara signifikan berhubungan dengan hasil akademik siswa, motifasi, penyelesaian tugas, kehadiran di sekolah dan tingkat *drop-out*. Terlebih lagi, di Indonesia, pembelajaran bahasa Inggris sebagai bahasa asing dipandang kurang penting untuk ditinjau dibanding mata pelajaran Matematika dan Ilmu Pengetahuan Alam. Karena itu, tujuan dari penelitian ini adalah untuk mengeksplorasi tipe keterlibatan siswa di kelas bahasa Inggris sebagai bahasa asing (EFL) dan faktor-faktor yang memengaruhi keterlibatan siswa. Penelitian ini dilakukan secara kualitatif pada siswa kelas sepuluh di salah satu sekolah menengah atas di Mojokerto, Indonesia. Untuk pengumpulan data, enam siswa dipilih berdasarkan rekomendasi dari guru kelas. Data dianalisis melalui beberapa tahap berikut; penataan dan persiapan, seleksi data, interprestasi dan deskripsi. Hasil penelitian menunjukkan tiga tipe keterlibatan siswa yang ditunjukkan selama kelas bahasa Inggris. Hampir seluruh partisipan dalam penelitian ini terlibat dalam aktivitas kelas, sedangkan beberapa dari mereka menunjukkan sebaliknya. Karenanya, temuan kedua menunjukkan faktor yang memengaruhi hal tersebut. Implikasi dari temuan ini didiskusikan dengan saran dan penelitian lebih lanjut.

Kata kunci: keterlibatan siswa, bahasa Inggris sebagai bahasa asing (EFL).

Abstract

Students engagement significantly related to students academic achievement or academic outcomes, their motivation, task completion, school retention and levels of drop out. Moreover, in Indonesia, English as foreign language considered has less importance to be learned than math and science. Therefore, the aims of this study are to describe what kind of engagement that the students demonstrate in EFL classroom and the factors that influence students engagement in class. This research was conducted qualitatively on tenth graders in one of senior high school in Mojokerto, Indonesia. For the data collection, four students were chosen based on the teacher's recommendation. The data were analyzed through these steps; organizing and preparing, coding and reducing, interpreting and representing. The result of this study showed three kind of students engagement that the students demonstrated during classroom activities; behavioral engagement, cognitive engagement, and emotional engagement. Most of all participants in this study engaged in classroom activities while some of them sometimes acted disengaged. Therefore, the second finding showed factors that influenced their engagement in classroom. The implications of these findings are discussed together with suggestions and further research.

Keywords: student engagement, English as a foreign language (EFL)

INTRODUCTION

Teachers consider every aspect in the classroom so the learning process will be successful. According to Taylor and Parsons (2016), every educator's goal is to make their students successful. It is also stated in National Education System (2003) that effective teaching and learning process will support students to reach the aims of education included their religion strength, self-control, personality, intelligence, good manner, and the ability that is needed for themselves, society, and nation. Included in English, teachers wish their students, at least, improve their competency. Teachers apply various techniques or methods in teaching English so the students are motivated to engage them in teaching and learning process. Teaching styles and strategies that are considered as effective ways are teaching practices that

recognize the increase diversity of students (Doyle, 2013, p. 6). It is important to take not of how the process in the classroom because it influences the achievement of the students.

Successful learners are the ones who make good achievement from what they learn in the classroom. As it is written by Josh Cunningham (2012, p.1), defining, quantifying, and measuring students achievement is not easy. The most common indicator of achievement generally refers to a student's performance in academic areas. It is also written in *Taking Action on Adolescent Literacy* (2007), students must be motivated to engage with literacy task when they wish to achieve capability in the literacy. It has been shown that one of some factors that influence students' achievement is the engagement of students. Education is not only about what teachers do to help students to learn but also how they encourage their

students to actively strengthen their *capacity to learn* (David Hargreaves, 2004, p. 27).

According to Philp and Duchesne (2016), engagement refers to levels of students' attentiveness and involvement which is revealed both in cognitive aspect, social, behavioral, and affective aspects as well. Abbing (2013) has analyzed that the relationship between engagement and achievement can play an important role in developing students' school career and in predicting whether they can manage to finish their education or drop out. Engagement is about how the students behave in the classroom activity and also how they persist themselves in learning such materials, when they face some problems and pretend to solve by themselves.

Learners engagement has been examined and defined as a multifaceted construct. As it was stated by Federick et al (2004), there are three majors of students engagement; behavioral engagement, cognitive engagement, and emotional engagement. Behavioral engagement refers to observed actions such as activity participation, work habits, taking initiative, and cooperation in the classroom (Li & Lerner, 2011) while cognitive engagement refers to motivation and ambition, attentional focus, and psychological effort (Duchesne & Ratelle, 2010). Finally, emotional engagement refers to a sense of belonging, support in the classroom, identification with school, and feelings towards school and learning. All three components of school engagement are interrelated one another. Linnenbrink and Pintrich (2003) stated that teachers' main concerned in the classroom is increasing students engagement and learning. It is also wondering why some students are involved, engaged, and motivated for schoolwork and others are disengaged even when these students are in the same classroom.

