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EFL STUDENTS' LEARNING ENGAGEMENT IN THE POST PANDEMIC ERA

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Abstract: The Indonesian government implemented online learning during the pandemic due to the spread of Covid-19. Nowadays, the post-pandemic era, the application of offline learning has begun to be carried out again and is equipped with technology previously applied during online class. These sudden changes in the education sector certainly affect EFL students' learning engagement. This study was conducted to investigate students' perceptions of English learning engagement in offline classes and to determine whether there is significant difference in learning engagement between online and offline classroom environments. The researcher used a quantitative approach with an Indonesian-language survey questionnaire distributed online to 11th-grade students with 751 participants. The results showed that offline classrooms equipped with technology had a positive result and got significant differences in learning engagement in almost

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every dimension. These findings also implied that students' engagement on emotional engagement shows no significant differences because the dimension is more affected by the teacher's support and self-awareness in using the language itself. Further implications of this research reveal the need to explore more about EFL teaching techniques and technologies in the learning process to maximize students' engagement.

Keywords: *student's perception, engagement, post-pandemic, offline class, technology*

INTRODUCTION

COVID-19 is an epidemic that is spreading rapidly throughout the world and affects many sectors of life; first seen in Wuhan, China, Covid-19 has claimed many lives and become a pandemic (World Health Organization, 2020). According to Römer (2020), one of the sectors affected by the pandemic is the education sector. Most governments implemented a new learning system with the use of online technology. This is mainly applied in Indonesia where learning activities must be carried out on a limited basis by implementing online learning due to school closures to avoid the spread of the virus diseases (Bozkurt & Ramesh C, 2020). These changes in the educational field affect the teaching system in the form of teaching and assessment methodologies. Students are forced to continue their education at home and cannot interact directly outside. Besides, many exams and assessments are cancelled or postponed. Some students also seem to have a problem in adapting to the changing form of education to the online class itself (Tarkar, 2020).

Pandemic outbreaks that disrupt the learning process can affect and decrease the quality of cognitive, emotional, and psychomotor of human resources in the future (Hill et al., 2020). According to Dhawan (2020), students feel that learning activities in an online class are boring and not engaging. Students also have difficulty in understanding the materials and managing their study time, so the learning process cannot run optimally. The sudden changes in the form of learning and

uncertainty about education form in the future also trigger anxiety in students (Daniel, 2020).

Nevertheless, based on the new regulations announced by The Ministry of Education, Culture, Research, and Technology (2022), it is emphasized that offline learning can gradually be resumed to replace online learning by implementing a 100 percent face-to-face learning program (PTM 100 Percent). With the terms that all teaching staff and community have been vaccinated and can only be enforced in certain level areas, learning activities must also be carried out by implementing health protocols. The post-pandemic period shows a new paradigm where teaching and learning can be more flexible because it is supported by the technologies used for online education services in the pandemic period, such as cloud-based platforms, artificial intelligence, and the use of the internet. It represents a shift away from traditional, teacher-centered activities towards more student-centered activities, including group activities, discussions, hands-on learning activities, and the limited use of traditional learning (Jandrić, 2020).

The technology used during class can increase student interaction with teachers and classmates. Technology can regulate student behaviour so that students grow awareness of learning efforts in emotional terms, where students are interested in learning and cognitive, where students are mentally invested in comprehensive content (Schindler et al., 2017). According to Berrett (2012), the application of technology in education aims to increase the quality of teaching materials, and methods, which can undoubtedly improve students' learning engagement. Ginting (2021) found that student involvement occurs in online and offline learning. To achieve successful engagement, teachers must provide students needs by keeping up with current education issues and adapting to multiple teaching styles. Another research from Liu et al., (2022) shows that offline classes using technology such as videos, audio, images, electronic documents, internet connections, PPT courseware, and others can help develop students' independent learning and increase their learning interest. The utilization of technology also makes an efficient classroom environment to conduct collaborative activities. Students can easily absorb the materials and

grow their intellectual development, which becomes one of the crucial factors of reusing offline classes in learning during the post-pandemic education situation

In-depth, student engagement is one of the essential aspects of successful learning. It involves the student's behavioural, cognitive, and motivation to complete the task and achieve the learning objectives (Astin, 1999; Wang & Eccles, 2012). Students' learning engagement can also be explained as students' motivation to learn and evolve in their studies. It is based on students developing levels of concern, passion, curiosity, and confidence when learning or being taught (Deschaine & Whale, 2017). Student engagement is closely related to an individual's psychological and physical effort in learning, characterized by vitality, devotion, and focus (Fredricks et al., 2004).

According to Wong and Chong (2018), student engagement is the optimization of students' time management, effort, and other related resources to improve student learning outcomes and experience, as well as institution performance and reputation. Previous research conducted by Schunk and Mullen (2012) has shown that student engagement affects students' learning outcomes and behaviour by making students naturally create a conducive learning environment for themselves and growing students efforts to solve the barriers while studying. It also affects the students positive attitudes toward learning outcomes to get good results as a form of pride. Engagement is a mediator for learning and a stronger predictor of school success than teacher instruction. Learning will only take shape if students are engaged. Reeve (2012) states that engagement is a mediator for learning and a stronger predictor of school success than teacher instruction. Learning will only take shape if students are engaged. EFL language learning can be improved if students are engaged in the learning process (Yang, 2011). Another research from Lei et al. (2018) shows that a high level of student involvement can affect the increase in student academic achievement results.

