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EFL UNIVERSITY STUDENT ENGAGEMENT ON THE USE OF ONLINE DISCUSSION IN NORTH BALI

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A B S T R A K

Penelitian ini bertujuan untuk mengetahui keterlibatan mahasiswa dalam penggunaan diskusi online dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL) di Bali Utara. Selain itu, penelitian ini juga digunakan untuk menganalisis faktor keterbatasan dan faktor pendukung mahasiswa dalam penggunaan diskusi online sebagai bagian dari Pembelajaran Campuran. Keterlibatan mahasiswa ditentukan oleh teori dari Schlecthy tentang tingkat keterlibatan mahasiswa. Desain penelitian ini adalah Explanatory Sequential Mixed-Method. Hasil penelitian menunjukkan bahwa tingkat keterlibatan mahasiswa pada penggunaan diskusi online dalam konteks Bahasa Inggris di Bali Utara termasuk dalam tingkat Ritual Compliance. Mahasiswa memiliki perhatian yang rendah dan tidak memiliki komitmen dalam belajar. Mereka cenderung memiliki ketergantungan dalam belajar dan bekerja hanya untuk memenuhi syarat pembelajara. Selain itu, terdapat 6 faktor penghambat dan 5 faktor yang mendukung mereka selama proses pembelajaran melalui diskusi online. Sehingga, para dosen dihimbau untuk menciptakan suasana belajar yang menyenangkan dengan membina hubungan yang baik dengan para mahasiswa.

A B S T R A C T

This study aimed to investigate the university student engagement in the use of online discussions in English as a Foreign Language (EFL) Context in North Bali. Moreover, it was used to analyze university student limitations and supporting factors in the use of online discussions as part of blended-learning. The university student engagement was determined by Schlecthy's theory of student engagement level. The result showed that the university student engagement in North Bali referred to the Ritual Compliance Level. They have low attention and no commitment in learning. They tend to learn dependently and work only for the sake of compliance. Besides, six factors were limited and five factors were supported them during the learning process through online discussion. Therefore, lecturers were suggested to create a pleasant learning atmosphere by building a good relationship with students in order to make students engaged in the online discussions.

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1. Introduction

Technology takes an important role in human life, everything seems easy and fast through technology and the internet (Santosa, 2017). It is also improved the education field, many educational institutions involved technology and the internet in the process of teaching and learning such as blended-learning. One of the educational institutions that implemented blended learning in North Bali is Ganesha University of Education (UNDIKSHA). In Undiksha, the lecturers are allowed to conduct online meetings as much as 40%. It required student participation; besides student participation influenced 60% of student final score (Undiksha, 2017). Hence, students were expected to be more active in learning. However, according to (Lin et al., 2017) students have different motivations in learning.

In this case, student motivation can be categorized as student engagement. Besides, (Schlechty, 2002) found that there were five levels of student engagement. Those were 1) Authentic Engagement (High Attention-High Commitment), which is the highest level of student engagement. At this level, the students see that the activity is personally meaningful, and have the will to persist and learn in the face of difficulty. Likewise, the students feel that their goal is to get the activity right and perform well; 2) Strategic Compliance (High Attention-Low Commitment) students in this level still see the value of the work and find the activity as worth doing but only because of marks, grades, approval and class rank. If the work does not a guarantee them with these extrinsic returns, they will abandon it; 3) Ritual Compliance (Low Attention-No Commitment) defined students who prefer to set learning at a low level, working only for the sake of compliance and on the minimum meeting requirements. They do the work only to avoid negative consequences such as get a failing grade or mark. Their prime desires to avoid teachers' reprimand and peer-conflict; 4) Retreatism (No Attention-No Commitment) means students tend to disengage in the classroom task and activity and emotionally withdrawn. They do not participate in the task and feel unable to do what is asked by the instructor. Moreover, the students think that they cannot do the activity because of deficient capability and lack of sense in doing relevance-activity; 5) Rebellion (Diverted Attention-No Commitment) described students who refuse to do the work and even do actions to disrupt others in learning. At this level, students develop a negative attitude and poor in working, and sometimes they encourage others to rebel. However, in conducting blended learning, both students and teacher faced the obstacle (Baghdadi, 2011).

