

AN ANALYSIS OF STUDENTS' ENGAGEMENT IN SUPPLEMENTAL BLENDED LEARNING ACTIVITY (A Case Study at an English Club in Tasikmalaya)

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Abstract: This journal reports the students' engagement in a supplemental blended learning activity of teaching English writing using WhatsApp Group application. This research was aimed to find out the reason of student engagement in supplemental blended learning activity of teaching English writing. Qualitative research was chosen under the case study approach because this study focused on the detailed description of the study. Three data collection techniques used in this study are observation, questionnaire and student's journal. Observation was conducted by video recording of the learning activity during the session and transcribed it. Questionnaire was analyzed by generalizing the data through percentage computation, and the students' journal was analyzed through open ended question. In this regard, the participants in this study were the seventh grade at one of junior high school in West Java. By referring to the observation, the writer concluded about the extent to which the student's engagement in teaching learning process of blended learning that covered emotional engagement, behavioral engagement, and cognitive engagement. Moreover, most of the students engaged in teaching learning process behaviorally. Then, the questionnaire data shows that the students gave positive responses toward blended learning in teaching activity. Then, the student's journal showed that student engagement can increase the desire to learn both online and face to face result. Finally, future researchers are recommended to carry out the research with similar topic quantitatively to underpin the finding of this study. Finally, a suggestion is addressed to English teacher and future researcher who intends to investigate student engagement in blended learning, particularly in supplemental blended learning.

Keywords: Blended Learning; Student Engagement; Supplemental Blended Learning; Writing; WhatsApp.

INTRODUCTION

Engagement is important in language learning which depends on learning methods chosen by teachers. It can influence student learning outcomes (Smaldino, Sharon, Lowther, Deboran, Russel & James, 2012). Engagement is more than involvement or participation – it needs feelings and sense of making as well as activity (Harper, 2009). There are three types of student engagement; behavioral engagement which is very relevant with participation which covers the involvement in academic, social, or extracurricular activities; and demands positive

conduct such as obeying the rule, sticking to classroom norms, and avoiding disruptive behavior (playing truant and getting in trouble), persistence, concentration, attention, asking questions, and contributing to class discussion (Fredrick, Blumenfeld, & Paris, 2004, p. 112). The second type of student engagement is emotional Engagement which includes students' affective reactions either positive or negative reactions to the classroom consisting of interest, boredom, happiness, sadness, anxiety, school like, valuing, and feeling of belonging (Finn, 2000).

Another type of student engagement is cognitive engagement which is frequently related to academic achievement during the learning process such as being thoughtful, eager to exert the necessary effort to comprehend complex ideas and able to master difficult skills, the flexible problem solving, psychological investment, drawing similarly from the idea of motivation, and strategic or self-regulation (Fredricks et al. ; 2004).

Engagement is very important in language learning which relies on learning methods selected by teachers that can influence and generates student learning outcomes (Smaldino et. al., 2012; Lester 2013; Abas, 2015). Until today, student engagement has been built around the expectation to enhance all students' abilities to learn how to learn or to become lifelong learners within in a knowledge-based society (Gilbert, 2007). Student engagement has become a potential process for learning and a liability outcome into itself.

Because an engagement is one of the important aspects in language, teachers must find ways to improve student engagement. Integrating technology in language learning that can motivate encourage students to be more engaged in the learning process is one of the strategic ways. Costley (2014) provided a new learning environment and create student-centered learning for students (Oliviera, 2012). Hopefully, the student involvement in the teaching and learning process can be a reference for improving teacher performance by implementing effective and efficient ways that encourage student involvement in the learning process. This study focuses on blended learning student engagement using a supplemental blended learning.

Blended learning is a potential and constructive approach to combine times and learning mode and integrate the best aspects of face-to-face and online teaching for each subject (Saliba et al., 2003, p. 5). Technology-mediated instructions using information and communication technologies (ICT) can be a better ways of supporting students in achieving the learning objectives (Bonk & Graham, 2006), and can be employed to mediate the learning experience and interactions without the presence of both teacher and students in the same place (Dziuban et.al., 2006).