According to Fredricks and McColskey (2012), and Fredricks et al. (2004), behavioural, emotional, and cognitive are three fundamentally distinct components that build up student engagement. The term

behavioural engagement refers to how actively students participate in various educational, social, and learning activities. Moreover, the behavioural engagement builds up by participating in class activities, attending lessons, showing effort, and completing work. The term emotional engagement shows how students feelings about their relationships with others at school, a sense of belonging, and affective reactions refers to their interest, mood, and anxiety. The Cognitive engagement side draws the level of interest a student has in learning engagement. This post involves a lot of cognitive involvement, from abstract concepts to pertinent questions to in-depth knowledge of the topic. Moreover, according to Astin (1999), students involvement is also crucial for building learning engagement. Student involvement is seen as a motivator in obtaining academic achievement. Students that interested in learning will devote their time and energy to participate in various class activities and communicate with teachers and classmates to achieve their goals.

Previous studies have investigated students' engagement in English learning with various focuses in online and offline learning environments during the pandemic and post-pandemic situations (Huong, 2022; Maulana et al., 2022; Ngo, 2021; Simbolon, 2021; Suharti et al., 2021; Susanti, 2020). Regarding online learning, Suharti et al., (2021) examined 12th-grade students with a qualitative method and revealed that teaching techniques that appropriately maximize the use of technology, such as Zoom meetings, Google classrooms, and forum discussions through WhatsApp group and active teacher involvement, can significantly increase students' learning engagement. Other similar research conducted by Susanti (2020) also shows the same high level of student engagement. However, students still have low learning engagement in several sub-categories. In cognitive engagement, students face difficulties conveying their ideas, collaborating in class activities, completing assignments, and connecting previous material with the latest. The sub-category of emotional engagement shows that students experience anxiety because they are afraid of making mistakes in class. And in the behavioural engagement sub-category, students have difficulty concentrating on the subject. According to Ngo (2021), Ho Chi

Minh City university students in Vietnam have low emotional engagement in online class environments due to the struggle to learn English efficiently during the pandemic. In addition, the descriptive research on 36 tenth-grade students of SMAN 03 Pontianak showed intermediate-level results on online learning engagement (Maulana et al., 2022).

Furthermore, in the realm of offline classes, the pandemic blended learning research shows that students prefer offline classroom activities over online class (Simbolon, 2021). The research by Huong (2022) also shows high student engagement levels in face-to-face classes. However, low results are still found in the emotion and agentic engagement due to the passive participation of the students during the learning process.

There have been several studies about EFL students' perception towards learning engagement. Although, this current study differs from the previous research in terms of the subject. Susanti (2020), Ngo (2021), Huong (2022) and Simbolon (2021) have investigated university students. While Suharti et al., (2021) and Maulana et al., (2022) focus on 12th and 10th-grade students. Based on the research by Huong (2022), an in-depth elaboration of student engagement in offline classes is needed. Hence, this research was conducted to learn more about students' engagement during post-pandemic in offline classes equipped with technology. With 11th-grade vocational school as the subjects, the research measured the data with paired questionnaires to determine significant difference between student engagement in online and offline classes and to provide in-depth discussions on student behavioural engagement, cognitive engagement, emotional engagement, and involvement engagement in offline classes during the post-pandemic situation.

METHOD

The research used a quantitative survey method to reveal students' perception of English learning engagement in offline classes equipped with technology, and to measure any significant difference in students' engagement during the pandemic and post-pandemic class environments. The questionnaire was also delivered in Indonesian to

make sure students could understand and answer the question correctly. Figure 1 explains the brief research activity.

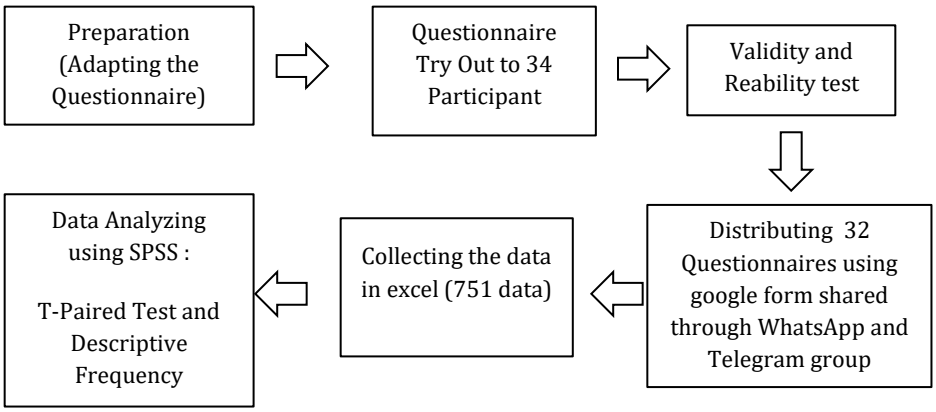

Figure 1. Research activity

Population and Sample

The sample of this study was 11th-grade students in Vocational High School 04 Malang. 751 students participated from 21 classes, with 340 female and 411 male students, and the average age of participants was 16 to 17 years old. All participants in this study had experience in English online learning during the pandemic and now facing English offline Learning with the use of technologies such as WhatsApp group, Telegram, PPT and Canva in the learning process in Post-Pandemic situations.

