

Chapter One

Introduction

This first chapter elaborates the introduction of this study. Moreover, this chapter presents the background of the study which discussed the researcher's reasons in selecting the topic of this study, identification and delimitation of the problem are also presented. Moreover, research questions and significance of the study are also explained by the researcher in this chapter. Lastly, the researcher discusses about the chapter organization.

Background of Study

Pandemic Covid-19 has spread around the world including Indonesia started from March 2020 up to now in 2022. This condition has forced many sectors to adapt to new condition quickly. Additionally, education is one among the sectors that had been affected since this outbreak (Verma & Prakash, 2020). Because the importance of education, so there must be serious consideration by teachers, education experts, and even the governments (Daniel, 2020). Furthermore, Adedoyin and Soykan (2020) stated in their research that many governments around the world are instructing educational institutions to replace face-to-face learning with online learning.

Online learning is distance learning using internet where teachers and students are not in one place (Dung, 2020). According to Brown et al. (2016), online learning can be implemented using two types of methods namely synchronous and asynchronous or even the combination. Shortly, synchronous meeting is an online learning using simultaneous participation. On the other hand,

asynchronous does not require simultaneous participation so it usually uses forum discussion, email, chat, and live discussion (Ogbonna et al., 2019).

Furthermore, Adedoyin and Soykan (2020) stated that both synchronous and asynchronous are the online learning that totally depend on the use of technological devices and internet. For instance, in synchronous meeting, teachers usually teach using video conferencing platforms like Zoom or Microsoft Teams (Jena, 2020). However, the use of those video conferencing platforms in synchronous meeting can potentially make learning interaction becomes passive and communication only goes one way. In addition, teachers usually take an influential part when the synchronous meeting takes place.

In fact, the lack of interaction in communication between teachers and students can affect student engagement in class (Francescucci & Rohani, 2019). Moreover, Byrd (2016) said distance learning has the potential to reduce student involvement so that it affects student consistency in learning. In other words, students' engagement is one of the important factors that can affect students' achievement in learning (Lei et al., 2018). They also stated students' engagement in learning has potential to predict students' academic achievement. In addition, according to Lin et al. (2019), students who are active in synchronous meeting got higher semester grades. Specifically, Rodgers (2008) in his study found that better students' engagement in online learning is linked to increase students' achievement.

Students' achievement, furthermore, is one of the most important goals in education context (Arora, 2016). Additionally, she added that the success or the

failure in learning is determined by students' engagement in the classroom. It can be concluded that the more the students engage in learning, the better grades they will achieve (Xiao et al., 2020). However, the researcher found some issues regarding students' engagement in synchronous meetings in online learning. According to the researcher's personal experience in attending synchronous meeting in the university, she found out that many students did not actively participate the synchronous meetings and it can be seen from these situations. For instance, students did not listen to the teacher's explanation, did not ask or answer the teacher, or even some students were silent from the beginning of the class opening until it was ended. According to experts previously explained, if these problems arise, it will indirectly affect their achievement as the time goes by. From the previous explanation, therefore, the researcher was interested in researching the effect of student engagement in synchronous meetings on student achievement.

Additionally, since 2020 up to now, educational institutions have been conducting online learning due to pandemic conditions in which teachers and students are not allowed to study or meet face-to-face in schools as usual. In the meantime, many teachers feel that online learning is not as effective as offline learning. In addition, the research on the impact of engagement in online learning, especially synchronous meeting towards students' achievement is still very limited or has not been much discussed. Mostly, the scholars discussed about the engagement in online learning, however, there are very few topics that specifically discuss the effect of engagement in synchronous meetings on students'

achievement. Therefore, this topic should be further investigated to reveal the answer to the question which is how is the effect of students' engagement in synchronous meeting towards students' achievement? By knowing how far the effect of students' engagement in synchronous meetings on students' achievement, teachers and students are able to evaluate and find several factors that need to be improved or maintained regarding the implementation of synchronous meetings in the future.

Identification of the Problem

Success in online learning can be determined by the interaction and involvement of students in the classroom. As stated by Northey et al. (2015), when students can actively participate in online activities, it means that learning progress is getting better therefore it should be given attention by the teachers.

In theory, synchronous meetings can be an opportunity for teachers and students to interact intensely in online class. However, in reality, students cannot be maximally involved in synchronous meetings for some certain reasons. These problems were found by the researcher by having casual interviews with the English Language Education Department students and observations in the class she attended.

Moreover, the issues that arise are not far from the issues in offline classes, however with this online learning, the researcher has observed it became more intense. The researcher found that students' activeness is getting decreased because they lacked confidence when they had a chance to ask questions or give opinions in learning process. In addition, students are also afraid if they make

mistakes when answering questions from the teacher, so they think to be silent is better than answer the question incorrectly.

Another problem is that students cannot focus because the situation at home is not supportive. For instance, some of them are required to listen the teacher's explanation while doing housekeeping or helping their parents at home. In addition, some students also attend class while lying on the bed and do not care about what the teacher explains. Furthermore, internet connection is also a common problem when synchronous meetings take place. When these problems arise, students will not be able to understand the material well so that the learning outcomes cannot be optimized by the students.

Delimitation of the Problem

Due to limited time and research feasibility, the researcher did some limitation toward this research such as only focused on examining the effect of students' engagement in synchronous meetings on students' achievement. Moreover, the focus of this research is on the students' engagement happens in synchronous meeting in online class. Lastly, this research focused on English language learning in Islamic private university in Yogyakarta.

Research Questions

There are three research question under this study. The research questions are presented as follows:

1. How is students' engagement in synchronous meeting?
2. How is students' achievement in online class?

3. How is the effect of students' engagement in synchronous meeting towards students' achievement in online class?

Objectives of the Study

Based on the research questions, the purposes of this study are:

1. To investigate students' engagement in synchronous meeting.
2. To find out students' achievement in online class.
3. To discover the effect of students' engagement in synchronous meeting towards students' achievement in online class.

Significance of the Study

The results of this study are expected to be useful for teachers, students, and other researchers. Significance of study are listed below.

Teachers

This research is useful for teachers to find out how much influence engagement has on student achievement in class. By knowing that, teachers can evaluate what things need to be improved or maintained regarding the implementation of synchronous meetings in the future.

Students

This study can give information to students related to the effect of students' engagement in synchronous meetings on students' achievement. In addition, it is important for students to know the effect of students' engagement on student achievement in synchronous meetings, so that students can be more aware of their involvement when participating in synchronous meetings in the future. This research is also useful for students to evaluate their engagement when

attending synchronous meeting and hopefully this research can increase students' awareness of the importance students' engagement towards achievement in the class.

Other Researchers

This study is beneficial for other researchers as a reference for the other researchers who discuss the same topic as this research in the future. Moreover, through this research, the researcher hopes that the other researchers can gain more knowledge regarding the effect of students' engagement in synchronous meeting towards students' achievement in online class.

The Organization of the Chapter

The study consists of five chapter. Chapter one introduces background of study containing the information why the researcher were interested in researching this topic. Chapter two explains related studies about online learning, synchronous meeting, students' engagement, students' achievement, as well as conceptual framework and hypothesis. Chapter three is methodology. The researcher used quantitative method using Ex post facto. Then the research was conducted at English Language Education Department in one of private university in Yogyakarta. There were 140 students as the participants. The researcher used questionnaire and document score as the instrument. The chapter four deals with research results and it was analyzed using regression analysis. The result showed that there is a significance effect of students' engagement in synchronous meeting towards students' achievement. Then the final or the chapter five consists of the conclusions and recommendations for teachers, students, and other researchers.