Students engagement has primary role in increasing achievement, positive behaviors, and a sense of belonging in students so they persist in school. Students engagement can improve students academic performance, promote school attendance, and developing their good behavior (Al-Alwan, 2014; Weiss & Garcia, 2012). Abbing (2013) has analyzed that the relationship between engagement and achievement can play an important role in developing students school career and in predicting whether they can manage to finish their education or drop out. Also, students engagement was considered as the predictor of students graduation in high school (Fall & Robert, 2012)

Every student has different level of engagement. It is shown by how attentive they are in the classroom, their persistence in the learning process and how they behave. Moreover, different aspects of engagement are bolded differently in every context in the same level (Philp &

Duchesne, 2016). It depends on how they involve themselves during classroom activities. Their studies showed that there were some different behaviors of the students in facing the tasks. The students who were bored or disinterested in a task were emotionally disengaged. Similarly, someone who is disconnected with other group members, and thus socially disengaged, may also be behaviorally off-task such as not listening to responses of others, not contributing to the interaction.

The most common indicator of achievement generally refers to a student's performance in academic areas. It means that engagement has been the main role in determining students' achievement. DeVito (2016) found that students who were less active in the learning process had lower grade than the students that highly active involved in the learning process. The quality of engagement can be shown by their achievement. No matter how appropriate the input that the teacher gives for them, they are not able to reach the aims of learning activity when they are disengaged.

Philp & Duchesne (2016) recognized the need to involve students through tasks that are highly relevant and achievable with support, and that inspire effort and persistence. Researchers of L2 acquisition have emphasized the need for L2 learners to pay attention to the connections between language form and its meanings in use (Leow, 2015).

Considering the fact that engagement plays important role for education process, it is common that engagement become one of considerable aspects in education. On the other hand, in Indonesia, it is infrequent to find any concern about how the students engage in English learning. There are many studies conducted on the effective techniques that the teacher used in EFL class. These studies focused on finding appropriate techniques that can be applied in class rather than concerning on how the students involve during classroom activities. Also, there are many studies conducted on students engagement effects to students achievement in the math, science and psychology but there are few of them focused on how EFL students engage in class and the factors that may influence students engagement. This situation motivates the researcher to conduct study about the engagement of students in EFL classroom. The aim of this research is to describe how the students demonstrate the engagement during classroom activity and the factors that influence.

RESEARCH METHODOLOGY
The researcher applied qualitative approach in this study. Specifically, it was a case study. The researcher investigated on the engagement of the students who made the highest achievement and lowest achievement in

English among tenth graders in depth. The researcher analyzed their capacity of engagement in class. It answered the first research question which was to explore the engagement of students in EFL classroom and the factors that influence. Therefore, qualitative approach was the suitable approach for understanding the engagement of the students in-depth. It supported by Creswell (2014) that qualitative is used to get the detailed understanding of the problem.

The participants of the study were tenth graders in one of senior high schools in Mojokerto, Indonesia. The researcher selected the students who received the highest achievement and also students who received the lowest achievement of English in order to explore their capacity of engagement. The selection was used to explore on how they demonstrated the engagement in class.

Therefore, the subjects of this study were the students in tenth grade of senior high school. There were 30 students in each class. The interviews involved four students, which two students with the highest English achievement and two others with the lowest English achievement. The purpose was to make the participants more representative. This selection of participants was based on their previous English marks or achievement.

The researcher used observation sheets and interviews in this study. Firstly, the researcher used observation sheet as the instrument in order to answer the first research question that was to describe what kind of engagement that the students usually demonstrate in EFL classroom. The content of the observation sheet consisted of how the students engage in the classroom activity. The point of the observation sheet was the kind of engagement that the students demonstrated while they received the material from the teacher.

In this study, the researcher used qualitative research so the researcher used interviews as the method to answer the second research question. The first interview was related to the observation sheets on the students engagement types that they demonstrated in class. Also, the second interview was purposed to find out what factors that influence students engagement in English classroom. The researcher interviewed the participants after conducting data from the observation sheets.

The interview consisted of some questions. The questions asked the students about the students engagement and the factors that influence their capacity of engagement in classroom. Then, there were some information from interview data that can be elaborated with the result of observation sheets which was about kind of engagement that the students demonstrated in class.

The researcher collected the data from the result of observation sheet and interviews. At first, the researcher

did the observation in the classroom. The observation sheet was used to know how the students engage with teaching and learning process of English. During the observation, the researcher sat in the back sit of the class in order to avoid attracting attention from the students. The researcher observed the classroom activities and made some notes based on the observation, by writing additional information during the classroom process. It was conducted in four meetings

After four meetings, the researcher continued to conduct the interview. The interview was with the students. Based on students' previous English achievement, the interview involved 4 students, 2 highest English achievers and 2 lowest English achievers. First interview was conducted to figure out the types of students engagement that demonstrated during classroom activities. Secondly, interview was to find out any factors that influence their engagement in the classroom. The interview was conducted outside the classroom. The researcher interviewed students one by one in spare time. After the researcher got the result of observation sheet and interview, the researcher continued to analyze the data.