Table 1. Student's demographic

Student's Demographic				
Characteristic	**Notes**	**Frequency**	**percentage**	**Tota 1**
Gender	Female	340	45%	751
	Male	411	55%	
Grade	21 class of 11th Grade Vocational High School			751

Instruments

The questionnaire was adapted from Suharti et al., (2021) that developed based on the Dixson (2015) framework. This questionnaire was chosen because it fits the research needs to measure student learning engagement based on the variables that represent factors of students learning engagement, namely: behavioural engagement to represent students' skills, emotional engagement to convey students' emotions, involvement engagement that represents students' active participation, and cognitive engagement to represent students' performance. In addition, this questionnaire is also simple and dependable, especially for measuring students' learning engagement with the use of technologies as learning media in class.

The questionnaire consisted of 16 adapted paired questions, with a total of 32 questions that measured each variables; students' behaviour, emotion, involvement, and cognition, with a four-point Likert Scale that represents the level of students' engagement: strongly disagree (1 point), disagree (2 points), agree (3 points), and strongly agree (4 points). These scales are used to reduce the misuse of neutral values (Hadi, 1991; Matell & Jacoby, 1972), are easy to understand, desirable for students with low motivation to complete, and encourage more optimal and careful results in selecting answers based on students' limited knowledge and understanding (Nemoto & Beglar, 2014). The questionnaire was translated to Indonesian and distributed online in Google form that was shared in WhatsApp group and Telegram group classes from 29 September - 14 October 2022.

The validity and reliability tests have been carried out and show that 32 questions from a total of 38 questions are valid and reliable to be used in the research. The Validity test is carried out with a significance level of 5% in Rtable, which is 0.423, meaning that an item is said to be valid if Rcount > Rtable (0.339).

The online class and offline class question items are proven valid because the results of significance > 0.339 with the details:

Table 2. Validity test result of online class question items

Online Class (Pandemic)			
Variabel	**Item**	**Signifikansi**	**Explanation**
BEHAVIOUR ENGAGEMENT	Item 1	0,841	Valid
	Item 2	0,629	Valid
	Item 3	0,675	Valid
	Item 4	0,559	Valid
	Item 5	0,589	Valid
	Item 6	0,562	Valid
EMOTION ENGAGEMENT	Item 1	0,394	Valid
	Item 2	0,769	Valid
	Item 3	0,504	Valid
INVOLVEMENT ENGAGEMENT	Item 1	0,842	Valid
	Item 2	0,578	Valid
	Item 3	0.749	Valid
	Item 4	0,444	Valid
	Item 5	0,512	Valid
COGNITIVE ENGAGEMENT	Item 1	0,843	Valid
	Item 2	0,708	Valid

Table 3. Validity test result of offline class question items

Offline Class (Post-Pandemic)			
Variabel	**Item**	**Signifikansi**	**Explanation**
BEHAVIOUR ENGAGEMENT	Item 1	0,806	Valid
	Item 2	0,747	Valid
	Item 3	0,581	Valid
	Item 4	0,749	Valid
	Item 5	0,483	Valid
	Item 6	0,684	Valid
EMOTION ENGAGEMENT	Item 1	0,679	Valid
	Item 2	0,792	Valid
	Item 3	0,847	Valid
INVOLVEMENT ENGAGEMENT	Item 1	0,67	Valid
	Item 2	0,79	Valid
	Item 3	0,842	Valid
	Item 4	0,666	Valid
	Item 5	0,596	Valid
COGNITIVE ENGAGEMENT	Item 1	0,874	Valid
	Item 2	0,717	Valid

In the reliability test, each variable has a result > 6.0 with details of Questions for Offline Class (Behaviour = 0.755, Emotion = 0.847, Involvement = 0.770, and Cognitive = 0.737) and online class (Behaviour = 0.717, Emotion = 0.730, Involvement = 0.616 and Cognitive = 0.683), which means that all 32 question items are reliable to use. According to Gozali (2016), a research instrument is reliable if Cronbach's Alpha value is > 0.60.

Data Analysis

The data were collected using Google Form shared through WhatsApp group and Telegram group classes on 29 September - 14 October 2022. The final data were organized in a Google Spreadsheet. Then, the offline class data were analyzed using SPSS with descriptive frequency analysis to measure the level of students' engagement in post-pandemic class. Moreover, the SPSS T-Paired test was conducted in order to determine whether there are any significant differences in students' engagement between online and offline classes.

FINDINGS

T-Test Hypothesis: Significant differences between students' engagement in learning English during online (pandemic) and offline (post-pandemic) classes

We conducted T-Pairing Test data analysis using SPSS to find out whether there was any significant change between students' learning engagement during the pandemic and post-pandemic.

