EXPLORING STUDENTS' ENGAGEMENT IN ENGLISH LEARNING AMONG FIRST-YEAR EFL STUDENTS

THESIS

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EXPLORING STUDENTS' ENGAGEMENT IN ENGLISH LEARNING

AMONG FIRST-YEAR EFL STUDENTS

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan

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ABSTRACT

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In learning English, student engagement represents a crucial factor in determining the extent of student achievement. The objective of this study was to ascertain the extent to which first-year students engage with the English language learning process. This study employs a descriptive quantitative approach utilizing a survey method, whereby data were gathered by distributing questionnaires to 50 samples from the class of 2023, who are first-year EFL students at UIN Ar-Raniry. Moreover, the results of the sample responses are presented in table format, accompanied by a description of the findings regarding the types of psychological challenges. The study's findings indicate that first-year EFL students demonstrate positive engagement with the learning process, encompassing behavioural, cognitive-motivational, and emotional aspects. Nevertheless, anxiety is a prevalent emotional issue experienced by the majority of students.

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CHAPTER I

INTRODUCTION

A. Background of Study

Among thousands of languages, English is widely considered one of the most spoken languages worldwide. The language has been commonly used across the world for decades now. Nowadays, it is hard to come across a country where learning English has not become standard. It is the language of science, aviation, computers, diplomacy, and tourism. English serves as either the official or co-official language in 45 countries and is also utilized widely in non-official capacities within various fields and professions (Mahu, 2012).

Due to the globalization of economies and increasing international cooperation, proficiency in English as a second or foreign language has become a crucial skill. Saleh (2017) argues that English proficiency in listening, speaking, writing, and reading is vital for education. Furthermore, English has advanced significantly in technology, science, and information, surpassing its foreign language origins. Due to its global status, all individuals should attain fluency in the language, making it crucial to consider its instruction seriously.

One of the crucial elements in the English teaching and learning process is the student's engagement. Lamborn et al. (1992) define student engagement as the investment of students' psychological and intellectual efforts to learn, understand, or master the knowledge, skills, or abilities they

wish to develop through academic activities. Student engagement can be defined as the active involvement of students in their learning tasks and activities. This engagement has been demonstrated to have a direct impact on school-level changes, such as teacher professional identity and positive school climate. Additionally, it has been shown to lead to improvements in poor student academic achievement, decreases in educational attainment, student dissatisfaction, and dropout rates (Mariska, 2022).

Fredricks et al. (2004) defined three categories of student engagement: behavioral, emotional, and cognitive. Prior research has demonstrated that engagement significantly impacts student learning outcomes, including learning achievement and readiness. Krause and Coates (2008) proposed that engagement aims to facilitate student learning outcomes by providing students with the necessary time and resources to engage in activities that directly contribute to their learning.

This study examines student engagement in EFL students in their first year of study. They were chosen as the study subjects because they usually face obstacles during the transition period. Brooker et al. (2017) identified time management, workload, and meeting others' expectations as common challenges faced by first-year students. Therefore, investigating the student engagement of first-year EFL students in developing English language skills is an appropriate research focus. This is due to the difficulties in acquiring English proficiency and adjusting to a new environment. This study aims to identify student engagement among EFL students when learning English.

Several studies have been conducted on the subject of student engagement. One such study was conducted by Eliza (2023), which focused on the psychological challenges associated with student engagement. The objective of this study is to examine the psychological challenges encountered by students of English as a Foreign Language (EFL) and the strategies they employ to surmount these challenges. This study employed a quantitative descriptive research design, utilizing a questionnaire instrument. The study's respondents were 75 students from one of the public junior high schools in Jambi City. The data were subjected to both statistical and descriptive analysis. The three psychological challenges students faced were self-confidence, motivation, and anxiety. In terms of learning strategies, eight indicators were identified as being used by students in learning English. Six of these indicators were related to learning strategies, including cognitive strategies (such as underlining and memorizing) and behavioral strategies (such as taking exams, seeking help, managing homework, and note-taking skills).

In a related study about student engagement, Chairani (2022) sought to gain a deeper understanding of the involvement of fifth-grade English Education students in online English learning during the pandemic. This was a period during which distance learning was a necessity due to the circumstances of the time. The subjects of this study were students enrolled in the fifth semester of the English Education program at Sriwijaya University. The data were collected using a student engagement questionnaire, and a

descriptive analysis was employed as the research design. The data were analyzed using descriptive statistics. The findings of this study indicated that the level of student engagement in online learning was classified as moderate (52%), with an average student engagement score of 54.08. The study also demonstrates that of the four dimensions of student engagement in online learning, students represent the third most prominent aspect, exhibiting a high level of engagement (63%) and an average student-student engagement score of 17.73. Consequently, it can be concluded that the most dominant aspect of student engagement in online learning is the student-student dimension.

Identifying the level of student engagement in English learning activities is intriguing. Once this has been identified, relevant stakeholders in the education sector can begin to plan further actions to improve the quality of English learning. While numerous studies have explored similar issues, this study focuses more closely on student engagement among first-year students. This study investigates student engagement among first-year students at UIN Ar-Raniry. The title of this study is 'Exploring Students' Engagement in English Learning among First-Year EFL Students.'

B. Research Question

Based on the research background, the following research questions can be derived from the previous discussion: How is the first-year EFL students' engagement in learning English?

C. Research Objective

Drawing a line from the research questions, the aim of this research, which represents what this research is trying to achieve, is to explore the first-year EFL students' engagement in learning English.

D. Significance of Study

1. Student

This research aims to gain insight into the phenomenon of student engagement among first-year English as a Foreign Language (EFL) learners. By gaining this understanding, students can enhance their knowledge and become aware of potential obstacles related to student engagement in their English classes.

2. Lecturer

This study offers educators insight into the ways in which student engagement manifests in first-year EFL students learning English. Teachers can develop effective strategies to improve the quality of learning by considering the existing conditions of student engagement.

3. Researcher

Hopefully, this research can encourage the emergence of research ideas and test methods in educational science. These findings provide a foundation for further investigation into student engagement among EFL

students, encompassing strategy, impact, method, internal and external causes, and other factors.

E. Terminology

1. Student Engagement

Harper and Quaye (2009) define student engagement as active student participation in a range of school activities both within and outside the classroom. Delfino (2019) posits that student engagement can be defined by three main characteristics: behavioral, emotional, and cognitive. Student participation in sports, intellectual pursuits, and extracurricular activities is defined as behavioral engagement. The term 'cognitive engagement' denotes the extent of attention and motivation displayed by students to attain challenging abilities, particularly in terms of their level of involvement in the educational process. In contrast, emotional engagement refers to the feelings students experience and display throughout the course. Student involvement is a crucial indicator of success, as it is recognized as a legitimate measure of active learning. This strategy involves adapting classroom activities to suit students in order to encourage active participation (Lotulung, 2022).

2. English Learning

Individuals primarily learn English to express ideas rather than emotions, as they use their native language for emotional expression. In foreign language situations, hundreds of thousands of English language

learners will likely have an instrumental motivation to learn the language. Teaching modern languages in schools has educational goals (Rustamov, 2022). The curriculum and pedagogy for teaching English as a foreign language have emphasized the importance of teaching communicative strategies and the functional use of language. The goal of teaching and learning English is practical communication (Broughton et al., 2002).

3. First Years Students

First-year students are individuals who have recently arrived on campus and are adjusting to the campus environment. They begin to explore various vocations and have experiences they may not have had before. Student engagement involves dynamic interactions between students and their learning environment. These challenges can hinder their progress despite needing increased independence, autonomy, and critical thinking in their learning (Bovill et al., 2011). First-year students often face challenges adjusting, such as time management, workload, and meeting others' expectations (Brooker et al., 2017).

CHAPTER II

LITERATURE REVIEW

A. Learning Overview

Learning is a process of providing education and training to students to achieve learning goals. Learning is the most crucial activity. This means that a person's success in achieving educational goals depends on how effective learning can take place. The learning process results can be seen in various forms, such as changes in knowledge, understanding, attitudes and behavior, skills, abilities, reaction power, receptivity, and other aspects within the individual.

Looking at the definitions from several experts, the meaning of learning from them is not much different. Brown (2007) says that learning is acquiring knowledge about a subject or skill through study, experience, or instruction. In addition, learning is a process where behavior originates or changes through practice or training.

Other research indicates that learning is a function of practice or mere repetition of an action. According to this perspective, learning is based on repetition, which makes practice the fundamental form of learning. Consequently, repetition in learning should not be regarded as a tedious and unvaried practice. In practice, the reiteration of prior knowledge and expertise and the re-actualization of habits about perception, reflection, and action (i.e.,

through seeing, thinking, and feeling) seeks to alter an individual's habits (Brinkmann, 2017).

As noted by Lachman (1997), most textbook definitions of learning refer to learning as changes in behavior caused by experience. This is a fundamental functional definition of learning, where learning is seen as a function that maps experience into behavior. In other words, learning is defined as the influence of experience on behavior. Most definitions share the assumption that learning involves some change within the individual and that this change is necessary but not sufficient to observe behavioral change.

B. English Language Overview

English is widely regarded as one of the most commonly spoken languages globally out of the thousands of languages that exist. It has been in widespread use worldwide for decades. Nowadays, it is challenging to find a country where learning English is not already the norm. It is particularly prevalent in scientific, aviation, computer, diplomatic, and tourism contexts. English is an official or co-language in 45 countries and is widely used in various fields and professions (Mahu, 2012).