The researcher used steps proposed by Creswell (2014). The first steps included organizing and preparing the data for analysis. The data of observation sheet and the result interview were prepared to be read in order to find some essential information that the researcher want to know. For the observation data, the researcher was facilitated by observation sheet. The observation sheets consisted of lists of students actions that were done in class. The researcher read all the results of the observation and arranged the data into different types, such as what the students did while teacher explained the material, how the students responded when the teacher gave them task, and how they behaved in the classroom. For the interview data, the researcher transcribed and selected for the important information. After the researcher understood the data by organizing, the researcher continued the next step.

The second analysis were coding and reducing. Coding was used to analyze the interview results. The researcher coded the data and grouped the codes. In this step, the researcher selected and gathered the data in the same category. After coding, the researcher knew the similarities that appeared on each category. From that reason, the researcher reduced the information which was not related with the categories that the researcher needed to answer research question.

The last steps were interpreting and representing. The researcher interpreted the result of observation sheet by describing the information recorded in the note. Then, for the interview result, the researcher interpreted the data by

describing the result of code by each category. After the researcher got the final results, the results of the finding were represented in form of paragraphs. The researcher interpreted the results in the form of words rather than numbers because the data of observation sheet and the result of interview were analyzed qualitatively.

RESULT AND DISCUSSION

The results of the study are expected to answer the two research questions: (1) what kind of engagement that the student demonstrate in EFL classroom? (2) what factors that influence students' engagement? Therefore, this section is divided into two sections, according to the sequence of the research questions.

Students Engagement in EFL Classroom

This section answers the first research question. This result was answered from data of observation sheets and interview. While conducting this research, the researcher sat in the back seat of the class. The researcher observed how the students behave while classroom activities. The observation began from pre activity to post activity in EFL classroom. In this observation, the researcher was facilitated with observation sheets. The researcher acted as a non-participatory observer while the teacher handled the whole classroom activity.

In this observation, the researcher observed three high English achievers and three low English achievers in three classes. There were four meetings that have been observed by the researcher in order to explore kind of engagement that demonstrated by the students. Moreover, the interview was conducted on four students who were two lowest achievers and two highest achievers. Also, the researcher added information from interview data. There are three kinds of engagement that the students demonstrated during classroom activity; behavioral engagement, cognitive engagement and emotional engagement.

Table 1. Dimensions of Student Engagement

Behavioral Engagement	attendance, participation while classroom activity, work habits, cooperation and aggression
Cognitive Engagement	attention focus, motivation, psychological effort, and students' persistence
Emotional Engagement	sense of belonging, support in the classroom, identification with school, and feelings towards learning environment and learning process

Behavioral Engagement

This kind of engagement is the most demonstrated engagement that the students did while classroom activities. All participants showed their behavioral engagement during classroom activities.

a. Attend to the class

The data from the observation showed that all participants, both low achievers and high achievers, used to attend the English class for four meetings. They were nor skip the class and considered the English class as important class to be attended. Also, in the interview, Participant 1 said that it is important for the students to attend to the class if they want to learn the lesson. Participant 3 said that the students should join the class if they want to understand more.

"I think, students should attend to the class if they want to learn it" (Participant 1, 4)
"We could understand more if we join the class" (Participant 3, 8)
"If you want to learn something, you should attend to the class. Because of it is impotant" (Participant 4, 6)

b. Pay Attention

Based on the result of the observation, almost all participants used to pay attention in class. Participant 1, Participant 2, Participant 5 and Participant 4 used to give attention when the teacher delivered the materials or when the teacher explained the materials. The participant also explained it in the interview

"I always try to focus on the lesson, on the explanation that the teacher gave" (Participant 2, 12)

Meanwhile, Participant 3 (the low achiever from Science 3) and Participant 6 (the low achiever from Science 2) sometimes showed that they had low attention on the teacher explained by making any discussion which did not related to the lesson with others.

c. Participate during Classroom Activity (Taking Initiative)

The different behaviors were also showed when the teacher asked them about the topic of the previous meeting. Some participants actively answered the questions by raising their hand while others answered the questions immediately together with the whole class. At the first meeting, sometimes Participant 1 raised his hand when answering teacher questions. Also, he was actively involved in class discussion by giving his opinion when the teacher asked the class opinion. He also showed same acts in the second and third meetings.