Table 4. T-paired test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	,567	,451	-7,594	1500	,000	-2,232	,294	-2,808	-1,655
	Equal variances not assumed			-7,594	1499,978	,000	-2,232	,294	-2,808	-1,655

The results in Table 4 displays a significant difference between the online and offline classes. Based on the result that shows a 2-tailed significance value of 0.00 < 0.05. Although there is no significant change in students' emotional engagement, the overall results show a dominant significant difference between the learning process carried out in online classes during the pandemic and offline classes using technology during the post-pandemic period.

The result shows that changes in how learning is carried out affect students' engagement in learning English. The implementation of offline classes in the post-pandemic period can positively affect students' engagement, especially when combined with the use of technology.

Table 5. Behavioural engagement

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	2,334	,127	-6,661	1500	,000	-,83888	,12595	-108,593	-,59183
	Equal variances not assumed			-6,661	1,499,516	,000	-,83888	,12595	-108,593	-,59183

According to Table 5, in behaviour engagement T-test. The results of the 2-tailed significance value of 0.00 < 0.05 show a significant difference in students' behaviour engagement in online and offline classes.

Table 6. Emotional engagement

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	,250	,617	-1,063	1500	,288	-,08522	,08018	-,24250	,07206
	Equal variances not assumed			-1,063	1,499,874	,288	-,08522	,08018	-,24250	,07206

Emotional engagement in Tabel 6 shows there is no significant difference because the 2-tailed significance value is 0.288 > 0.05

Table 7. Involvement engagement

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	,135	,713	-9,809	1500	,000	-119,840	,12217	-143,805	-,95875
	Equal variances not assumed			-9,809	1,499,999	,000	-119,840	,12217	-143,805	-,95875

Table 7 shows that students' involvement engagement in offline class has significant difference with the results of students involvement engagement in online class with 2-tailed significance value: 0.00 < 0.05.

Table 8. Cognition engagement

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
result	Equal variances assumed	6,531	,011	-2,049	1500	,041	-,10919	,05330	-,21373	-,00464
	Equal variances not assumed			-2,049	1,495,732	,041	-,10919	,05330	-,21373	-,00464

Based on Tabel 8, a 2-tailed significance value was obtained of 0.041 < 0.05, so there is a significant difference between online and offline cognitive engagement. The difference states that the tendency of students' engagement to increase more in the post-pandemic class.

Descriptive frequency Statistics: The effect of offline classes on students' engagement

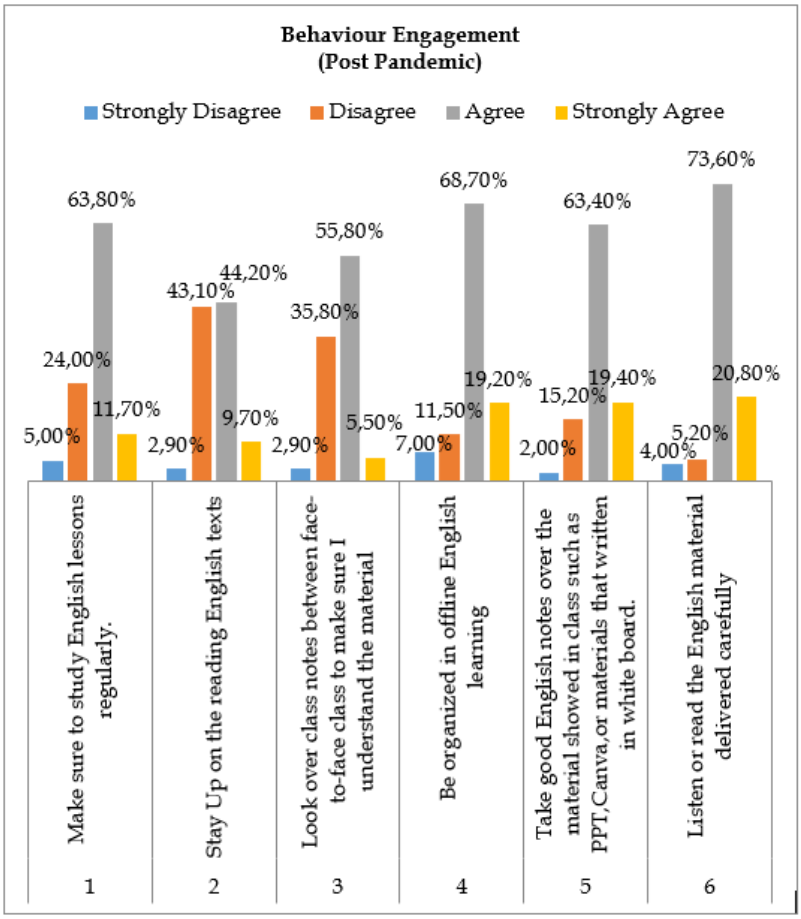

Figure 2. Behavioural engagement in offline class (Post Pandemic)

The behaviour engagement data analysis in Table 1 reveals that students' get 63.80% valid with 479 positive frequency in "Make sure to study English regularly." For the second question, "Stay up on reading English texts," gets 332 frequencies in positive character with 44.20%

valid. The most significant frequency is shown in question three, "Look over class notes between face-to-face class to make sure I understand the material," with 419 positive characteristics and 55.80% valid data. The fourth behaviour measurement, "Be organized in offline English learning," is 68.70% valid with 516 students' positive characteristics. Another positive result was revealed in question number five "Take good English notes over the material shown in class such as PPT, Canva, or materials written in white board." With 476 frequency and 63.40% data valid, the last question scored the highest with 553 positive characteristics and 73.60% for "Listen or read the English material delivered carefully."