The intended blended learning model is the supplemental model of blended learning. In this model, students complete either entirely online work to supplement their daily face-to-face learning, or entirely face-to-face learning experiences to support the learning obtained in online course and activity (Crockett, 2018).

Previously, there are previous studies on related topic conducted by several researchers (Pittaway, 2012; Hampton, 2016; Hu &Kuh, 2002). However, the study focuses on the way student engage in additional mixed learning activities of teaching English writing is still sparse. Therefore, this study fills the gap by investigating the implementation of learning through supplemental blended learning and teacher perceptions on student engagement in teaching learning process.

METHOD

This study used qualitative method under the approach of case study. This study also selected the seventh grade at one of junior high school in West Java as the participants. The data were obtained from several sources in sequence observation, questionnaire and students' reflective journal to help students achieve the intended course learning outcomes. Observation was analyzed by recording the learning activity during the session and transcribed it. The analysis of the questionnaire was carried out and analyzed it by generalizing the data using percentage computation; and interpreting the students' journal was interpreted as suggested by Cresswell (2012).

FINDINGS AND DISCUSSION

The observation was conducted to investigate autonomous in learning process by means of WhatsApp. In this research, there were two types of observation: classroom observation and online observation. In conducting classroom observation, the writer used non-participant observation in which the writer observed and recorded the teaching-learning process. In conducting online observation, the writer used WhatsApp Group application at which the writer observed and recorded through screenshot (chat).

In addition, the writer also elaborated the data from questionnaire with the data from observation in order to support data analysis and validate the research finding. The data analysis started from the first session of classroom observation. In this session, some activities were observed related to the process of autonomous learning by means of WhatsApp Group media.

The data from classroom observation were interpreted to answer the first research question. The first observation was concluded in two sessions, the first observation was conducted on August, 16th 2019. The second observation was conducted on 29 August 2019 at the group online activity. Based on the data collected from online observation, the data described in this activity was intended to find out the implementation of supplemental blended learning activity by using WhatsApp.

From the results of observation, the writer concluded that student engagement can increase the desire to learn both online and face to face result. It help students to felt free to express their ideas, felt happy to correct which will enhance their motivation to study and engagement in learning; as a result, this method are effective. Engagement means involvement or participation. It needs feelings and sensemaking as well as activity. As Lester (2013) notes, student engagement generates students' positive learning outcomes. Action with no feeling is just involvement or even compliance; feeling with no action is dissociation.

Based on the questionnaire, the writer found the analysis result and interpretation of the data. Almost of the respondents, forty eight students (58%) agree toward the use of supplemental blended learning in teaching writing skill. Based on the analysis above, the use of blended learning was effective, interesting, improving student's motivation in learning activity. A small part the respondents, thirty nine students (42%) disagree toward content of the questionnaire items which emphasize on the use of blended learning in teaching writing activity. They were the opposite position that teaching writing activity by using supplemental blended learning was not really effective and motivated them in their writing ability especially.

The student journal was aimed at finding the answer of the second research question. The student engagement in the blended learning activity of teaching English writing engagement

can become a mean for student engagement in learning and teaching with diverse goals, approaches, and motivations of each individual student as the collective student voice. As Abas (2015) claims that student engagement is the attempt for the students to involve in the intentional meaning learning process which contribute to the learning outcomes.

The aforementioned findings concluded that that there is a significant difference of student's achievement in English Learning between studentst who are taught by blended learning method and those who are not. So, it showed that there is the influence of using blended learning method in teaching learning. It was supported by the positive responses from the students towards blended learning method.

CONCLUSIONS

This study has so far investigated the implementation of supplemental blended learning process towards student engagement and teacher perceptions on student engagement in teaching learning process. The teacher find it satisfying to realize that there is an increase of students achievement through the process of the stages in which the students engaged emotionally, behaviorally, and cognitively.

Since student plays an important role in teaching learning process, the teachers have to improve their quality not only in the material for teaching but also in determining the appropriate approaches, methods, and techniques in order to enhance student engagement. Also, the students gave positive responses toward blended learning in teaching activity and are interested in using blended learning in teaching English.

The aforementioned findings concluded that there is a significant difference of student's achievement in English Learning after the use of blended learning method. Thus, it showed that there is the great impact of blended learning method in teaching learning.

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