However, in the last meeting, Participant 1 rarely raised his hand or had initiative to answer or to give his opinion voluntarily. He preferred to answer the teacher question together with the whole class without raising his hand or sometimes being quiet and did not respond the questions. Participant 2 who was also the high achiever used to participate more than the others in class. She often raised her hand to answer and to give her opinion voluntarily. Moreover, she used to participate actively in discussion whether it was class discussion or group discussion. Participant 2 showed her cooperation more than the other participants. On the other hand, Participant

3, 4, 5, and 6 acted passively almost all the time. They infrequently answered teacher questions or gave their opinion during classroom activities.

The results of the observation on four meeting showed that Participant 2 was the participant who actively asked question when she faced difficulty in tasks or asked the teacher to get more information about the materials. For example, when the teacher asked the students to do exercise in the book and there was unclear instruction in it, Participant 2 asked the teacher to give explanation more about the exercise. She explain it in the interview.

"I always answer what the teacher asked me. I got plus from that answer." (Participant 2, 14)

Other participants did not show their initiative to ask more information to the teacher even sometimes Participant 1 and Participant 3 asked the teacher when they faced difficulty in tasks.

"I used to voluntarily answer when the teacher, sometimes. But, I would absolutely answer when the teacher pointed at me"
"I asked teacher when I found difficulties on tasks. Sometimes, I asked my seatmates." (Participant 1, 12 and 16)
"I used to answer when the whole class answered" (Participant 3, 16)

Also, Participant 3 used to make unnecessary discussion with classmates when the teacher gave explanation. The teacher often reprimanded him when he had talked too much with his seatmates. There was also Participant 6 who acted similarly with Participant 3. When the teacher played videos or audios about the materials, she often made chit chat with her seatmate even it was not as much as Participant 3 did.

On the other hand, when they were in the group activity and became in the same group, they made good discussion. Participant 1 calmly gave explanation based on his understanding to his members. Sometimes, he asked the teacher about the difficult words. In the group work, Participant 3 also showed good aggression and social behavior. He at the several times gave his opinion and checked some difficult words on the dictionary.

Cognitive Engagement

Cognitive engagement focuses on attention focus, motivation, psychological effort, and students' persistence while classroom activities. This kind of engagement also can be reflected in behavioral engagement. For example, when the students took a note while the teacher explained about the material, and they focused on the video that was played by the teacher, it was also called as cognitive engagement.

a. *Attentional Focus*

The results of the observation sheets showed that Participant 1 and Participant 2 were the participants who

used to focus on the teacher explanation. Almost all the time during the meetings, they showed their attentional focus and sometimes took a note on what the teacher explained.

"everyone in the class was serious and focused on the lesson. I also did the same thing, gave attention on the explanation" (Participant 2, 20)

Meanwhile, Participant 3 and 6 were often lost their focuses. They discussed with others during teacher explanation and infrequently took a note. Participant 4 and 5 acted similarly with Participant 3 and 6. They sometimes also lost their focuses because their classmates acted rowdy and made noisy while the teacher explained. This behavior of their classmates disrupted their concentration in learning. Even they were disrupted by their classmates, the participants tried to gather their focus on learning again.

On the other hand, sometimes Participant 3 showed low cognitive engagement during classroom activities. Participant 3 sometimes lost his focuses and did seem to know what is going on in class when the teacher asked him.

b. *Sincere Efforts*

They sincerely completed the assignment and put their effort on it. Sometimes Participant 1 and 3 asked the teacher when there were difficult words in the task, and they did not find suitable meaning in the dictionary.

Also, almost all participants were persistent when they confronted with difficult problem. They tried to finish their seatwork assignment even it was difficult. Participant 1 expained that he used to open the dictionary or asking to the teacher or classmate.

"I tried my best on task. If there was any difficulty, I would ask classmate or teacher. I also opened the dictionary if teacher allowed me." (Participant 1, 24)

On the other hand, Participant 5 and Participant 6, even they also finished their work , sometimes often showed her unwilling on tasks during the observation. She finished the assignment but did not put sincere effort on it. When the teacher asked the students to do the exercise, she did not put any effort to finish it.

c. *Complete the Assignment*

In the first until third meeting, Participant 3 used to complete the assignment and tried his best to finish it. For example, he used to ask the teacher when there were difficult words or open dictionary to find the meaning of some words. He also often asked his seatmates when he faced problem on tasks. Meanwhile, in the last meeting, he could not finish his assignment. The teacher asked him to complete it. Teacher gave him additional times, so he could finish it but he did not want to do it. In the end, the teacher allowed him to submit the assignment after the break time.

d.   Presenting Work

The teacher also sometimes asked the students to present their work. The participants showed different preparation for their presentation. Participant 2 said that she would do good preparation when the teacher asked her to do it because she considered that presentation was important to improve her skill in English and it effected on her scores.

"We did it to improve our skill in English. The more we pactice, the better we are in English"
"Also, it was affected on my finale score"
(Participant 2, turns 14 and 20)

Participant 1 and 3 used to make little note when he would to present to the class about his work. Participant 4, 5, and 6 also prepared their presentation by rehearsing with others.