In recent years, there has been an increasing desire among Indonesian people to master and understand English. Parents are beginning to recognize the importance of English education for their children to face global challenges in the future. Many schools offer English language programs to attract parents, even at the elementary school level. It is essential to prioritize

the delivery of English language skills in a way that considers the psychological enjoyment of students. This will make learning meaningful and ensure that English language skills are conveyed effectively (Sya et al., 2022).

The necessary English skills include listening, speaking, reading, and writing. These skills are typically developed in English classes. For non-native speakers, each of these four skills presents unique challenges. In addition to these skills, several language components contribute to their development, including vocabulary, grammar, and pronunciation (Amir, 2019).

1. The Four English Skill

Four abilities enable a person to understand, construct, and use language in social conversations (Sharma & Puri, 2021). Speaking, listening, writing, and reading are the four abilities that form the basis of language. In this text, we will discuss these skills in detail.

a. Speaking

According to Smith (2009), speaking can be defined as the act of conveying one person's intentions, ideas, thoughts, and feelings to another through spoken language so that the other person can understand what was said. It involves articulating sounds or words to express ideas, feelings, and thoughts. The ability to verbally express oneself in English is known as speaking ability. The aim is to enhance speaking skills, enrich vocabulary usage and pronunciation, improve sentence structure, and train your listening skills to understand others better.

This is consistent with the perspective of Torky (2006), who characterizes speaking as a two-way process encompassing the actual communication of opinions, information, or emotions. He asserts that speaking cannot be done in one direction because it involves exchanging information or expressions. Furthermore, Nunan (2015) posits that effective speaking requires conversation management strategies. These can take the form of strategies to improve one's message, such as asking questions in a different way so as not to be too direct, or overcoming communication breakdowns, such as changing words to clarify meaning.

b. Listening

Listening skills are the first skills children acquire when learning a language. Before children can speak, read, or write, they must first develop their listening skills. Listening is a complex skill involving understanding, evaluating, and responding (Hamouda, 2013).

Several factors influence the listening comprehension of advanced EFL learners, determining their ability level. One such factor is the student's motivation to explore this ability. Additionally, lacking vocabulary and concentration during learning practices can hinder improvement. Listening exercises can be challenging for participants due to paralinguistic factors such as accent, noise, delivery speed, pronunciation, and intonation. The teacher's methodology and various tasks can also significantly impact participants' attitudes and performance

during listening activities. Then, the learner is also a crucial factor in listening comprehension (Ardila, 2013).

c. Writing

Harmer (2014) stated that writing is widely regarded as a crucial skill in teaching and learning English as a Second Language (ESL). It is a comprehensive skill that strengthens vocabulary, grammar, thinking, planning, editing, revising, and other abilities. Writing aids in the development of speaking, listening, and reading abilities because everything is interconnected. Writing is a skill that allows individuals to express their thoughts through words and effectively communicate their message. It is essential to various activities, including speaking, acting, and language exercises.

Writing involves using a set of signs or symbols to represent language in a textual form. While some may find writing challenging, it is a valuable tool for conveying ideas objectively and clearly. Everson (1991) argued that effective writing involves the ability to generate original ideas and expressions and the capacity to evaluate and select the most appropriate ones.

d. Reading

Reading is a complex cognitive process that engages many fundamental abilities, including comprehension, creativity, observation, and memory. Reading is a sophisticated ability that necessitates

coordinating numerous elements and involving mental and physical processes (Rayner & Reichle, 2010). The primary purpose of reading is to acquire information and understand its meaning. Therefore, it is essential to read carefully and with intention. During reading activities in class, the teacher should establish the purpose of reading by providing appropriate specific objectives or by helping students set reading goals that are specific and appropriate. Alternatively, the teacher can assist students in setting their own reading goals (Bell, 1994).

2. Learning English as a Foreign Language

According to Harmer (2014), English as a foreign language is generally understood to apply to students studying general English at their home school or institutions as transitory visitors in a target language country. Patel and Jain (2008) state that A foreign language is a language used by people from linguistically foreign societies without considering their secondary environment.

Moreover, students learn English and have the opportunity to practice it during their daily activities at school or university. The language learning process can significantly impact students who successfully acquire a foreign language. Learning strategies from the mother tongue can be adapted to learn foreign languages. This is particularly true when children learn their first language from their parents and then learn a

second language with a teacher. Therefore, the teacher plays a vital role in teaching English to students.

C. Student Engagement Overview

1. Definition of Students Engagement

In general, engagement can be defined as a series of relationships between students and the school community, including students with peers, teaching staff, and students with related curriculum or subjects. In their comprehensive analysis of the literature on student engagement, Fredricks et al. (2004) posited that engagement is a malleable and multifaceted concept comprising behavioral, cognitive, and emotional dimensions. Similarly, Harper and Quaye (2009) defined student engagement as an active form of involvement in academic activities within and beyond the classroom.

Dharmayana et al. (2012) similarly demonstrated that student engagement at school is a psychological process characterized by attention, interest, investment, effort, and involvement of students devoted to learning at school. Hart et al. (2011) define student engagement in three distinct indicators: strategies employed to overcome academic challenges (cognitive engagement), the effort demonstrated in the classroom when confronted with assigned tasks (behavioral engagement), and the extent to which students express positive sentiments towards learning activities and

a general sense of satisfaction with the educational experience (affective engagement).

Numerous factors contributed to the challenges faced by EFL students in communicating in English. Several factors may influence a student's learning performance, including the students themselves, the teaching approach employed, the curriculum, and the student's history (Shah & Barkas, 2018). One of the most significant predictors of successful learning is students' engagement in environmental classes across a range of academic and teaching activities that are common to or linked to the school. Furthermore, students have an aspiration to achieve learning goals. It is, therefore, imperative that students enhance their participation in order to attain academic success, encompassing emotional, behavioral, and cognitive aspects. The process of attracting students is defined as the time and effort invested in learning activities based on the educational institution's desired outcomes, aiming to encourage students to engage in these activities (Chi & Wylie, 2014).

Students are considered engaged when they demonstrate a willingness to select tasks, a tendency to participate voluntarily, and an inclination to exert effort and maintain concentration. Despite challenges and obstacles, engaged students exhibit a proclivity to become involved in their work and evince visible delight in accomplishing it (Saeed & Zynger, 2012). They display positive emotions, as indicated by their posture, facial

expressions, and encouraging noises. These gestures suggest that they are enthusiastic, curious, and interested.

Students who are not engaged in the learning process may demonstrate a lack of interest in classroom activities, a reluctance to respond to teacher direction, and a reduced level of participation in classroom interaction. Moreover, they will engage in disruptive behavior and display negative attitudes toward teachers and classmates. Saeed and Zynger (2012) also posit that students who are not engaged in academic tasks may only acquire a limited amount of knowledge, as engaged students are willing to take personal risks or make personal decisions to pursue knowledge. It can be argued that engaging students in learning activities is of significant importance, as it is related to the strategies employed to manage student behavior and to motivate them to learn.

As posited by Dwivedi et al. (2019), student engagement is a crucial aspect of the learning process, as it enables students to focus their attention on the teacher. Similarly, another researcher has indicated that students who demonstrate high levels of student engagement consistently strive to be active and diligent in traditional and non-traditional learning environments (Soffer & Cohen, 2019). Consequently, students can enhance their English proficiency by actively engaging in the learning process. To foster student engagement, educators can design learning activities that are well-suited to the students' needs.

2. Type of Students Engagement

Student engagement is regarded as a motivational construct of the student. Motivation is commonly understood as emphasizing the willingness to work hard and highlighting the behavioral and affective aspects of student engagement. The behavioral aspects of student engagement refer to the actions that students take in the classroom, while the affective aspects refer to the emotional state of the students (Lee & Shute, 2010). Three distinct types of student engagement exist: behavioral, cognitive, and emotional (Fredricks et al., 2004).

a. Behavioral Engagement

Behavioral engagement can be defined as the extent to which students are interested in and contribute to learning activities. Such behavior can be observed by fellow students during a learning activity in a classroom setting (Finn & Pannozzo, 2004). Such behavior may manifest as regular class attendance, adherence to the established rules and regulations, and consistent participation in school-related activities. As Finn and Rock (1997) outlined, specific types of behavioral engagement in school may be initiated by demonstrating compliance with school rules, arriving at school punctually, attending all classes, and completing homework assignments.

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b. Cognitive-motivational Engagement

Cognitive-motivational engagement refers to students' decisions, self-beliefs, and willingness to invest effort in learning and overcoming the challenges they face in the learning process. Cognitive-motivational engagement is evidenced by students' decisions to invest additional effort in their schoolwork. Self-belief may be considered self-efficacy, defined as the individual's belief in their ability to be knowledgeable or to achieve a targeted level of performance or outcome (Bandura, 1997).

Cognitive-motivational engagement, also defined as a preference for challenging work, can be observed in individuals who demonstrate resilience in the face of failure, an internal focus or intrinsic motivation in learning, and a willingness to pursue excellence beyond the mere achievement of a good grade (Patrick et al., 2007). Dweck (2006) posited that the Preference for the Challenge indicates a proclivity to pursue and confront challenging or demanding circumstances. This indicates the extent to which an individual is inclined to confront challenges in the context of learning or other activities.

c. Emotional Engagement

Emotional engagement can be defined as the emotional involvement of students in the learning material and the learning

process itself. When students feel emotionally connected to the topic or assignment being studied, they tend to display greater motivation, active participation, and a stronger desire for deeper understanding (Hattie, 2008). In general, emotional engagement may manifest positively, as evidenced by feelings of happiness, enthusiasm, and curiosity. However, it can also manifest negatively, such as boredom and anxiety (Dao & Sato, 2021). The indicators considered necessary concerning emotional engagement are the sense of belonging and identification with the school and the affective states experienced when feeling proud of academic achievement (Voelkl, 1997).