In this case, university student engagement is an active process that required students' attention and commitment in learning as higher education students (Schlechty, 2002). It can be defined as students' effort to succeed in learning (O' Shea et al., 2015) which linked with their motivation (Oliver et al., 2017) and their behavior (Moreira et al., 2019) such as individual habit, social interaction, feeling, effort, motivation, attention, and commitment to learning. While, online discussion in the EFL context is part of educators' efforts in facilitating students in learning English as a Foreign Language (Bernstein & Isaac, 2018). Besides, students' participation and their social interaction

during the online discussion successfully make the online discussion seems alive (Alzahrani, 2017). The application that usually used to conduct online discussions for students were Schoology, Quipper, Edmodo, Quizizz, etc (Cakrawati, 2017). Besides, Schoology was the application that was usually used by the lecturers of English Language Education in conducting online discussion forums (Dewi, 2019). Therefore, EFL university student engagement on the use of online discussion in North Bali was a study that investigated university student effort in learning English through online discussions which were conducted by the lecturer in a public university in North Bali.

Also, this study aimed to be information to help the lecturers in designing and conducting an appropriate online discussion. So, the learning process through blended-learning would be more effective. Moreover, the lecturers were suggested to build a proper relationship with their students and being objective in assessing students' effort in participating in an online discussion. Hence, their engagement would be increased. Besides, the research questions were (1) How is student engagement on the use of online discussion in the EFL context in North Bali?; (2) What are student limitations and supporting factors in the use of online discussion in the EFL context in North Bali?

2. Method

The design of this study was an Explanatory Sequential Mixed-Method in which survey and interview sessions were conducted in collecting data. The participant of the survey was 255 university students of English Language Education from a Public University in North Bali however six of them were chosen randomly as respondents in interview sessions. Students were asked to fulfill a survey with 33 items by selecting one from five options which were named Likert-Scale. It referred to their frequency in participating in online discussions. Besides, the six respondents were asked to answer as much as 16 questions. First, the data of the survey was collected and analyzed by using Microsoft Excel 2010. The missing data was gained from interview sessions; the result of the interview was recorded, transcribed, and displayed in tables to make interpretations of the respondents' statements. The general mean score of all levels was converted by using The Mean Score Conversion Table (see table 1).

Table 1 Mean Score Conversion for The Level of Student Engagement

Interval	Conversion
4.21-5.00	Authentic Engagement
3.41-4.20	Strategic Compliance
2.61-3.40	Ritual Compliance
1.81-2.60	Retreatism
1.00-1.80	Rebellion

The table was adapted from (Sugiyono, 2016) and it was used to determine the level of university student engagement

3. Finding and Discussion

The level of university student engagement was determined by the general mean score of the survey (see Table 2). The general mean score of the survey has conveyed the level of university student engagement in the use of online discussions in the EFL context in North Bali (GMS=3.0).

Table 2 Mean Scores of The Levels of Students' Engagement

Level	Average (M)
First Level: Authentic Engagement (High Attention & Commitment)	3.6
Second Level: Strategic Compliance (High Attention-Low Commitment)	3.5
Third Level: Ritual Compliance (Low Attention-No Commitment)	2.8
Fourth Level: Retreatism (No Attention-No Commitment)	2.8
Fifth Level: Rebellion (Diverted Attention-No Commitment)	1.8
General Mean Score (GMS)	3.0

The result described that university student engagement was on the third level, Ritual Compliance. The findings of this study were different from Saritepeci & Çakir (2015) found that blended learning showed meaningful development of student engagement. Stand on the findings of this study, the university student engagement referred to the third level of student engagement named Ritual Compliance. It was categorized that university students have low attention and no commitment in learning. The result was similar to Digamon & Cinches (2017) they found that Ritual Compliance was one of the behaviors that manifested from a learning activity especially a discussion forum. In this third level, Ritual Compliance, students set learning at a low level such as being dependent in learning, even they also work only for the sake of compliance and on meeting the minimum requirements (Schlechty, 2002). It was dealing with students who have low attention and no commitment in learning English by using online discussion.

In this study, the Ritual compliance level had 2 aspects, the first aspect was "students set their learning at a low level" and the second was "student working as a a compliment". Moreover, the first aspect was the aspect which got a higher response when it was compared with the other aspect from the other level as much as 65%. However, the second aspect, "student work in the online discussion as a compliment" was 35%. Found on the result of the interview session, firstly students' perceived that use of an online discussion was meaningful however, in the middle until the end of the session the respondents' statements regarding their engagement on the use of the online discussion in the EFL context tended to represent the criteria of Ritual Compliance level.

It proofed by the result of the interview sessions regarding the first aspect "students set their learning at a low level" such as students preferred to learn dependently. The fifth respondent said that if she does not understand the topic under discussion, she preferred to discuss it with their friends outside of the discussion forum that was conducted by the lecturer. However, the third respondent preferred to read the post/answer from the students who well-known as diligent students in the class. The

first respondent declared that she would be easier to comprehend the learning material from friends' explanations therefore she preferred to have chat with her friends. In this case, students' first action to do whenever they do not understand the topic is asking for information on their friends. In this case, university students need additional support in order to help them in participating, to develop their literacy skills for interpreting and analyzing (Chen et al., 2018). However, it could be categorized as students' effort in avoiding negative consequences such as getting a failing grade or mark Schlechty (2002). It verified by a student's statement (R4) that they realized that their participation score influenced their final score as much as 60%.