Participant 3 sometimes needed help to get started on work or keep going on tasks. Also, Participant 4 often acted uncommunicative toward the teacher or her peers in group.

Emotional Engagement

The aspects of emotional engagement are focused on the affective attachment to a school environment. This engagement refers to students feeling toward classroom environment and how they react towards classroom situation. Aspects of emotional engagement also can be shown by how the students respond toward teacher's teaching style or how they attach to other members of the class.

The researcher found that how Participant 2 and Participant 4 enjoyed the class can be included in emotional engagement aspect. Enthusiasm that they showed toward the teacher proved that they satisfied on the teaching style that the teacher applied in the previous meetings. Also, these participants had close and positive attachment with the teacher. They enjoyed the classroom activities because their feeling toward the teacher. They also explained it in the interview.

"My teacher delivered the materials in interesting way. There were quiz and game during classroom activities. It made us more enjoy the class."
"We will enjoy the class if the teacher teaches us in good way. We would encourage ourselves in class."
(Participant 2, 30 and 32)

Moreover, the teacher used to give them reward at the end of the class for students who actively participate by answering her question and students who got high score when there was a quiz in the classroom. Students who received more supports in the classroom felt more positive about their teacher. Participant 2 explained that this kind of support helped students to involve in classroom activities.

"Students were more confident to involve themselves in learning avctivity when the teacher support them."
(Participant 2, 42)

When teacher gave the material, Participant 6 sometimes spaced out and did not know what's going on. Moreover, when there was group work, she did not join the group discussion and passively sat on her seat without taking any initiative. She was looked tired during the class and did not enjoy the activities.

The participants of Science 3, Participant 1 and 3, had less emotional engagement during classroom activity. Sometimes, they showed their positive attachment to the teacher by asking question or presented their work in front of the class when the teacher asked them to do it. The teacher of this class had different style with the one who taught in Science 1 and 2. When the teacher of Science 1 and 2 used video and handbook, the teacher of Science 3 preferred using old method such as opening book and read it then do the exercise.

Factors Influence Students Engagement

This section answers the second research question. The researcher interviewed four students; two students from Science 2 (Participant 2 and Participant 4) and two students from Science 3 (Participant 1 and Participant 3). From the interview, the researcher collected some information about the factors that influence their engagement during classroom activity which will be explained.

There are some factors that influence students engagement based on the interview that the researcher has done during conducting research.

Table 2. Factors Influencing Student Engagement

Direct Factors		Indirect Factors	
a.	Student motivation	a.	Classmates' Behavior
b.	Student preparedness	b.	Teacher's Instructional Strategies
c.	Learning Style	c.	Teacher-Student Interaction
		d.	Teacher Support

Direct Factors

School engagement or academic engagement refers to how the students dedicate for learning environment and the process in its. The students who got more preparation before the class would be more engaged while learning process because they have known what they should do by doing some preparation. All participants said that preparation a night before class influenced the way they participated in classroom. Some participants did preparation such as reading the material or review what they got in the previous meeting. They said that it made them more likely engaged in learning process. For example, Participant 1 used to study for English class in

the next meeting. He said that this kind of preparation helped him while classroom activity such as be able to answer question and to do presentation.

"We could answer what the teacher asked easily when we have had preparation by studying the days before. So, it was more suitable for us" (Participant 1, 16)

Also, participants considered that their learning style influence their participation in class. Participant 2 said that sometimes teacher set a quiz without giving information in the previous meeting. In this situation, the preparation could be very helpful. The students who have studied about the previous material or reviewed it easily answered the questions, such as Participant 2.

"Yes, we would enjoy the class when we had good preparation. We were ready to answer the question from the teacher" (Participant 2, 16)

On the other hand, students who did not prepare or study in the night before or a day before the class would face difficulty. It was happened to Participant 3 and Participant 4.

"Sometime I felt confuse when the teacher asked question. Maybe, it was because I did not do enough preparation so I could not understand the material" (Participant 3, 20)

"Yes, sometimes. It effected on me in classroom when there was a quiz in class"

"I was able to answer the question from the teacher when I read the material at the day before class. When I did not read it, I did not understand the material and I could answer or give my opinion in class" (Participant 4, 22 and 24)

Indirect Factors

Learners engagement cannot be separated with the members in the classroom or learning environment. It includes teacher, students, and the condition of class. The condition of class refers to the situation that is created by the students' behavior or may the impact of teacher classroom management. For example, when the teacher teaches the students in discipline way and applies strict rules in class, the students would act politely and do what they think it is necessary. Meanwhile, teacher who is not good at managing the class creates the students who act rowdy while classroom activity.

These behaviors influenced others in order to engage them in learning process. Participant 1 said that how his classmates behave affected on his participation both in positive way and negative way. When other students in Science 3 kept silent while the teacher asked question, he pretended to be silent. On the other hand, the students who acted rowdy and noisy gave bad impact on his focus on the material.