Based on the data description, students' engagement, especially in behavioural engagement, received favorable results overall, with the average answer agreeing to the questions asked.

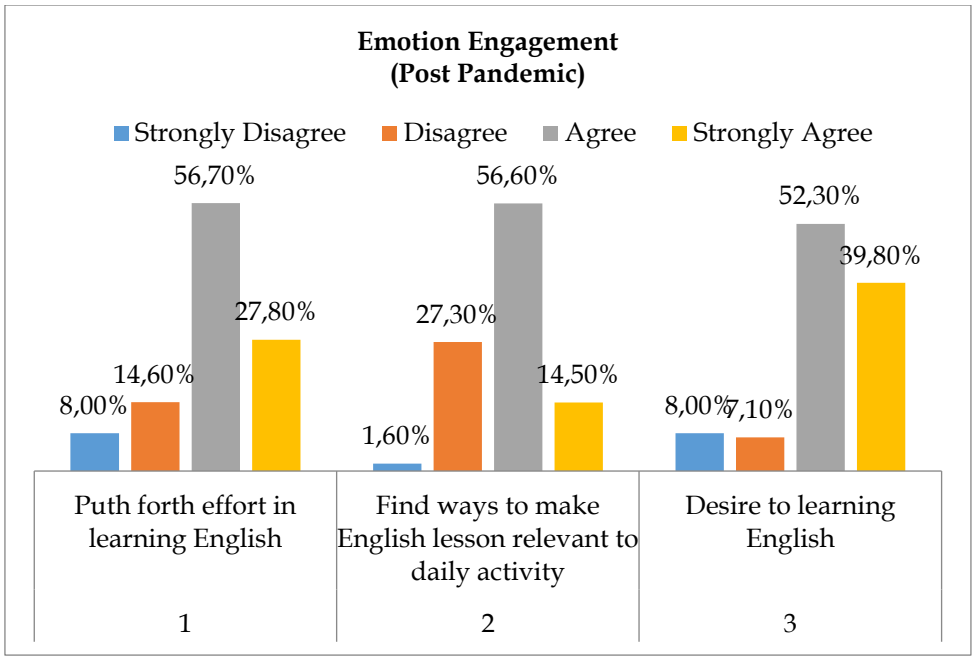

Figure 3. Emotion engagement

The results for emotion engagement data analysis shows 56.70% valid with 426 positive response for question number one, "Have fun in English offline class: peers or group discussion," which makes it the

highest measure of students' emotional engagement, the second question "Find ways to make English lesson relevant to daily activity" get 425 positive characteristics with 56.60% valid, the last question "Desire to learning English" show 393 positive responds with 52.30% valid. Based on the three questions as a measure of emotional involvement, the final result was significantly positive, which indicated that emotional involvement showed promising results with the dominance of choices on the questionnaire distributed.