D. Previous Research Finding

Lotulung (2023) conducted a descriptive and analytical ongoing study that examines the engagement of Indonesian high school students as they participated in classroom activities, with a particular focus on whole-class discussion settings. The study employs three measures to investigate engagement: word count, unprompted student talk, and turn count. While the focus is on student talk, teacher talk will also be measured to examine the interaction and serve as a point of comparison for the measures of student talk. The study will involve 380 students in grades 10-12 from a private high school. The data were extracted from the recordings of 30 meeting sessions. The engagement level was determined by examining the transcripts derived from the classroom observation. These transcripts were then analyzed to ascertain the three engagement measures: word count, unprovoked student

talk, and turn count. The findings of this study revealed a ratio of 5:1 classroom talk, indicating a high degree of teacher dominance. Additionally, there was a notable lack of engagement in terms of unprovoked student talk and turn count in whole class lecture and discussion settings.

In alignment with this research, Mariska (2022) conducted a study to ascertain the correlation between students' engagement and English academic achievement. The research was conducted at SMAN 8 Semarang, with a total population 223. A simple random sampling technique was employed, resulting in the selection of 143 students. The researcher selected a sample of 11th-grade students to assess the validity and reliability of the research instrument. In order to collect the data, the researcher distributed a questionnaire to explore the relationship between two variables: student engagement and their English academic achievement. This correlational study employed a quantitative methodology, utilizing descriptive statistics, normality, and correlation tests. The Pearson correlation test was employed to analyze the data, while hypothesis testing was conducted using the SPSS version 26.0 software. Following the calculation of the data, the researcher identified that 11th-grade students demonstrated positive and satisfactory levels of engagement, encompassing elements of the teaching and learning cycle, with the highest proportion of responses indicating agreement, totaling 921. The following finding addresses the research problem. The correlation was significant ($p < 0.05$), indicating a strong correlation between students' engagement and English academic achievement. The results of the study

suggest that there is a significant correlation between students' engagement and their English academic achievement.

Moreover, Istiara et al. (2023) conducted more specific research investigating the correlation between students' engagement and speaking skills in the eighth grade of SMP Negeri 18 Krui during the 2021/2022 academic year. The researchers employed a quantitative approach to design the research in this study. The population for this research comprised all eighth-grade students at SMP Negeri 18 Krui, with 26 students selected as the research sample. The researchers employed a purposive sampling technique to determine the research sample. The student engagement data were collected via a questionnaire adapted from a journal entitled 'Measuring Cognitive and Psychological Engagement: Validation of the Student Engagement Instrument.' The Student Engagement Instrument, as initially formulated by Appleton et al. (2006), was validated, and the data on speaking skills were collected using the speaking test. Furthermore, the researchers employed a speaking test and questionnaire to collect the data. Following the data collection, the researchers identified that 20 students (77%) demonstrated high levels of engagement in learning activities, with an average score of 69.61. Additionally, 24 students (94%) exhibited satisfactory proficiency in speaking skills, with an average score of 64.04. The findings indicated that the coefficient correlation was 0.680, indicating a relatively strong correlation between students' engagement and speaking skills among eighth-grade students at SMPN 18 Krui during the 2021/2022 academic year.

Subsequently, Safana (2023) conducted research into the POEW strategy and student engagement. This study aims to describe students' engagement in learning to write a narrative text through the POEW (predict-observe-explain-write) strategy in the eighth grade of junior high school, as well as to examine the teachers' perceptions of using the POEW strategy to foster students' engagement in learning to write narrative texts. This research is qualitative in nature and employs a case study approach. In order to obtain the data required for this research, the following techniques were employed: observation, interview, and documentation. The data analysis employed in this research was developed by Miles, Huberman, and Saldana and included data condensation, data display, and conclusion drawing. The research was conducted in Class VIII F at SMPN 1 Panti during the 2022/2023 academic year, which comprised 30 students. The findings of the study indicate that the majority of students in the eighth grade at SMPN 1 Panti exhibited positive engagement in learning narrative writing through the POEW strategy. It can, therefore, be concluded that students displayed positive engagement in learning to write narrative texts through the POEW strategy, exhibiting behavioral, emotional, and cognitive engagement, which is linked to agentic engagement. Conversely, the teacher perceived the POEW strategy as an accessible learning strategy to implement. The teacher observed that the presence of the POEW strategy could facilitate a change in the classroom environment through the provision of enjoyable learning activities, thereby enhancing students' engagement in learning to write narrative texts.

Consequently, the utilization of the POEW strategy can foster students' engagement in learning to write narrative texts.

Additionally, Rohmah (2022) conducted research to elucidate the representations of students' engagement in project-based learning and to explicate the impact of students' engagement in project-based learning on their 21st-century skills. This study employed qualitative methods and a descriptive research design. The data collection method employed was an observation, complemented by interviews and the utilization of documentation. The study employed the techniques of data reduction, data display, and concluding methods of analyzing the data. The participants in this study were students in Class VIIIA at Madrasah Tsanawiyah Negeri 02 Jepara. The findings indicated that the majority of students were actively engaged in project-based learning, exhibiting behavioral, emotional, social, and cognitive involvement. Furthermore, engaging students in project-based learning can facilitate the development of 21st-century skills, including critical thinking, problem-solving, creativity, collaboration, and communication. Project-based learning is a recommended approach for teaching English. Project-based learning provides students with the opportunity to engage in behavioral, emotional, and cognitive development, thereby fostering the acquisition of 21st-century skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In order to address research queries effectively, the researcher must select appropriate tactics and frameworks for data collection and participant participation. The study employed a quantitative descriptive methodology to address the research problems. According to Nassaji (2015), descriptive research involves objectively describing a phenomenon and its characteristics, including current events. The research questions or issues arise from appreciating phenomena, events, or situations. In contrast, quantitative research utilizes investigative strategies such as experiments, surveys, and predetermined instruments that produce statistical data.

The research methodology employed in this study was the survey method, specifically an online questionnaire. Questionnaires are used to collect data about population characteristics, such as attitudes, opinions, and behavior. Therefore, researchers must collect, analyze, and interpret data to produce numerical results.

B. Research Participants

Participants are a representative subset of a larger population required by researchers to facilitate their studies. According to Cresswell (2012), a population refers to a cohort of individuals who exhibit similar traits. In this particular inquiry, the population comprises students who major in English

Language Education (PBI) at UIN Ar-Raniry. Specifically, this study concentrated on the 2023 English Education students' batch, comprising 202 individuals separated into six classes. The study focused on the 2023 batch as they are in their first year at UIN Ar-Raniry.

The research utilized the purposive sampling technique. According to Palinkas et al. (2015), purposive sampling is frequently utilized in quantitative analysis to identify and select cases that offer abundant information on relevant developments. It is a non-random sampling technique informed by the researcher's unique characteristics when selecting the sample.

Arikunto (2010) posits that when the population exceeds 100 individuals, including a sample size of 10–25% or more is preferable. Conversely, when the population is smaller than 100, it is recommended that all individuals be included in the research sample. The researcher took a sample of 50 English students from the 2023 batch in this research. The subjects were selected based on their shared status as first-year college students.

C. Research Instrument

The questionnaire was distributed to first-year English as a Foreign Language (EFL) students at UIN Ar-Raniry, namely those enrolled in the English language education program in 2023/2024. Through this questionnaire, they provided an assessment according to the conditions they experienced during the learning process. The questionnaire utilized in this

study was adapted from Eliza's doctoral thesis (2023), entitled 'Psychological Challenges Experienced by EFL Students in Learning English' and approved by Jambi University. The original questionnaire included two main variables: student engagement and learning achievement. To address the research question in the current study, the researcher employed only one variable, student engagement, which was measured through 20 statements. The type of statement is closed-ended, requiring respondents to select one of the available answers. Personal information such as name and ID number must be included.

Table 3.1

Student Engagement

Aspect	Indicators	Number of Statement
Behavioral Engagement	Attending the class	1
	Following the rules	2
	Participating in school activities	3
Cognitive-motivational Engagement	Preference for challenge	4, 5
	Intrinsic motivation	6
	Investment in learning	7, 8, 9
	Academic self-beliefs	10, 11, 12, 13
Emotional Engagement	Interest	14
	Curiosity	15, 16
	Sense of belonging	17
	Affective states of feeling	18, 19, 20

Source: Eliza's Doctoral Thesis (2023)

D. Collecting Data

Arikunto (2010) defines instruments in data collection as tools that assist researchers in collecting data more efficiently and systematically. In this

study, the researcher collected data through a questionnaire. According to Harry and Waring (2019), a questionnaire consists of structured questions that researchers use to obtain required information from respondents. The questionnaire helped the researcher gather information about first-year EFL student's engagement in English learning.

This study employed the Likert Scale questionnaire, a method for presenting original data collected in scale and categories in a quantitative format. The Likert Scale is a declaration followed by an answer level and can be used to measure the attitudes, opinions, and perceptions of individuals or groups regarding educational phenomena. The researcher used a Likert Scale consisting of four options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) (Sugiyono, 2019).

The research questionnaire was distributed online. The researcher shared the Google Form link via WhatsApp media with the batch leader, who distributed it to the 2023 batch group. All responses were collected via Google Forms. This methodology allows researchers to gain a deeper understanding of complex events across a wide range of topics.