"For example, when they were all quiet, no one answered, I also felt uncertain to answer. Sometimes, it also effected on me when they acted rowdy and distracted my focus" (Participant 1, 24)

"I could not be focus when everyone made noisy. Sometimes, classmate asked me question and it disturbed me to be focus" (Participant 3, 28)

Sometimes, how the others behave motivated them in gathering self-confidence and motivation to participate the activity. When their classmates pretended to do not answer or give opinion as the teacher asked them, the participants also acted quietly and did take any initiative because they lacked of self-confidence.

"Sometimes, it disturbed me. Sometimes, I felt shy to answer when everyone seemed to be quiet" (Participant 3, 30)

Participant 1 explained that his English teacher often did interesting activities. It helped her gather motivation in joining the class. Participant 1 also said that teacher who teaches in interesting way and applies appropriate technique influenced them in engaging themselves in learning activity.

"The important point is the techniques that the teacher applied should be interesting so the students were able to engage in learning activity"

"It probably effected. The students were interested to learn in class when the teacher applied interesting techniques. On the other hand, students would feel bored when the teacher applied monotone techniques in class" (Participant 2, 36 and 38)

Also, Participant 2 and Participant 3 said that the way teacher delivers the material gave big impact on how the students understand the information. When the teacher explained and delivered it in a good and simple way, the students understood faster. On the other hand, students were confused and were not able to catch the information when the teacher explained it with difficult words.

"The students easily understood the material when the teacher applied interesting techniques in class" (Participant 3, 38)

"The students were not lazy to learn when the teacher explained the material in good way so the students understood easily"

"The students participate more in classroom activity when the teacher applied an appropriate technique. When the teacher applied bored techniques, it made the students felt bored too" (Participant 4, 38 and 40)

Teacher and students are the main role in the classroom. Classroom activity would be run when there is a good interaction among two of them. All participants considered that interaction between students and teacher are necessary in order to motivate the students in engaging while classroom activity.

"Students are able to deliver their opinion in class when the teacher has more interaction with them" (Participant 1, 38)

"We felt comfortable when the teacher had good interaction with us"

"Interaction is important thing so the students are not afraid or shy to answer or give their opinion in class" (Participant 2, 42 and 44)

"Sometimes teacher asked the students, sometimes students asked teacher. For example, the students asked the teacher to explain what they did not understand about the material. There was also QnA activity in English class. Teacher also asked some question to the students when they presented their work"

"It definitely effected. I am a passive student. When the teacher asked me question, I would to answer. But, when the teacher did not ask me or did not involve me in any discussion, I used to be quiet" (Participant 3, 44 and 46)

"Students would respond when the teacher made interaction with them. It was different when the teacher kept quiet and had no interaction with the students" (Participant 4, 48)

Participant 3 said that he was a passive student. He would be more confident to give his opinion when the teacher made interaction to him. Also, Participant 4 reported that students would respond when the teacher made interaction with them.

Teacher support refers to every action of teacher in class considered as motivation for the participants to engage with learning activity. It is included emotional support, instrumental support, and cognitive support. Emotional support refers to the way the teacher supports the students to defeat their fearness in class. Teacher shows her or his support by giving them reward, so the participants put more effort on the tasks. Also, they will feel more appreciated. It can also encourage their participation.

"Sometimes, there were quiz and we got reward from the quiz"

"We were more enthusiast joining English class. we would participate more in activity when there was reward for us" (Participant 1, 42, and 44)

"The best one would receive reward. Sometimes, teacher convinced that it was fine if we spoke wrong answer. It made us did not feel shy to answer" (Participant 2, 48)

"The one who got the highest score was received reward from the teacher. There was also a game. The winner got reward [...] (Participant 3, 50)

Instrumental support can be facilities that the teacher gives for the students in order to make their work easier.

Finally, cognitive support refers to problem solving in the form of discussion that the teacher did when the participants got any difficulty in completing the tasks.

"The teacher would explain once more when there were some students did not understand the material" (Participant 1, 40)

Participant 2 said that teacher support in classroom activity significantly helped the students encourage motivation to engage with every activity. They put more effort on their work because they have specific aim which is reward that the teacher prepared for them. Besides, there is also punishment as a consequence which wait for whom do not fulfill the task.

"Students would participate when the teacher motivated and supported them" (Participant 4, 56)

Discussion

This section will present the discussion of the key findings related to the most demonstrated engagement in English classroom and factors that influence students' engagement.

Students Engagement in Classroom

The first finding of the study showed that there are three dimensions of engagement that the students demonstrated considered as three major engagements; behavioral engagement, cognitive engagement, and emotional engagement (Federick et al., 2004; Federick et al., 2011; DeVito, 2016). It has been shown in the previous studies that every aspect in each dimension of engagement are inter-related (Wentzel et al., 2010; Wang & Eccles, 2012). The aspects of emotional engagement are considered as non-observed aspects (Wang et al., 2011) but it can be reflected in behavioral engagement aspects as well. The finding of three major dimension of engagement that the students demonstrated in EFL classroom will be explained.