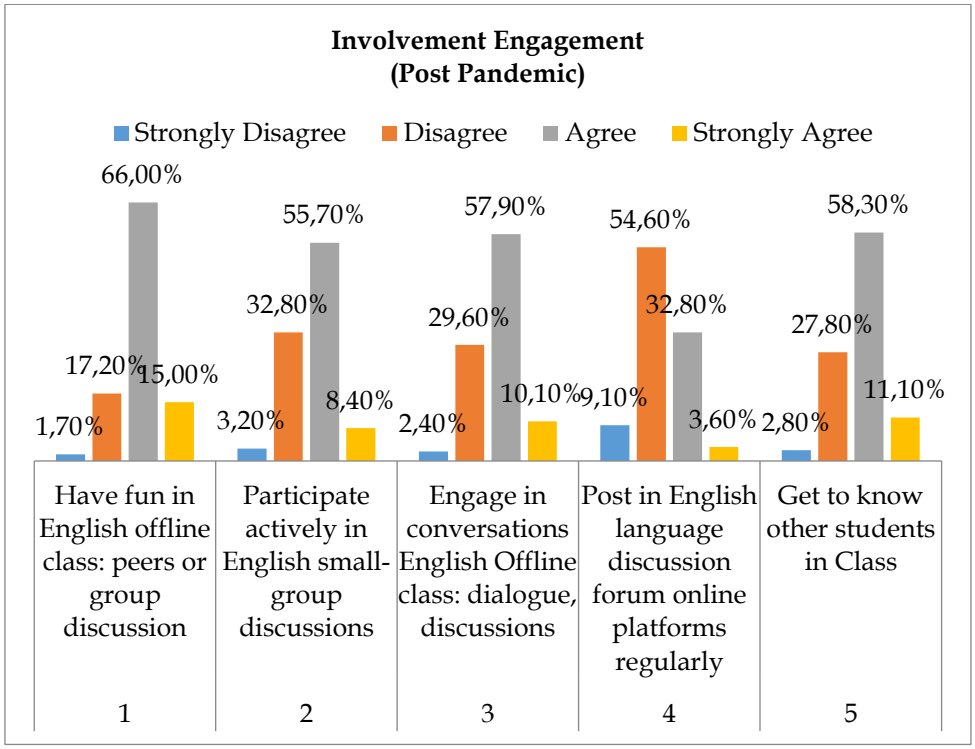

Figure 4. Involvement engagement

According to chart 4, The involvement engagement, get the only negative responses in question number four, "Post in English language discussion forum online platforms regularly," with a 410 negative scale (disagree) and 54.60% valid, question number one, "Have fun in English offline class: peers or group discussion" is the most significant Involvement engagement with 66.00% good and 496 positives in students characteristic, "Participate actively in English small-group discussions" for question number two get 418 positive frequency and

55.70% valid, the question number three shows 435 positive students characteristic with 57.90% valid for "Engage in conversations English Offline class: dialogue, discussions," the last question "Get to know other students in Class" get 438 positive frequency of students characteristic with total valid 58.30%.

Furthermore, students' involvement engagement during the post-pandemic showed promising results in question components 1, 2, 3, and 5. These dominant positive results indicated that most students agreed they were actively involved in In-class participation. They also agreed that they were involved in English conversation and got to know their classmates. However, in the first sub-question, negative results were shown in how students post regularly in online English language discussion forums. Most of the students answered "disagree" with the questionnaire given.

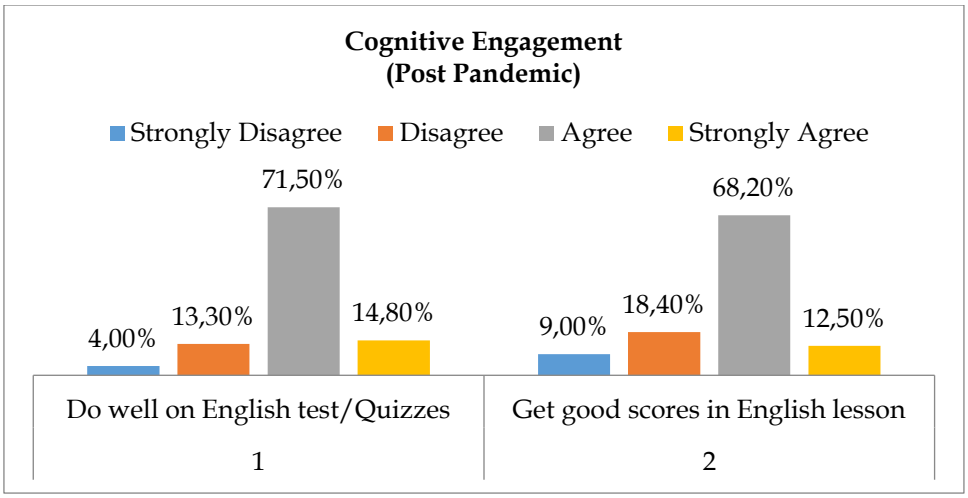

Figure 5. Cognitive engagement

The data analysis for cognitive engagement shows an overall positive response. Students agree with 537 positive details of students characteristics as the most significant result in cognitive engagement, with 71.50% valid for "Do well on English tests/quizzes," and for the second question, "Get good grades in English lessons," shows 68.20% valid and 512 positive frequencies.

DISCUSSION

Based on the finding, it was obtained that students' perception towards learning engagement during the Post-Pandemic in offline classes equipped with technology such as Canva, PowerPoint, WhatsApp group, and Telegram resulted positively in behaviour engagement, cognitive engagement, involvement engagement, and emotion engagement.

Post-pandemic education also significantly differs from pandemics, where students learn online. According to Schindler et al. (2017) the technology used during class could increase students' interaction with teachers and classmates. Technology can manage students' behaviourally so that students grow awareness of learning efforts, in emotional terms, where students are interested in learning, and Cognitive, where students are mentally invested in comprehensive content. Positive interactions with various people or caring persons also can aid in the promotion of learning and the development of a warm and responsive social context (Ramey & Ramey, 2004). Another research by Kemp and Grieve (2014) also stated that students' engagement tends to be better when discussions are conducted in offline classes compared to online ones.

In the domain of students' behavioural engagement during the post-pandemic, good results were obtained in each section of the questions, so it can be concluded that students are involved and actively participate in offline classes equipped with technology. The positive results of students' behavioural engagement can be gained when students' interaction with peers and groups is carried out well. It is based on Lai (2021) which states that student interaction in pairs and group activities during learning can positively influence student's behavioural engagement. Another research from Umbach & Wawrzynski (2005) also mentions that interactions and activities in learning can increase students' engagement. Interactions during offline classes give students the awareness to understand the material even outside of learning.