E. Data Analysis

The quantitative descriptive analysis was employed to examine the numerical data obtained from the closed-ended question. Descriptive statistics represent a type of statistical analysis utilized to describe or display features typical of the entire sample (Dianna, 2020). The researcher can conclude

closed-ended questions by calculating the percentage of the frequency of students' answers. It is paramount to utilize clear and concise language when presenting research findings. The percentage formula is figured out in a table as follows:

$$P = \frac{f}{N} \times 100\%$$

Source: Sugiyono (2019)

Note :

P: Percentage

f: Frequency of Respondents

N: Number of Participants

100% : Constant Value
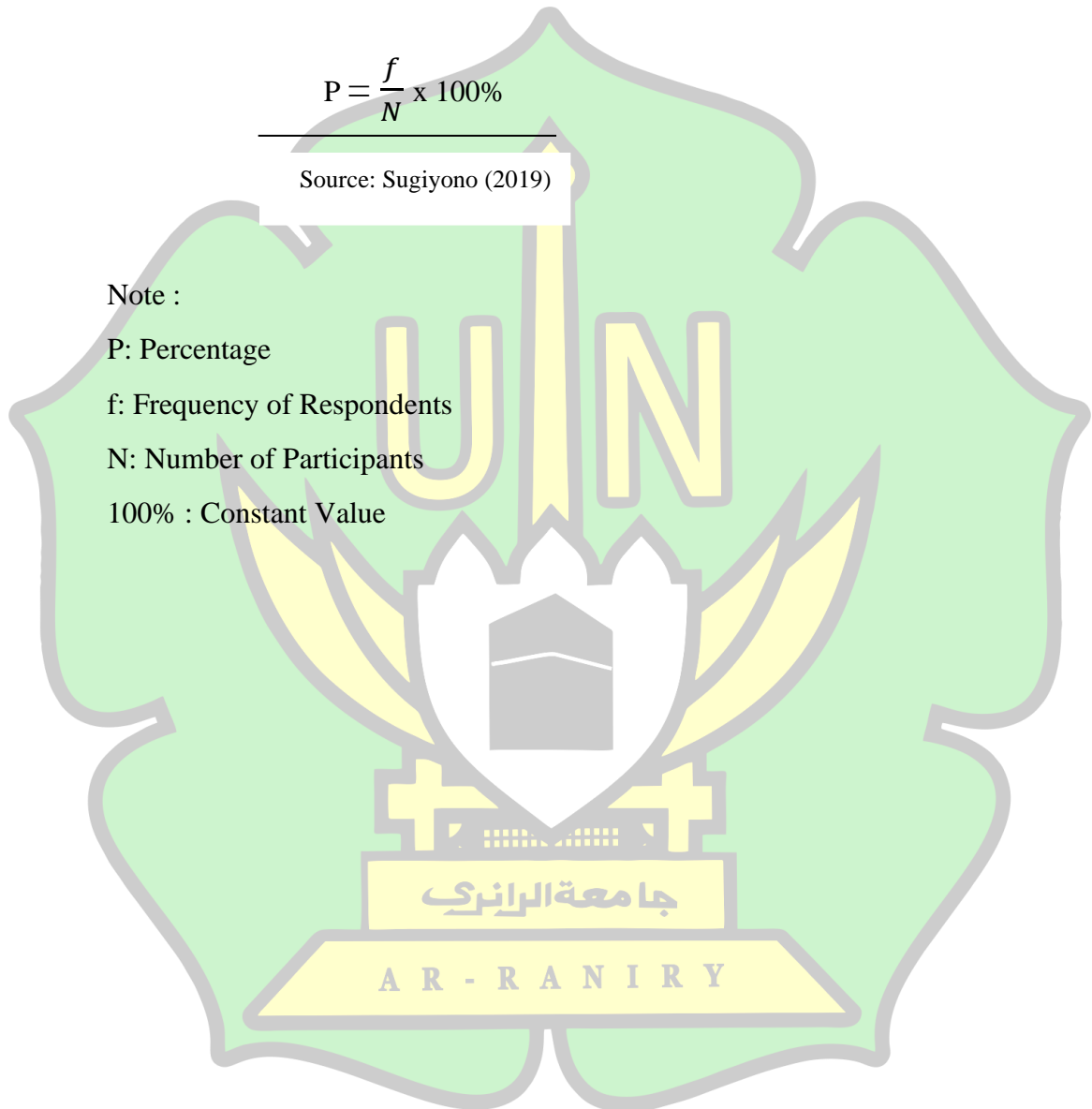
CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The researcher analyzed the data obtained using descriptive techniques. To collect data for this study, sets of questionnaires were distributed to students in the English Language Education Department, academic year 2023. This questionnaire was distributed via WhatsApp between 25 June and 4 July 2023. The data obtained in the form is presented below.

1. I never skip class on purpose.

   Table 4.1

   Attending Class Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	26	52%
Agree (A)	15	30%
Disagree (D)	9	18%
Strongly Disagree (SD)	0	0%

   Table 4.1 illustrates that the most frequently selected response is Strongly Agree, with a percentage of 50%, followed by Agree, with a percentage of 30%. The following most common response was Disagree, with a response percentage of 18%. Notably, no respondents selected the Strongly Disagree option. This indicates that the majority of respondents did not intentionally skip English class.

2. I always follow the rules that given by the teacher.

    Table 4.2

    Following The Rules Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	22	44%
Agree (A)	25	50%
Disagree (D)	3	6%
Strongly Disagree (SD)	0	0%

Table 4.2 illustrates that 44% of respondents strongly agreed with this statement, and the most frequently chosen was the agreed answer, with a percentage of 50%. A small percentage of students chose Disagree with a percentage of 6% and Strongly Disagree only 0%. It can be said that almost all respondents always follow the rules given by the teacher.

3. I like to participate in every activity in class.

    Table 4.3

    Participating in School Activity Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	18	36%
Agree (A)	31	62%
Disagree (D)	1	2%
Strongly Disagree (SD)	0	0%

As can be observed from the data presented in the table, 36% of respondents indicated that they strongly agreed with the statement, while

62% indicated that they agreed. Notably, only 2% of respondents indicated they disagreed, and no respondents selected the strongly disagree option. These findings suggest that the majority of students or respondents enjoy participating in all activities conducted in English class.

4. Learning English is difficult for me, and I know it.

Table 4.4

Preference for Challenge Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	10	20%
Agree (A)	22	44%
Disagree (D)	16	32%
Strongly Disagree (SD)	2	4%

Table 4.4 above shows that the statement most frequently chosen by respondents strongly agreed with 44%, while agreement got 20%. On the other hand, 32% disagree, and only 4% strongly disagree. The data indicate that most respondents acknowledge the challenges associated with learning English. However, a notable proportion of respondents do not admit to these difficulties.

5. I know how to overcome the difficulties in learning English.

Table 4.5

Preference for Challenge Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	4	8%

Agree (A)	38	76%
Disagree (D)	8	16%
Strongly Disagree (SD)	0	0%

Table 4.5 reveals that 8% of respondents selected the option 'strongly agree,' while 76% opted for 'agree.' Only 16% disagreed, and none of the respondents indicated that they strongly disagreed. Consequently, it can be concluded that the majority of respondents are highly confident in their ability to overcome any potential difficulties in learning English.

6. I like to learn English without compulsion from others.

Table 4.6

Intrinsic Motivation Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	16	32%
Agree (A)	30	60%
Disagree (D)	4	8%
Strongly Disagree (SD)	0	0%

As seen in the table, 32% of respondents chose strongly agree and 60% agree. The disagree statement only got 8% of voters, and strongly disagree did not get any voters. In this way, it can be seen that most respondents do not like learning English based on other people's demands.

7. I learn English because I want to be able to speak with a native speaker.

Table 4.7

Investment in Learning Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	29	58%
Agree (A)	19	38%
Disagree (D)	1	2%
Strongly Disagree (SD)	1	2%

The table above shows that strongly agree received the most votes, namely 58%, followed by agree with 38%. This is in stark contrast to the disagree and strongly disagree, with each only getting 2%. This shows that almost all respondents want to be able to communicate with native speakers.

8. I learn English because it is an International language.

Table 4.8

Investment in Learning Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	33	66%
Agree (A)	15	30%
Disagree (D)	2	4%
Strongly Disagree (SD)	0	0%

From Table 4.8, it can be seen that strongly agree received the most significant number of voters, namely 58%, followed by agree with

30%. On the other hand, disagree only got 4% with strongly disagree without voters. Based on this data, it can be said that almost all respondents agreed that English as an international language was one of the reasons they learned English.

9. I learn English because I think it would be useful in the future.

Table 4.9

Investment in Learning Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	39	78%
Agree (A)	10	20%
Disagree (D)	0	0%
Strongly Disagree (SD)	1	2%

The data presented in the table above indicates that 78% of respondents strongly agree with the statement, while 20% agree. Conversely, no respondents indicated disagreement, with 2% indicating strong disagreement. These findings suggest that the majority of respondents believe that proficiency in English will be a valuable skill in the future.

10. I want to have a good score in English.

Table 4.10

Academic Self-beliefs Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	40	80%

Answer	Frequency	Percentage
Agree (A)	9	18%
Disagree (D)	1	2%
Strongly Disagree (SD)	0	0%

It can be seen that the table above shows that strongly agree has the largest number of voters, with 80%, followed by agree, with 18%. On the other hand, disagree only got 2%, and no one voted strongly disagree. Through this data, it can be seen that almost all respondents want to get good results and grades in English studies.