The evidence for the second aspect "student working as a compliment", students tend to work based on instruction only. It was proven by the second respondent's statement, at first she said that she had shared a link of references and did citations. However, she would not do those activities when she knew almost of her friends in the online discussion neither do those activities. It was contrary with the third respondent. First, he was not used to sharing and doing citations. However, after he knew that his friends that well-known as clever students did it and the lecture also said that it was good to do, then he desired to do it and he did it until now. On the other hand, online discussion is flexible, hence students perceived that they could give their participation every time besides the sixth respondent argued that the online discussion has no limitation time. So, when he was in a hurry or had a short time, he preferred to read all information in the online discussion hastily, think about it, and would give his opinion if he had free time. And, whenever he doesn't understand the topic yet, he preferred to give his opinion based on his comprehension.

In this case, the lecturer's support increased student engagement in learning (Mohd et al., 2017). In participating in the online discussion, students won't think about the material being discussed, they just rely on their comprehension and memory to solve the problem that they faced on the online discussion and also their friends instead of learning independently. In this case, learn based on memory was categorized as rote learning. In this kind of learning students use their memory in order to fulfill course requirements (Han & Ellis, 2019). Students' different characteristics resulted in a different learning strategy (Wiraningsih & Santosa, 2017). In this case, students' autonomy in learning was at a low level.

As the result, university student engagement in the use of online discussion in the EFL context in North Bali was referred to the third level of student engagement which was that is Ritual Compliance (Schlechty, 2002). Students tended to rely on their friends and even from their memory in order to enable them in participating in the online discussion. Moreover, they preferred to work on the online discussion in order to eligible for the learning requirement and avoid the negative consequences from the instructor who was the lecture. Hence, the university student engagement in North Bali was categorized as students who have low attention and no commitment in learning English through online discussion (Schlechty, 2002).

Likewise, (Mulia, 2020) investigated Indonesian EFL student engagement in an online language learning platform. There were three levels of student engagement, high, moderate, and low, however, there were no significant differences between those levels. She found that students have low motivation in learning however they still engaged themselves into the learning activity however they did not participate well in the discussion. On the other hand, (Chan, 2019) investigated Chinese undergraduate students in Hong Kong, she found that students gave positive engagement during the implementation of blended learning, they tend to learn independently, improved their critical thinking, they realized that they have learned new things. However, Chinese students' motivation in learning influenced by their heritage culture called Cofucian Heritage Culture (CHC) which emphasized order, stability, hierarchy, self-discipline, and obedience.

On the other hand, students' limitations and supporting factos were divided into two categories, those are intrinsic and extrinsic. According to Lee & Martin (2017) Intrinsic motivation refers to "doing something because it is inherently interesting or enjoyable while extrinsic motivation refers to "doing something because it produces a separable outcome. Therefore, both student limitations and supporting factoss would be determined by those two categories. In this case, intrinsic factor deals with student feeling and external factor that developed by students environment or people nearby as studied by (Al-Rahmi et al., 2018).

Found on the findings, students have six factors which limited them in learning through online discussion. Two of them referred to the intrinsic category such as student insecurity and self-awareness like the first respondent, she felt insecure when they realized that their ability in learning was lower rather than the other students. In this case, a student's was aware that she had a different ability than others, and then she perceived it negatively as her limitation in learning. Hence, it was resulted student insecurity. student anxiety showed a negative relation with academic performance (Pardo et al., 2017). In this case, the result of student self-awareness depended on their personalized learning (PL) such as learning self-drive, when students can control and being independent in learning (Alamri et al., 2020). Moreover, personalized learning also involved students' interests and needs (Kallio & Halverson, 2020).

Moreover, the rests were external factors like lecturer presence, access time , and an internet connection and geographical location. The lecturer and the other students' presence especially their interactions promoted student engagement and achievement in learning through the online discussion as a part of blended-learning (Alzahrani, 2017). In this case, students felt that the lecture just give them problems to be discussed as assignments without giving any confirmation at the end of the discussion regarding issues that appeared on the discussion forum such as students' answers and also feedback for students' responses. In this case, students feel that they also need their lecture presence in an online discussion to increase student engagement (Dwivedi et al., 2019). Students perceived that lecture interaction was important in making them

comprehend the material well. Hence, the lecturer's presence was categorized as one of the students' limitations factors in learning English in the online discussion.