Questions that measure students' emotional engagement: "I try hard in learning English," "I find a way to relate/use English lessons

with daily activities." and "I have the desire to learn English," are getting significant positive results. It shows that the use of technology in its application in offline classes in post-pandemic learning can emotionally make students interested in learning and build their attitudes toward learning (Schindler et al., 2017). However, the T-paired test shows no significant differences in students' emotional engagement during the pandemic (online class) and post-pandemic (offline class). It is because Students' emotional engagement tends to be more influenced by the support provided by the teacher (Fredricks et al., 2004) and how learning and assignments are designed by the teachers and students awareness of the importance of using the language being learned and the benefits of its application (Svalberg, 2009).

Students' involvement engagement in learning English in offline classes shows positive results with significant differences with online classes. Most students agreed that interaction with fellow students in discussions and individual activities could be maximally obtained in offline classes equipped with the use of Technology. Significant differences can also be found in students' engagement in online and offline classes. Online classes tend to make students feel disconnected from other students and teachers in class, and students also feel inclined to move individually in learning (Zhang & Perris, 2004). while post-pandemic offline classes are considered more capable of building a sense of community within students (Conole et al., 2008). Despite that, negative results are still found in one of the sub-questions, "use of technology for discussion and posting in English on online platforms," according to research by Kemp and Grieve (2014) students are more involved in direct discussions than using online platforms. In offline classes, students can get immediate feedback from friends and teachers, regulate the flow of conversation, provide a more private setting to enjoy discussions, and encourage more opinions from the group. These things are difficult to obtain when discussions are conducted online because students cannot interact directly, and it takes more time to get feedback. However, the overall results for involvement were predominantly positive.

Last, the results of students' cognitive engagement show a significant difference between online and offline classes. It is in line with the statement that technology in the classroom can make teaching and learning techniques more flexible by giving students more autonomy and control over their learning and promoting cognitive and understanding development (Buckingham, 2003). Students were observed to have good learning achievement results with a dominance of positive points, as much as 86.3% in the first question and 80.7% in response to the second question. Students are assessed to be able to take exams and get good results during offline learning equipped with technology.

CONCLUSION

Based on the study results, students' perceptions of offline classes during the post-pandemic period resulted in significant positive engagement in behaviour, emotions, involvement, and cognitive.

Significant differences can also be seen in offline classes. However, insignificant differences are still seen in students' emotional involvement because emotional involvement affects more students' awareness of the importance of learning English and how teachers design class activities. In short, this study reveals that the application of offline classes with technology can increase students' engagement in learning English, and the use of technology to encourage students' engagement is expected to be used even more in the future.

This research can be used for future study about EFL students' learning engagement in offline class, particularly at the high school level. In addition, further research that focuses on investigating online platforms that can be used to increase students' engagement in learning English is also highly recommended. The research can also be developed using qualitative methods to provide more understanding of EFL student learning engagement.

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Appendix

Research Instrument.

Online Class (Pandemic)

No	Features	Statements (English)	Pernyataan (Indonesia)
1	Behaviour	1. Make sure to study English lessons regularly.	1. Saya mempelajari materi pelajaran bahasa Inggris secara teratur.
		2. Stay Up on the reading English texts	2. Saya giat membaca teks bahasa Inggris saat maupun diluar jam mata pelajaran Bahasa Inggris.
		3. Look over class notes between getting online to make sure I understand the material	3. Saya mempelajari kembali catatan yang ditulis saat kelas online untuk memastikan saya memahami materi pembelajran Bahasa Inggris.
		4. Be organized in online English learning	4. Teratur dalam pembelajaran bahasa Inggris secara online.
		5. Take good English notes over the material showed in PPT or Zoom meeting class	5. Saya menulis catatan tentang materi Bahasa Inggris yang ditampilkan di kelas online melalui PPT atau Zoom yang ditampilkan oleh guru.
		6. Listen or read the English material delivered carefully	6. Saya mendengarkan atau membaca dengan seksama materi Bahasa Inggris yang disampaikan selama kelas online.
2	Emotion	1. Put forth effort in learning English	1. Saya berusaha keras dalam belajar Bahasa

			Inggris
		2. Find ways to make English lesson relevant to daily activity	2. Saya menemukan cara untuk mengaitkan/menggunakan pelajaran Bahasa Inggris dengan aktivitas sehari-hari
		3. Desire to learning Englis	3. Saya memiliki keinginan untuk belajar bahasa Inggris
3	Involvement	1. Have fun in English online class: chat, discussions, or via email or groupchat with the teacher or other students	1. Saya bersenang-senang di kelas online bahasa Inggris: mengobrol, berdiskusi, atau melalui email atau grup kelas dengan guru atau siswa lain
		2. Participate actively in English small-group discussions forums	2. Saya berpartisipasi aktif dalam forum diskusi kelompok kecil berbahasa Inggris.
		3. Engage in conversations English online class: chat, discussions, or email	3. Saya terlibat dalam percakapan kelas online Bahasa Inggris: obrolan, diskusi, atau melalui email
		4. Post in English language discussion forum online platforms regularly	4. Saya memposting di platform online forum diskusi Bahasa Inggris secara rutin.
		5. Get to know other students in English Zoom meeting or class WhatsApp group	5. Saya bercengkrama dengan siswa lain di pertemuan Zoom Bahasa Inggris atau grup WhatsApp kelas
4	Cognitive	1. Do well on English test/Quizzes	1. Saya dapat mengerjakan tes/Kuis-kuis Bahasa Inggris dengan baik
		2. Get good scores in English lesson	2. Saya mendapatkan nilai yang bagus dalam pelajaran bahasa Inggris