11. I think English is not that hard for me.

Table 4.11

Academic Self-beliefs Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	3	6%
Agree (A)	32	64%
Disagree (D)	14	28%
Strongly Disagree (SD)	1	2%

Table 4.11 illustrates that 6% of respondents indicated that they strongly agreed with the statement, while the majority (64%) selected the option of "agree." However, 28% of respondents expressed disagreement, and only 2% indicated a strong disagreement. Thus, it can still be said that most respondents feel that learning English is still relatively easy.

12. I believe I can get a good score in English.

Table 4.12

Academic Self-beliefs Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	17	34%
Agree (A)	29	58%
Disagree (D)	4	8%
Strongly Disagree (SD)	0	0%

The data in the above table indicates that 34% of respondents selected the 'strongly agree' option, while 58% selected the 'agree' option. Only 8% of respondents selected the 'disagree' option, and none selected the 'strongly disagree' option. Therefore, most respondents believe they can achieve good grades in their English lessons.

13. I give as much as possible effort into learning English.

Table 4.13

Academic Self-beliefs Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	24	48%
Agree (A)	24	48%
Disagree (D)	2	4%
Strongly Disagree (SD)	0	0%

Table 4.14 shows that strongly agreeing and agreeing received large numbers, with 48% each. The disagree statement only received 4%

of the votes and 0% for disagreeing. It can be said that according to the data obtained, almost all respondents will put as much effort into learning English.

14. I am interested in learning English.

Table 4.14

Interest Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	25	50%
Agree (A)	23	46%
Disagree (D)	1	2%
Strongly Disagree (SD)	1	2%

From the table above, half of the responses strongly agreed with 50%, followed by agreeing with 46%. On the other hand, a minimal number of voters disagree and strongly disagree, with only 2% each. Through this table, it can be concluded that almost all respondents have an interest in English.

15. In learning English, I have a lot of curiousity.

Table 4.15

Curiosity Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	19	38%
Agree (A)	27	54%
Disagree (D)	3	6%

Answer	Frequency	Percentage
Strongly Disagree (SD)	1	2%

Table 4.15 illustrates that 38% of respondents preferred the 'strongly agree' option, while 54% selected the 'agree' option. In comparison, the 'disagree' and 'strongly disagree' options were selected by only 6% and 2% of respondents, respectively. These data suggest that the majority of respondents exhibit a high level of interest and curiosity about this field of English.

16. I do like asking questions during learning activities.

Table 4.16

Curiosity Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	8	16%
Agree (A)	33	66%
Disagree (D)	9	18%
Strongly Disagree (SD)	0	0%

Table 4.16 shows data that as many as 16% strongly agree and 66% agree with this statement. On the other hand, a minority of respondents chose to disagree with 18% and strongly disagreed with no voters. Therefore, it can be said that some respondents have quite an interest in submitting statements during teaching and learning activities.

17. I feel comfortable during learning English activity.

Table 4.17

Sense of Belonging Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	10	20%
Agree (A)	38	76%
Disagree (D)	2	4%
Strongly Disagree (SD)	0	0%

In the table above, 20% of respondents strongly agree, and most respondents (76%) agree. On the opposite side, only 4% chose to disagree, and 0% strongly disagreed. In this way, it can be said that the majority of respondents feel pretty comfortable with their English learning activities.

18. I enjoy learning English.

Table 4.18

Affective states of feeling Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	22	44%
Agree (A)	27	54%
Disagree (D)	1	2%
Strongly Disagree (SD)	0	0%

Table 4.18 shows that 44% chose strongly agree and slightly more agree voters, namely 54%. Then, only 2% chose to disagree and strongly

agreed with those who had no voters. This shows that most of the respondents enjoyed their English classes.

19. I never feel pressure to learn English.

Table 4.19

Affective States of Feeling Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	4	8%
Agree (A)	26	52%
Disagree (D)	19	38%
Strongly Disagree (SD)	1	2%

From this table, it can be seen that a few students strongly agree with 8% and agree with 52%. However, disagreement still received quite a large number, 38%, and strongly disagreed only 2%. With this data, it can be said that more respondents feel less pressure to learn English than those who feel pressure.

20. I never got nervous and confused in learning English.

Table 4.20

Affective States of Feeling Indicator

Answer	Frequency	Percentage
Strongly Agree (SA)	4	8%
Agree (A)	17	34%
Disagree (D)	29	58%
Strongly Disagree (SD)	0	0%

From the data in Table 4.20, the number of strongly agree voters is 8%, and agree gets 34%. In contrast, disagree had the most significant number of voters, namely 58%, although no respondents chose strongly disagree. Therefore, it can be said that most respondents felt nervous and confused about learning English.

B. Discussion

This discussion section is based on previously published findings. The findings were presented to explain the student engagement of first-year EFL students in the process of learning English. This was done to answer the research question posed in this study: "How is the first-year EFL students' engagement in learning English?" Data analysis shows that student engagement in learning English in first-year EFL students is as follows:

1. Behavioral Engagement

The results of the questionnaire designed to assess behavioral engagement were highly encouraging, with most respondents reporting high engagement levels in their learning process. The data obtained from the questionnaire responses indicated that the respondents reported high levels of engagement in their learning activities. As evidenced in Tables 4.1, 4.2, and 4.3, most respondents indicated that they never missed a class, consistently adhered to the established rules, and preferred participating in learning activities.

In addition to the facilities provided by the educational establishment and the activities conducted within the classroom, Nguyen (2018) proposed that student interaction with teaching staff is an essential element in increasing student behavioral engagement. Students who perceive a sense of care and attention from their teachers tend to demonstrate higher levels of engagement than those who do not. It can, therefore, be concluded that the current learning environment has effectively created conditions that encourage active and reflective engagement among students. It enables them to develop their English abilities through active involvement in teaching and learning activities. Subsequently, educators can enhance student engagement by devising suitable learning activities (Istiara et al., 2023).

2. Cognitive-Motivational Engagement

The results of the cognitive-motivational engagement questionnaire indicated positive outcomes, with respondents exhibiting high levels of engagement in both the cognitive and motivational dimensions of their learning process. As can be seen from Tables 4.4 to 4.13, which present the results of the measurement of cognitive-motivational engagement, most respondents indicated that they agreed with statements related to favorable cognitive-motivational engagement conditions. The data from the ten tables reveals that most students demonstrate a positive level of cognitive-motivational engagement in all four indicators.

This finding supports the theory that intrinsic motivation can enhance cognitive engagement by prompting students to invest more significant effort in comprehending and applying the material (Deci & Ryan, 1985). The extant literature indicates that intrinsically motivated students are more likely to utilize deep and reflective learning strategies and demonstrate greater resilience in the face of academic challenges (Schunk & Zimmerman, 2007). Educators need to implement strategies such as constructive feedback and recognition of student achievement, as these can simultaneously bolster cognitive and motivational engagement, enhancing learning outcomes (Hattie & Timperley, 2007). Therefore, It is imperative to create an environment that supports intrinsic motivation to facilitate deep engagement and academic success.

3. Emotional Engagement

The results of the questionnaire on emotional engagement indicated a predominantly positive outcome, with the majority of respondents reporting a high level of emotional engagement in their learning process. Unfortunately, the results indicate that the state of feeling indicator has problems, as can be seen in Tables 4.19 and 4.20. Table 4.19 indicates that 60% of students feel pressure, while Table 4.20 illustrates that 40% feel nervous during the learning process. It can, therefore, be posited that the most prevalent challenge encountered by students is anxiety. In his research, Horwitz (2001) defines anxiety as a subjective experience characterized by an increased state of arousal of the autonomic nervous

system, which may include feelings of tension, worry, nervousness, and anxiety. Such anxiety has an impact on the progress of language learning. This is evidenced by the considerable number of English learners who experience anxiety during the process of language acquisition. Those who experience anxiety when learning a language may find the process less enjoyable and may also assume that their performance is affected by this anxiety (Küçük et al., 2008).

Nevertheless, besides this indicator, three other indicators demonstrate favorable conditions for this level of involvement. Fredricks et al. (2004) posited that positive emotional engagement can potentially reinforce motivation and cognitive engagement, thereby enhancing the quality of the learning experience. When students experience deep emotional satisfaction and connection, they tend to be more actively involved in the learning process, demonstrate increased participation, and exhibit more significant commitment to academic tasks. It can, therefore, be argued that creating an emotionally supportive learning environment will result in increased emotional engagement, which will lead to improved learning outcomes and overall student satisfaction (Hattie & Timperley, 2007).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this study is to ascertain how student engagement manifests among first-year students enrolled in English as a Foreign Language (EFL) study program within the context of their language learning. Student engagement is defined as a series of relationships between students and the school community and a form of active involvement in academic activities, both within and beyond the classroom. The concept of student engagement encompasses behavioral, cognitive, and emotional dimensions. Student engagement is a crucial element of the learning process. Students who demonstrate a high level of engagement consistently exhibit active and persistent learning behaviors. The sample comprised first-year students, who are typically confronted with significant challenges during the transition period. First-year students typically encounter three significant challenges: time management, the volume of work required of them, and the need to meet the expectations of others.

The findings of the study, conducted on students of the 2023 cohort of the English Language Education program at UIN Ar-Raniry, elucidate the conditions of student engagement they perceive. The 11 indicators, comprising 20 statements, revealed that the students displayed good involvement in the teaching and learning process, both in terms of behavioral,

cognitive-motivational, and emotional engagement. However, concerning emotional engagement, the state of feeling indicator presents particular challenges for some students who experience difficulties in the form of anxiety in learning. Nevertheless, the overall findings demonstrate that first-year EFL students, specifically the 2023 cohort at UIN Ar-Raniry, exhibit high student engagement.