All the participants attended to English class during the observation. They used to tend in class and bring their English book. As it is stated by Li and Lerner (2011), behavioral engagement can be referred to class attendance and bringing book in class. Furthermore, some participants (Participant 1 and Participant 2) showed cooperative behavior while classroom activities by giving their opinion or answering the questions. Also, Participant 2 often showed her aggression. She used to raise her hand when the teacher asked the class to answer or to give opinion voluntarily.

Li and Lerner (2011) explained that students' cooperation towards learning environment and students' aggression are included in behavioral engagement. Moreover, all participants were likely put their effort when the teacher asked them to do exercise in the book.

For example, when Participant 3 faced difficult words, he looked at the dictionary. Sometimes, Participant 1 and Participant 2 also asked the teacher to get more information or when there was unclear information on tasks. These participants had initiative to solve the problem such as looked at the dictionary or asked to teacher or peers. As it is written by Hattie and Anderman (2013), behavioral engagement includes how the students persistence when they face difficulty or problem in classroom.

There were some actions that showed disengagement in these aspects. When the teacher explained, Participant 3 discussed with his seatmate. Sometimes, teacher reprimanded him. Li and Lerner (2011) defined this kind of students' action as disengagement of students in class.

Secondly, cognitive engagement strongly refers to students' ambition and motivation to complete their education by attending in classroom activity and fulfill the best grade (Duchesne and Ratelle, 2010). Cognitive engagement are about attentional focus and psychological effort. All participants regularly attended to the classroom activity, but only some of them had ambition in order to complete their semester with best grade. For example, Participant 1 and Participant 2 had good attentional focus in learning. They tended to be focus on what the teacher explained rather than kept talking with the seatmate such Participant 3 did sometimes. The ability to concentrate in classroom and when they did the tasks called as cognitive engagement (Wang & Holcombe). Also, most of all participants showed their effort on the tasks. When the students put their effort on the tasks, it also meant that they were cognitively engaged during classroom activity (Christenson, Reschly, & Wylie, 2012).

Dotterer & Lowe (2011) defined the aspects of cognitive engagement as their aggression and initiative. Participant 1 and Participant 2 used to take initiative by answering the teacher question and presenting themselves. Also, when there was group work, they take initiative to become the leader rather than member.

Participant 2 and Participant 6 were the participants who mostly enjoyed the activity. These students had good feeling towards their learning environment which was their classroom. According to Wang et al (2011), students' feeling towards learning environment involved teacher and the process considers as emotional engagement. Moreover, all participants had positive relationship with teacher and peers. Teacher had good attachment which used to support students to participate more in every activity. This approach built positive attachment between students and teacher. Rooda et al (2011) stated that students' positive attachment considers as the form of sense of belonging. When the teacher

supported the students, they felt that they were accepted in the learning environment (Wang et al., 2011), so they had close relationship with the teacher.

Factors Influencing Students Engagement

The students may able to engage in classroom activities when they have willingness to complete challenges that can be faced in class. Leach and Zepke (2011) showed this statement and defined it as non-institutional support aspect. Students who are more likely motivated to involve in class would prepare themselves into it. Some participants did some preparation before the class in order to facilitate them to be more engaged in class. Students recognized that their learning style influence the way they participate in classroom. Some of participant did not do any preparation, so they could not participate well.

Zepke and Leach (2010) stated that the development of relationship between students and other in class may give impact on their capacity of engagement as well. Also, the results of the study found that when other students behave more disengage in classroom activity, it influenced the level of engagement of the others. For example, Participant 1 tended to be focus on teacher explanation but his seatmate asked him a question. In the end, he lost his focus. Moreover, when the others at rowdy and made a noisy, Participant 2 pretended to act rowdy as them. On the other hand, when the students have positive interaction with others and they make discussion each other about the task or in group work, they automatically were engaged in classroom activity (Bathgate & Silva, 2010; Kraft & Dougherty, 2013; Mutch & Collins, 2012; Phillips, 2015).

Bock and Erickson (2015) investigated the influence of teacher's instructional strategies towards students behavior in class and found that student-centered approach made the students be more interactive. Students engage at higher levels of cognitive demand followed with higher levels of attention, interest, and communication on class. Oppositely, teacher who applied teacher-directed and focus on skill mastery an acquisition made the students behave an opposite way (p.149).

Participant 2 and Participant 6 inclined engaged to the activities because the teacher applied interesting strategies and often involved the students in the discussion. The teacher created the situation in the class such the students were the main role and they as the main character should involve in learning process. Meanwhile, the teacher of Participant 1 and Participant 3 explained the material to the students and sometimes asked the students. They were likely had less motivation in engaging themselves in learning activity. According to Reyes et al. (2012), students are more engaged in student-

controlled rather than teacher-controlled learning activities. Thus, teacher's instructional strategy was found to encourage engagement.