Offline/ Face to Face Class (Post-Pandemic)

No	Features	Statements (English)	Pernyataan (Indonesia)
1	Behaviour	1. Make sure to study English lessons regularly.	1. Saya mempelajari materi pelajaran Bahasa Inggris secara teratur diluar jam mata pelajaran Bahasa Inggris.
		2. Stay Up on the reading English texts	2. Saya giat membaca teks Bahasa Inggris saat maupun diluar jam mata pelajaran Bahasa Inggris.
		3. Look over class notes between face-to-face class to make sure I understand the material	3. Saya mempelajari kembali catatan yang ditulis saat kelas tatap muka/kelas offline untuk memastikan saya memahami materi pembelajaran Bahasa Inggris.
		4. Be organized in offline English learning	4. Teratur dalam pembelajaran bahasa Inggris secara tatap muka/kelas offline.
		5. Take good English notes over the material showed in class such as PPT,Canva,or materials that written in white board.	5. Saya menulis catatan tentang materi bahasa Inggris yang ditampilkan di kelas yang ditampilkan di kelas (melalui media LCD-Proyektor berupa PPT,Canva, atau penjelasan pada papan tulis yang ditampilkan oleh guru).
		6. Listen or read the English material delivered carefully	6. Saya mendengarkan atau membaca dengan seksama materi Bahasa Inggris yang disampaikan selama kelas berlangsung.
2	Emotion	1. Put forth effort in learning English	1. Saya berusaha keras dalam belajar bahasa Inggris

		2. Find ways to make English lesson relevant to daily activity	2. Saya mnemukan cara untuk mengaitkan/menggunakan pelajaran bahasa Inggris dengan aktivitas sehari-hari
		3. Desire to learning English	3. Saya memiliki keinginan untuk belajar Bahasa Inggris
	Involvement	1. Have fun in English offline class: peers or group discussion	1. Saya bersenang-senang di kelas Bahasa Inggris offline/tatap muka : mengobrol, berdiskusi, berkomunikasi melalui kerja kelompok.
		2. Participate actively in English small-group discussions.	2. Saya berpartisipasi aktif dalam forum diskusi kelompok kecil berbahasa Inggris.
		3. Engage in conversations English Offline class: dialogue, discussions	3. Saya terlibat dalam percakapan kelas offline Bahasa Inggris: obrolan dan diskusi.
		4. Post in English language discussion forum online platforms regularly	4. Saya memposting di platform online forum diskusi bahasa Inggris secara rutin.
		5. Get to know other students in Class	5. Saya bercengkrama dengan siswa lain saat kelas Bahasa Inggris.
4	Cognitive	1. Do well on English test/Quizzes	1. Saya dapat mengerjakan tes/Kuis-kuis Bahasa Inggris dengan baik
		2. Get good scores in English lesson	2. Saya mendapatkan nilai yang bagus dalam pelajaran bahasa Inggris

Validity Test.

Validity Test Result of Online Class Question Items

Online Class (Pandemic)			
Variabel	**Item**	**Signifikansi**	**Explanation**
BEHAVIOUR ENGAGEMENT	Item 1	0,841	Valid
	Item 2	0,629	Valid
	Item 3	0,675	Valid
	Item 4	0,559	Valid
	Item 5	0,589	Valid
	Item 6	0,562	Valid
EMOTION ENGAGEMENT	Item 1	0,394	Valid
	Item 2	0,769	Valid
	Item 3	0,504	Valid
INVOLVEMENT ENGAGEMENT	Item 1	0,842	Valid
	Item 2	0,578	Valid
	Item 3	0.749	Valid
	Item 4	0,444	Valid
	Item 5	0,512	Valid
COGNITIVE ENGAGEMENT	Item 1	0,843	Valid
	Item 2	0,708	Valid

Validity Test Result of Offline Class Question Items

Offline Class (Post-Pandemic)			
Variabel	**Item**	**Signifikansi**	**Explanation**
BEHAVIOUR ENGAGEMENT	Item 1	0,806	Valid
	Item 2	0,747	Valid
	Item 3	0,581	Valid
	Item 4	0,749	Valid
	Item 5	0,483	Valid
	Item 6	0,684	Valid
EMOTION ENGAGEMENT	Item 1	0,679	Valid
	Item 2	0,792	Valid
	Item 3	0,847	Valid
INVOLVEMENT	Item 1	0,67	Valid

ENGAGEMENT	Item 2	0,79	Valid
	Item 3	0,842	Valid
	Item 4	0,666	Valid
	Item 5	0,596	Valid
COGNITIVE ENGAGEMENT	Item 1	0,874	Valid
	Item 2	0,717	Valid