B. Suggestion

As previously stated, the study identified first-year EFL students' conditions of student engagement. A critical analysis of the research process has revealed several limitations in the current study. In light of these findings, the researcher makes recommendations that may benefit educators, students, and other researchers engaged in similar research endeavors.

It is hoped that the results of this study will prove a valuable additional reference point for the development of English language education for EFL students. From an educational standpoint, this portrait of student engagement can serve as a reference point for advancing more efficacious learning methodologies and optimal learning environments. Moreover, it is anticipated that the findings of this study will enhance awareness of the significance of sustaining and fostering student engagement among educators, thus facilitating the implementation of measures to avert potential issues. Additionally, it is envisaged that this study will serve as a basis for subsequent research in this domain, including investigations into perspectives, learning

strategies, educational methodologies, and other pertinent variables within a similar scope.

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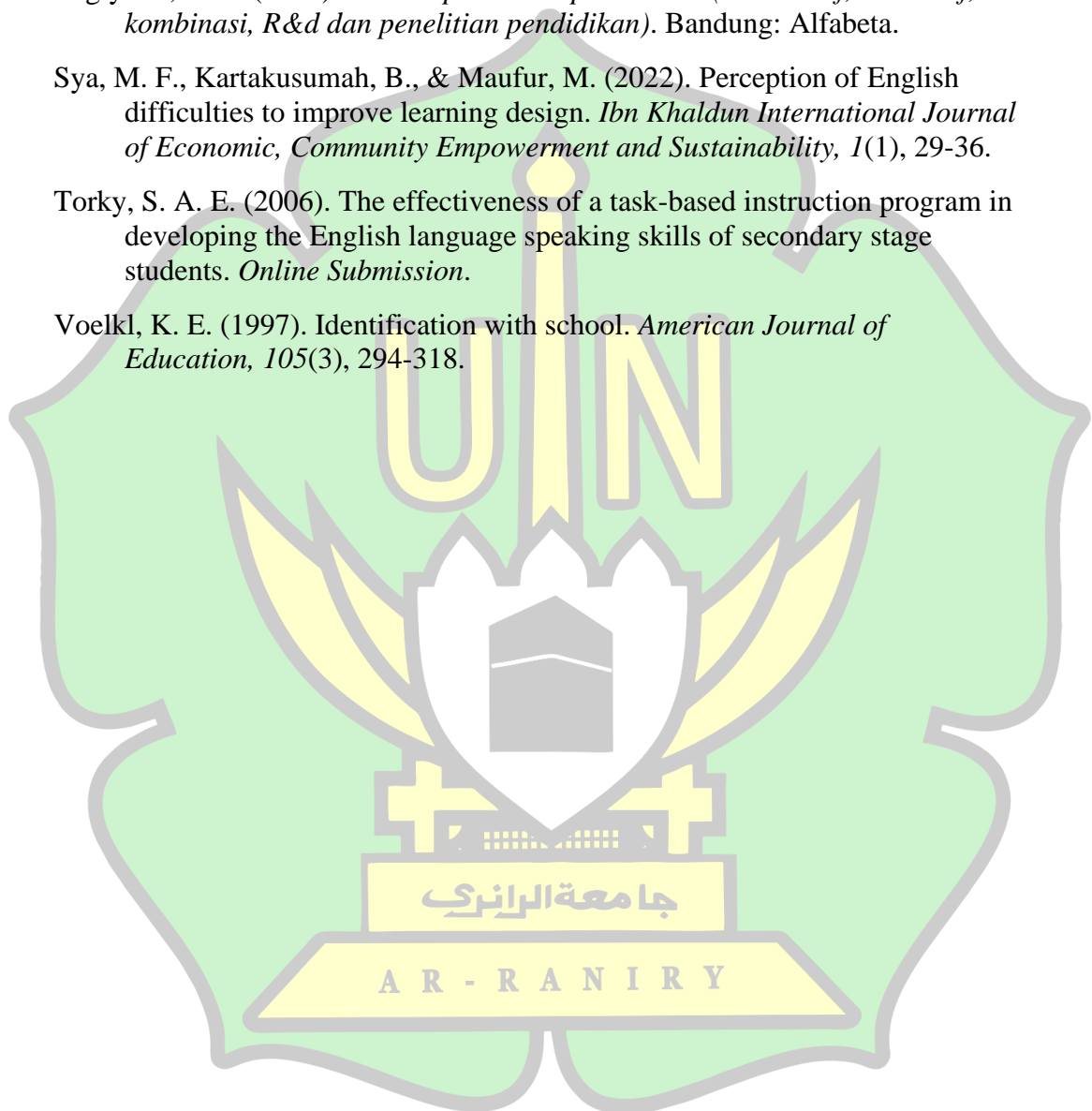
APPENDICES

Appendix A *Questionnaire Guideline*

Assalamualaikum Wr. Wb.

My name is Yassir Gunady UD (190203114), a student of English Language Education Department of Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry. I am writing a final project to complete my bachelor degree by conducting a research entitled "EXPLORING STUDENTS' ENGAGEMENT IN ENGLISH LEARNING AMONG FIRST-YEAR EFL STUDENTS".

Please fill in your biodata before filling in the questionnaire!

Instruction:

1. There is a statement regarding the student engagement in learning english, students are required to choose 1 answer option listed.
2. Answer choices consist of Strongly Agree, Agree, Disagree, and Strongly Disagree.
3. Choose the answer **Strongly Agree** if the situation is considered to truly describe the situation in English learning activities.
4. Choose the answer **Agree** if the situation is considered to adequately describe the situation of English learning activities.
5. Choose the answer **Disagree** if you feel that the situation does not describe the conditions of English learning activities.
6. Choose the answer **Strongly Disagree** if the situation is considered very unlikely to describe the situation of English learning activities.
7. Students must fill in all available questions before continuing to the next section.

For each statement in the questionnaire below, please choose the answer that best describes your condition. Thank you!

Appendix B *List of Questionnaire*

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I never skip class on purpose.				
2.	I always follow the rules that given by teacher.				
3.	I like to participate in every activity in class.				
4.	Learning English is difficult for me, and I know it.				
5.	I know to overcome the difficulties in learning English.				
6.	I like to learn English without compulsion from others.				
7.	I learn English because I want to be able to speak with native speaker.				
8.	I learn English because it is an International language.				
9.	I learn English because I think it would be useful in the future.				
10.	I want to have a good score in English.				
11.	I think English is not that hard for me.				
12.	I believe I can get a good score in English.				
13.	I give as much as possible effort in learning English.				
14.	I am interested in learning English.				
15.	In learning English, I have a lot of curiosity.				
16.	I do like asking questions during learning activities.				
17.	I feel comfortable during learning English activity.				

18.	I enjoy learning English.				
19.	I never feel pressure in learning English.				
20.	I never got nervous and confused in learning English.				

Appendix C *Form of Questionnaire.*

EXPLORING STUDENTS' ENGAGEMENT IN ENGLISH LEARNING AMONG FIRST-YEAR EFL STUDENTS

Assalamualaikum Wr. Wb.

My name is Yassir Gunady UD (190203114), a student of English
Language Education Department of Facuity of Tarbiyah and Teacher Training of
UIN Ar-Raniry. I am writing a final project to complete my bachelor degree by conducting a research entitled "

EXPLORING STUDENTS' ENGAGEMENT IN ENGLISH LEARNING AMONG FIRST-YEAR EFL STUDENTS".

Please fill in your biodata before filling in the questionnaire!

Ganti akun

☁

* Menunjukkan pertanyaan yang wajib diisi

✎

Email *

☐ Rekam sebagai email yang disertakan dengan respons saya

Name *

Jawaban Anda

Student ID (NIM) *

Jawaban Anda

Berikutnya   Kosongkan formulir

Jangan pernah mengirimkan sandi melalui Google Formulir.

Formulir ini dibuat dalam UIN Ar-Raniry. Laporkan Penyalahgunaan

Google Formulir

✎

Instruction:

1. There is a statement regarding the student engagement in English learning, students are required to choose 1 answer option listed.
2. Answer choices consist of Strongly Agree, Agree, Disagree, and Strongly Disagree.
3. Choose the answer **Strongly Agree** if the situation is considered to truly describe the situation in English learning activities.
4. Choose the answer **Agree** if the situation is considered to adequately describe the situation of English learning activities.
5. Choose the answer **Disagree** if you feel that the situation does not describe the conditions of English learning activities.
6. Choose the answer **Strongly Disagree** if the situation is considered very unlikely to describe the situation of English learning activities.
7. Students must fill in all available questions before continuing to the next section.

For each statement in the questionnaire below, please choose the answer that best describes your condition. Thank you!