Another evidence of teacher's support effect towards engagement has been provided by Dietrch and Balli (2014). They suggested teacher' support are more likely to motivate the students on tasks and stimulate the curiosity and sense of challenge of them.

Another considerable factor that influnces students' engagement is teacher-student interaction. Students can be completely engaged when they are in the one class but appear no interest to engage in other classes (Burgess, 2015; Jang et al., 2010; Jensen, 2013; Swiderski, 2011). This difference level of engagement occurred because the teachers' instructional strategies were different. Wang and Neihart (2015) showed that teacher-student interaction has impact on engagement and indirectly on their achievement. All participants said that they were more motivated to participate in learning when the teacher often asked them question about their opinion towards the material.

Other studies also found that the level of students' performance is influenced by teacher-student interaction. Reyes et al (2012) indicated that students engagement and academic performance produce great extent when the teachers promote classroom interaction. Furthermore, Reyes et al (2012) explained that positive interaction between teacher and the students create a positive emotional engagement of the students.

Thus, Participant 2 and Participant 4 were engaged during classroom activity because their teacher had had good interaction with them. The participants also said that their English teacher interacted with the students during classroom activity so the students felt comfortable to reveal their mind on the material and learning. Teacher also supported them by helping them to solve the problem that they faced on tasks. Moreover, they enjoyed participating in class activity because they recognized the teacher-student interaction in class as the acceptance for them.

Finally, the principle of the institution and early experience provided by the institution would be crucial factors in encouraging students' engagement (Leach & Zepke, 2011). The instructor as it is the institution in classroom should provide supportive services for the students. It can be in the form of facilities include high quality libraries and system of learning (Russell & Participant 1ater, 2011) and teacher mentoring session and easy planning session for the students (Leach & Zepke, 2011) and also how the teacher as instructor care on the students in classroom activities ((Zepke & Leach, 2010).

Teachers have different ways in order to support their students in encouraging their level of engagement in class. When the teacher of Participant 2 and Participant 4 used reward as motivation for students to participate more in activities, teacher of Participant 1 and Participant 3 used video as the material to make the students be more interested in learning. What these teachers did to engage their students in learning activity were called as supportive services. The participants experienced the activities in class as interesting activity, so they encouraged in it and increased their proportion rather than being disengaged. Zepke and Leach (2010) explained that considering the impact of institution support towards students engagement, it is important for the teacher to recognize the differences needs of students and to adapt the way to deal with it.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results and discussion, this study gathered two findings. First finding showed that the engagements that the students mostly demonstrated during classroom activities are behavioral engagement, cognitive engagement, and emotional engagement. Firstly, behavioral engagement refers to all actions that the students showed during classroom activities such as pay attention, doing exercises, talk to the others, and answering the question from the teacher. Students who behaviorally engaged would behave positively towards teacher and learning environment. Second demonstrated engagement was cognitive engagement. This dimension of engagement is considerably as motivational engagement. The students who were motivated would cognitively engage in learning process. Cognitive engagement also concerns on students attentional focus and their effort on task. Finally, emotional engagement refers to students' feelings towards their learning environment. Students who gathered support from the teacher and other feel that they are accepted and consider as the part of environment. It is also called as the sense of belonging towards the environment.

Secondly, the finding derived from the interviewed with the students. Based on the results of interview, there are five factors that can be influence students engagement in class. The first factor is students' learning style which is included the way the students preparation in order to participate in learning process. Then, classmates' behavior can influence the levels of engagement in class, whether the students be more engaged or disengaged. Teacher' instructional strategies are also one of considerable factors on engagement. Teacher applies interesting techniques so the students are more engaged

in learning. Another factor that influences students engagement is teacher-student interaction. Teacher who has good interaction with the students may engage because positive interaction between teacher and students creates positive atmosphere in class so students feel comfortable to participate. Finally, teacher' support also consider as crucial factor on engagement. Students' levels of encouragement in the activities were different based on how teacher support them in class. Teacher should recognize the needs of the students so they can apply appropriate way in order to support them engaging in learning activity.

Suggestions

Regard to the findings, the researcher would like to give some suggestions for the teacher and the future researchers.

The first suggestion is that the teachers should be more considered on the students engagement in the class. Engagement is the domain aspect in predicting the achievement of the students and the teachers should recognize the levels of students engagement in their class. It is important for the teacher to analyze how the students behave towards learning. By doing this analysis, the teacher will know what the student needs to encourage in learning activities. Then, teacher could determine the appropriate techniques should be applied in the class.

Secondly, the teachers need to be more considered on the impact of some factor that influencing students engagement such as the technique that they apply in class, the levels of interaction with the students, how they support their students so they can engage in learning. When the teachers consider some aspects that influence students engagement, they can create good learning environment for the students being comfortable and engaged during classroom activity.

Finally, for the future researchers could conduct research on students engagement in different dimension by exploring more of engagement of students in learning environment or others. The future researchers need to explore and evaluate kinds of engagement and its contribution for education.

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