EXPLORING STUDENTS' ENGAGEMENT AND MOTIVATION IN ENGLISH LANGUAGE COURSE

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Abstract

In language learning, student engagement and motivation of learners are being crucial aspects to be exposed to understanding of their progress in teaching and learning activity. This article attempts to explore English learners' perceptions of their engagement in the learning process. It also investigates the learners' motivation in the learning environment and the possible factors affecting their engagement or participation in the learning process. An exploratory research design was applied to this study. The subjects were English Education students of PI18A from the English Literature Department and the English Education Department. The data collected were from a questionnaire that was distributed using Google Form link via WhatsApp group.

Key words: language, course, student, engagement, motivation

INTRODUCTION

Classroom is a place where students learn and get knowledge as their needs to improve their insight at school. English language skills is one of crucial aspects in language course that the students need to learn (Oktaviani, 2012; Skill, n.d.; Utami et al., 2020). However, there are variety of factors that influence students in learning English language. In learning English language skills students engagement and their motivation is crucial because they are closely related.

Students' engagement is important as the way of how students involved in teaching and learning activity by doing group work and discussion, pair work, and sharing their ideas in a good way . Engagement is something that individual students develop as their ability to meet the educational standards (Febrian & Ahluwalia, 2020; Sari, 2020). Student use of "strategies to enter and involve theirself in worlds of meaning", helping to build confidence and competence with reading activity and contributing to engagement(Kuswoyo & Siregar, 2019; Putri & Sari, 2021). Students engagement cannot be disconnected from and it must be extended with school, affirming that learners' relationships with texts must be viewed in terms of the broader of experiences over time, in and outside school, that they bring in classroom (Apriyanti & Ayu, 2020) cited in (Oktaviani et al., 2020).

Various studies have found that motivation is strongly related to achievement in language teaching (Ayu et al., 2021; Mandasari & Wahyudin, 2021). From this sociocultural perspective Darwis et al., (2020); Oktaviani (2017) teacher have to create settings and activities that students can engaging and that advance their proficiency in skills that useful for them. The learning process became interesting, fun, and enthusiastic while students are motivated and fully engaged in learning activity (MULIYAH et al., 2021; Yuniara et al., 2020). Therefore, the researchers want to discover students' engagement and motivation in the language course.

LITERATURE REVIEW

Motivation in teaching and learning activity is one of the crucial principles for efficient education (Mandasari & Aminatun, 2019; Sari & Wahyudin, 2019). Student's motivation has an important role in performing students involvement in school . Every student has differentiation of abilities, skills, and talents that could affect their motives in learning activity (Kardiansyah & Qodriani, 2018; Pahdi et al., 2020; Z. F. Pratiwi & Ayu, 2020). Students who lack of motivation towards their learning environment will affect their learning process (Al Falaq & Puspita, 2021; Simamora & Oktaviani, 2020; Yuniara et al., 2020).

Based on that explanation it is undeniable that engagement and motivation are crucial aspects that affects students in learning English. According to (Suprayogi Suprayogi & Eko, 2020; Suryono & Subriadi, 2016; Yudiawan et al., 2021) motivation to learn comes when a student engages in an learning activity by concerning on the goal and trying to learn the theory or master the skills. Motivation also influences students' achievement in a learning process (Oktaviani & Mandasari, 2019; D. I. Pratiwi et al., 2020; Pustika, 2018).

METHOD

In this study, a descriptive qualitative method was used. Descriptive qualitative research is focusing on the nature, phenomenon and its characteristics (Aminatun, 2016; Suwarni & Handayani, 2021; Wahyudin, 2018). This research was done through questionnaires. The subjects were students from the English Education Study Program of Faculty of Arts and Education in Universitas Teknokrat Indonesia. In the questionnaire, researchers provided 10 questions to students that were distributed to the participants to collect the data.

RESULTS AND DISCUSSION

This section discusses the findings of the study by exploring the students' motivation in the learning and finding out the possible factors affecting their participation in the learning process. The first finding might show the students' perceptions of their engagement. This finding might be useful to describe the activities of the students in the learning process. Table 1 details the results of the questionnaire about students' engagement in the learning process and table 2 details the results of the questionnaire about students' engagement in the learning process.

Table: 1 Students' perception of their engagement

No.	Statements	Mean	SD
1	Making sure to study regularly.	3,58	0,97
2	Participating in a discussion.	4,05	0,72
3	Participating in a discussion.	3,58	0,97
4	Listening/reading learning materials carefully	4,41	0,49
5	Conducting assignments which are then submitted to lecturer.	4,29	0,45

As shown in Table 1, most students responded to positive results. Ten statements gained a high mean score. All of them were above 3.5 points. Statement 4 achieved the highest mean score with 4.41 points. Students agreed that they had enjoyment during classroom activities. Statement 5 and statement 2 received the second and the third high mean score with 4.29 points and 4.05 points. It is in line with the study by (S Suprayogi & Pranoto, 2020). These statements were interrelated as students agreed that they enthusias in all of classroom activities. This result in line with the previous studies (Ambarwati & Mandasari, 2020; Mandasari & Aminatun, 2020; Pustika, 2020). On the other hand, the lowest mean score was in statement 1 and 3 with same points of 3.58 points, indicating that the students prefer to study on a regular basis.

Table: 2 Students' perception of their motivation

No.	Statements	Mean	SD
1	I enjoy taking responsibilities for new projects out of interest and willingness.	3,47	0,91
2	I love to take leadership for challenging tasks.	3,17	0,92
3	I take ownership for problems and do not blame others.	3,76	0,72
4	I am willing to learn new skills that will help me in my work.	4,23	0,54
5	I get very excited about working with new group members and enjoy my work time with them.	3,47	1,18

As shown in Table 2, most students responded to negative results. Ten statements gained a low mean score. All of them were above 3.0 points. Statement 2 achieved the lowest mean score with 3,17 points. Students agreed that they are not motivated during classroom activities.

Statement 1 and statement 5 received the second and the third low mean score with same points on 3,47 points. These statements were interrelated as students agreed that they have low motivation in learning. It is in line with the result of previous studies by Aminatun & Oktaviani (2019); Muliyah et al., (2020). On the other hand, the highest mean score was in statement 4 with 4,23 points, indicating that the student have high motivation in classroom activity. Other researchers also have the same result with Hidayati et al., (2020); Sari & Wahyudin, (2019); Yudiawan et al., (2021).

CONCLUSION

The findings of research showing that most learners have good attitudes towards their contribution to the learning process. They are engaged and in the learning process. Most students are enjoy with all classroom activity. This is also in line with the result of the study from Mandasari & Aminatun (2019; Sari, n.d.; Suprayogi & Pranoto (2020). This study also highlights several possibilities for future research. Future research might focus on the motivating students in learning process. Insight into the contents of participation also allows the lecturers to provide better support for learners through different interactive activities and learning materials in the discussion or tasks. It also needs to consider how to enrich learner's motivation so learners' motivation might be improved and sustainable during learning process.

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