I never skip class on purpose. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

I always follow the rules that given by teacher. *
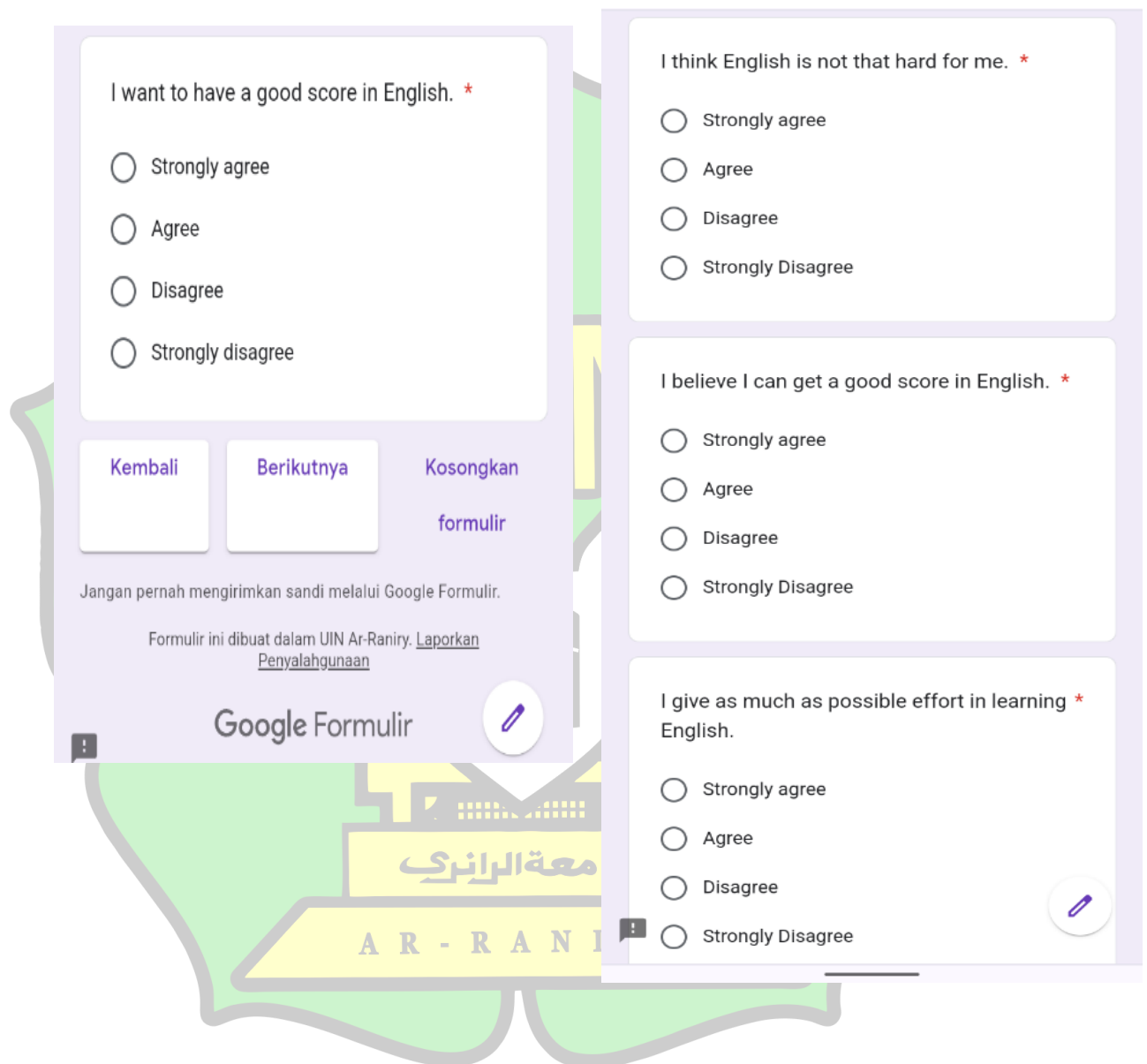
○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

I like to participate in every activity in class. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

Learning English is difficult for me, and I know it. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

I learn English because I want to be able to speak with native speaker. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

I know to overcome the difficulties in learning English. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

I learn English because it is an International language. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

I like to learn English without compulsion from others. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

I learn English because I think it would be useful in the future. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

I want to have a good score in English. *

◯ Strongly agree

◯ Agree

◯ Disagree

◯ Strongly disagree

Kembali   Berikutnya   Kosongkan

formulir

Jangan pernah mengirimkan sandi melalui Google Formulir.

Formulir ini dibuat dalam UIN Ar-Raniry. Laporkan
Penyalahgunaan

Google Formulir

I think English is not that hard for me. *

◯ Strongly agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

I believe I can get a good score in English. *

◯ Strongly agree

◯ Agree

◯ Disagree
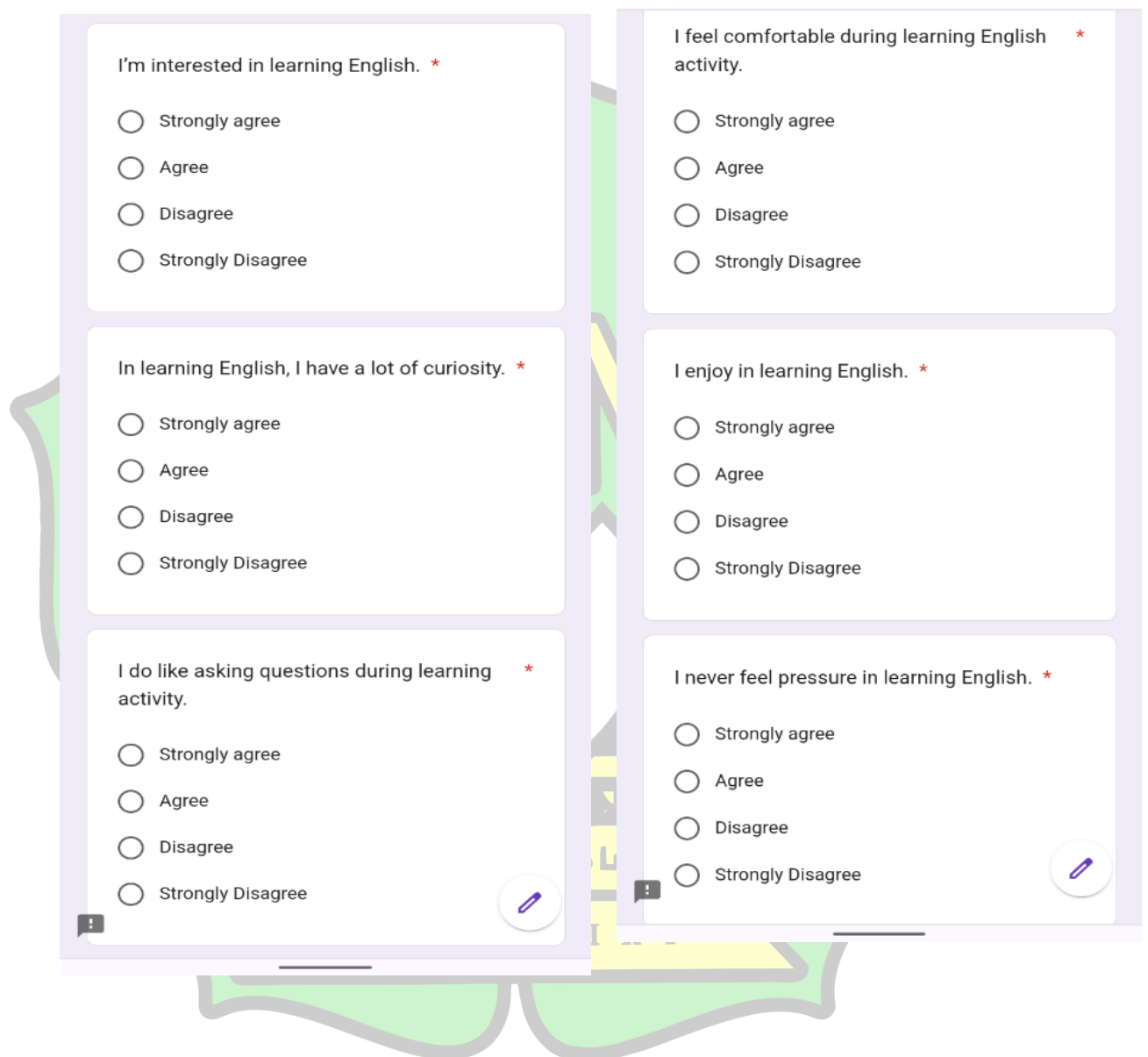
◯ Strongly Disagree

I give as much as possible effort in learning *
English.

◯ Strongly agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

I'm interested in learning English. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly Disagree

In learning English, I have a lot of curiosity. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly Disagree

I do like asking questions during learning activity. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly Disagree

I feel comfortable during learning English activity. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly Disagree

I enjoy in learning English. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly Disagree

I never feel pressure in learning English. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly Disagree

I never got nervous and confused in learning English. *

○ Strongly agree

○ Agree

○ Disagree

○ Strongly Disagree

Kembali   **Kirim**   Kosongkan formulir

Jangan pernah mengirimkan sandi melalui Google Formulir.