Teacher-Student Relationship gave the connection or feelings or trust that felt by students during interaction (Digamon & Cinches, 2017; Lee & Martin, 2017). It developed students' belief, they perceive that their instructor is getting to know the students individually and it is willing the instructor to connect with the students (Martin & Bolliger, 2018). However, students have a bad experience in participating through online discussion, they felt that their level of anxiety was increased when the lecture got mad at them or reacted awfully. In this case, student experience was one of the factors that limit students in learning. Besides, in participating, students said that online discussion was held at noon, even it would be continued until the night therefore they could not be focused in learning. Also, it was usually held incidentally when the students have no preparation before the discussion. Time in conducting or the access time of online discussion was also categorized as one of the students' external limitation factors that hampered students in learning English by using online discussion. Besides, In addition, respondents felt to disengage in the online discussion if the discussion held after work hours or it would be continued overnight. In this case, They preferred to do online discussions during work hours (Dewi, 2019). Aside from the access time, students felt that the internet connection and geographical location the factors which were influenced the use of the internet or the internet connection (Pascucci et al., 2017). Therefore, students need to find other places such as higher places in order to gain a better connection. Kintu & Zhu (2016) found that the quality of technology and the internet do affect learner satisfaction.

In students' supporting factors, five factors were influenced students' motivation in learning through online discussion in the EFL context. The intrinsic factor was self-awareness. In this case, Students perceived online learning as a stimulus for them to engage more in online learning (Blakemore & Agllias, 2019). Therefore, they were motivated when they realized that they have a low level of ability in learning. However, the extrinsic factors were discussion content, achievement, family, and peer presence.

Students were highly motivated if the content or topic of the discussion was interesting and when they have a guarantee or appreciation in the form of marks or grades for their works. The quality of the course has to be good regarding the content of the discussion; it kept them engaged in the online discussion and reduce participant-attrition (Dwivedi et al., 2019). Moreover, they have motivations to make themselves proud since they have a motivation to be one of the university students who graduated with Cum Laude predicate. The use of online discussion as part of blended-learning gave a positive impact on students' motivation and achievement (Islam et al., 2018). Family was the supporting factor that motivated almost all of the respondents. The support of their family reduced their anxiety (Kintu & Zhu, 2016), and generated their motivation in order to survive in learning, as the reason for their willingness to persist in learning. Besides, the other students' presence also influenced students' participation positively, students felt motivated to give their opinion if their friends also gave their own.

Therefore, students' limitations factors were: (1) Student Insecurity; (2) Self-Awareness; (3) Lecture Presence; (4) Student Experience; (5) Access Time; (6) The internet Connection and Geographical Location. However, students' supporting factors were: (1) Self-Awareness; (2) Discussion Content; (3) Achievement; (4) People Nearby/Family; (5) Peer Presence. In this case, self-awareness was involved in both student limitations and supporting factors. It was influenced by students' personalized learning (PL) including students' interests and needs in learning, such as self-drive. (Zainuddin et al., 2019) found that social interaction, interesting content, and reward as factors effective in engaged Indonesian EFL undergraduate students in online learning. Moreover, (Lyu, 2018) investigated the effectiveness of online discussion for Chinese higher education. She found that the figure of instructor took an important role to reach student success in learning and personal interest as one of the factors that motivated students in online learning, students' learning experiences also contributed them to engage in online discussions, and participation influenced students' critical thinking.

4. Conclusion

Stand on finding and discussion, university student engagement referred to Ritual Compliance. They were categorized as students who have low attention and no commitment in learning which reflected through their behavior in learning through online discussion. They set their learning at a low level, being dependent on their friends and memory to solve the problem in the discussion, and also participating in the online discussion only for the sake of compliance. Moreover, there were ten factors that limited and supporting students in learning English through online discussion. Two of them came from students intrinsic or insides and the rest seven factors were belong to the extrinsic or developed from their environment including people nearby and preferences. The intrinsic factors were student insecurity and self-awareness, while the Extrinsic were (1) Discussion Content; (2) Lecture Presence; (3) Peer Presence; (4) Student Experience; (5) The internet Connection and Geographical Location; (6) Access Time or Time in Conducting the Online Discussion; (7) People Nearby/Family; (8) Achievement.

As suggestions, lecturers should be more objective in giving assessments and be more patient in interacting with students, hence a better relationship will be involved. It was also helped students to be more relax in learning; it will reduce anxiety and make them easy to comprehend the material. Hence, the relation between lecturers and their students must be connected by considering students' efforts and also the deserved-marks. Yet, this study can be used as a reference in conducting a similar study. In determining the table of categorization and conversion, it would be better to do adaptation or adoption, especially for the beginner. It will be successfully minimized the time of designing the method of analysis.

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