Formulir ini dibuat dalam UIN Ar-Raniry. Laporkan Penyalahgunaan

Google Formulir

Appendix D *Responses of Participant*

No.	Initial	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	IM	D	D	D	A	D	A	A	A	A	A	A	D	D	A	D	A	A	A	D	D
2	IK	A	SA	A	SA	A	D	A	A	A	SA	D	A	SA	A	A	D	A	A	D	D
3	AFR	A	SA	A	A	A	D	SA	SA	SA	SA	A	SA	SA	A	A	A	A	A	D	D
4	YM	A	SA	SA	A	A	A	SA	SA	SA	SA	D	A	A	SA	A	A	A	A	D	A
5	CFAK	SA	SA	SA	A	A	A	SA	SA	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	A
6	MH	SA	SA	SA	D	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	SA	SA	SA	D
7	HS	SA	A	SA	D	A	A	SA	SA	SA	SA	A	SA	A	SA	A	A	A	A	D	D
8	FHS	SA	A	A	D	A	SA	SA	A	SA	SA	A	A	SA	SA	SA	A	A	SA	A	D
9	NI	SA	SA	A	A	A	SA	SA	SA	SA	SA	A	SA	A	A	A	A	A	A	A	D
10	MU	SA	A	A	SA	A	SA	SA	SA	SA	SA	A	A	SA	SA	SA	D	SA	SA	A	D
11	AI	SA	SA	A	A	D	SA	A	SA	SA	SA	D	A	A	A	A	A	A	A	SA	D
12	CNR	A	SA	A	SA	A	A	SA	SA	SA	SA	D	A	SA	SA	A	A	A	A	D	D
13	SPN	SA	A	A	A	A	SA	SA	SA	SA	SA	A	SA	SA	SA	A	A	A	A	A	A
14	DCD	SA	SA	A	SA	D	D	SA	SA	SA	SA	D	SA	SA	SA	A	A	A	A	D	A
15	SRA	SA	SA	A	D	A	SA	SA	SA	SA	SA	SA	SA	A	SA	A	A	SA	SA	A	D
16	TR	SA	SA	SA	A	D	A	A	SA	SA	SA	D	A	A	SA	A	A	A	A	A	D
17	TF	A	A	A	A	A	A	A	D	A	A	A	A	A	A	A	A	A	A	D	D
18	FA	A	A	A	SA	A	A	SA	A	A	A	A	A	A	A	A	A	A	A	A	D
19	SS	D	D	SA	D	SA	A	SA	SA	SA	SA	A	A	SA	SA	SA	SA	SA	SA	D	SA
20	SH	SA	A	SA	D	A	SA	SA	SA	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	A	A
21	MR	SA	SA	A	A	A	A	A	A	SA	SA	D	A	A	A	A	A	A	A	D	D
22	AR	D	A	A	A	D	D	A	A	A	A	D	A	A	A	A	A	D	A	D	D

23	NRS	A	SA	SA	A	A	A	A	A	SA	SA	A	SA	A	A	A	A	A	SA	A	D
24	MRAF	A	A	A	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
25	DR	SA	A	A	D	A	A	SA	SA	SA	SA	A	SA	SA	A	A	SA	A	SA	A	A
26	AAHN	D	A	A	D	A	A	A	A	A	A	D	A	A	A	D	A	A	A	D	D
27	NPR	SA	SA	A	A	A	A	SA	A	SA	SA	A	A	A	A	D	SA	SA	A	A	SA
28	AZ	SA	SA	SA	D	A	A	A	SA	SA	SA	A	A	A	A	A	A	A	A	A	A
29	MKN	SA	SA	SA	D	A	A	A	A	SA	A	A	A	A	A	A	A	A	A	A	A
30	SSS	A	A	A	D	D	A	A	A	SA	SA	A	A	D	A	A	A	A	A	D	D
31	SR	D	A	A	D	D	A	D	D	SD	A	D	D	A	D	D	D	A	A	A	A
32	KN	SA	SA	SA	A	A	SA	SA	SA	SA	SA	D	A	SA	SA	SA	D	A	SA	D	D
33	MA	SA	SA	SA	A	A	A	SA	SA	SA	A	SA	A	SA	SA	SA	SA	SA	SA	A	D
34	RPN	A	A	A	D	A	A	SA	SA	SA	SA	A	A	A	A	A	A	A	A	D	D
35	QA	SA	A	A	D	A	SA	SA	SA	SA	SA	A	SA	SA	SA	SA	D	SA	SA	A	A
36	VAY	A	A	A	A	A	A	SA	SA	SA	SA	A	A	SA	SA	A	A	A	A	D	A
37	ZN	SA	SA	SA	A	A	A	SA	A	SA	SA	D	SA	A	SA	SA	A	A	SA	A	A
38	LN	SA	A	SA	A	A	SA	SA	SA	SA	SA	A	SA	A	SA	SA	A	SA	SA	A	D
39	SS	A	A	SA	SA	A	A	A	A	A	A	A	SA	SA	A	SA	A	A	A	D	D
40	USR	D	D	SA	SA	A	SA	SD	A	A	D	SD	D	SA	SD	SD	D	A	D	SA	D
41	SH	D	A	SA	A	A	A	A	SA	SA	SA	D	A	A	SA	SA	SA	A	SA	A	A
42	MR	D	A	SA	SD	SA	SA	A	SA	SA	SA	SA	SA	A	A	A	SA	D	SA	D	D
43	WMD	D	SA	A	SA	S	A	SA	SA	SA	SA	A	A	SA	SA	SA	D	A	A	SD	SA
44	MM	A	SA	A	SA	A	SA	SA	SA	SA	SA	D	A	SA	A	SA	A	A	SA	A	D
45	MFZ	SA	A	A	A	A	SA	A	SA	SA	SA	A	A	SA	SA	SA	A	A	SA	A	D
46	ZN	SA	A	A	A	A	A	SA	SA	SA	SA	A	A	SA	SA	SA	A	A	SA	A	SA

47	IT	A	A	A	A	SA	A	A	SA	A	SA	A	A	A	A	A	A	A	SA	A	A
48	FUY	SA	SA	A	SA	A	SA	A	SA	SA	SA	D	A	SA	SA	A	D	A	SA	D	D
49	PZN	A	A	A	SD	A	A	SA	SA	SA	SA	A	SA	SA	SA	SA	A	A	SA	A	A
50	NHG	SA	A	A	D	A	A	A	SA	SA	SA	A	A	A	A	A	A	A	A	A	A
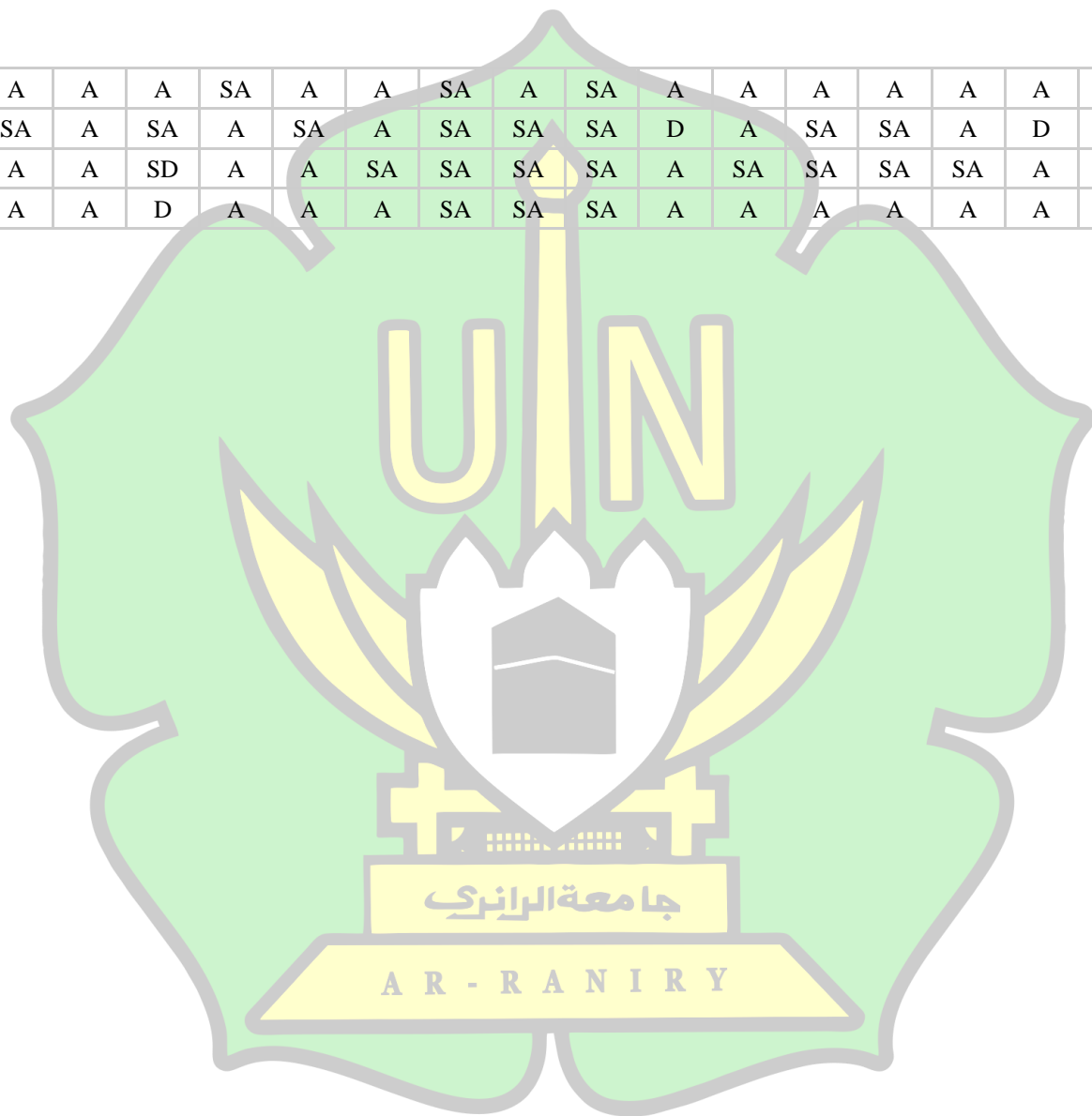
Appendix E *Appointment Letter of Supervisor*

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-1724/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Rahmi Fhonna, M. A

Untuk membimbing Skripsi
Nama : **Yassir Gunady UD**
NIM : 190203114
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Exploring Students' Engagement in English Learning Among First-Year EFL Students**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 31 Januari 2024
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.