Students' Learning Engagement in an Online Academic Listening and Speaking Class: Insights from a State University in Indonesia

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ABSTRACT

The sudden shift of learning from traditional to online learning is worth noting once again. Students' learning engagement has always been a complicated thing to research but is worth mentioning and important for the educational department, especially in EFL countries. Students' learning engagement in online learning itself is an indicator in which students have in learning to achieve their goals. Empirically, there have been various studies of learning English listening and speaking and/or student engagement, however inadequate investigative attempts have concentrated on student engagement in academic listening and speaking skills, notably in the Indonesian higher education context and also in online learning. For this reason, the current study strives to delineate how students engage in the online learning of the Academic Listening and Speaking course. Besides, it also focuses on the factors affecting students' engagement in such an online course. The data were collected through semi-structured interviews and analysed thematically (Braun & Clarke, 2006). The findings revealed that the students (1) cognitively engaged by understanding teaching materials and activities in the online ALS course, (2) emotionally engaged by enjoying classroom learning activities, and (3) behaviourally engaged by participating in a discussion, developing problem-solving skills, and applying online learning norms in the classroom. In addition, there were factors affecting students' engagement, including (1) social engagement of student and teacher rapport, (2) collaborative engagement of peer support, and (3) learning passions for the Academic Listening and Speaking course.

KEYWORDS

Academic Listening and Speaking course; EFL learners; online learning; students' learning engagement

ABSTRAK

Dengan adanya pergeseran pembelajaran yang tiba-tiba dari pembelajaran tradisional atau konvensional ke pembelajaran daring, keterlibatan siswa di kelas memunculkan kembali perhatian. Keterlibatan mahasiswa di kelas selalu menjadi hal yang rumit untuk diteliti namun penting diteliti bagi departemen pendidikan, terutama di negara yang menjadikan Bahasa Inggris sebagai Bahasa asing. Keterlibatan siswa dalam pembelajaran daring sendiri merupakan indikator yang dimiliki siswa dalam belajar untuk mencapai tujuannya. Secara empiris, ada berbagai

KATA KUNCI

Academic Listening and Speaking course; keterlibatan belajar siswa; pelajar Bahasa Inggris sebagai bahasa asing; pembelajaran daring

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penelitian tentang pembelajaran mendengarkan dan berbicara bahasa Inggris dan/atau keterlibatan siswa, upaya investigasi yang tidak memadai telah berkonsentrasi pada keterlibatan siswa dalam keterampilan mendengarkan dan berbicara secara akademis, terutama dalam konteks pendidikan tinggi Indonesia dan juga dalam pembelajaran daring. Untuk alasan ini, penelitian ini berusaha untuk menggambarkan bagaimana siswa terlibat dalam pembelajaran daring dari kelas Academic Listening and Speaking di sebuah universitas, juga berfokus pada faktor-faktor yang mempengaruhinya. Dengan menggunakan teknik thematic analysis, penelitian kualitatif ini menyimpulkan bahwa terjadi keterlibatan siswa yaitu (1) terlibat secara kognitif dengan memahami materi dan aktivitas pembelajaran dalam mata kuliah ALS online, (2) terlibat secara emosional dengan menikmati aktivitas pembelajaran di kelas, dan (3) terlibat secara tingkah laku dengan berpartisipasi dalam berdiskusi, menyiapkan strategi penyelesaian masalah juga mengaplikasikan norma belajar daring. Adapun faktor-faktor yang mempengaruhinya adalah (1) hubungan siswa dan guru, (2) dukungan teman sebaya dan (3) semangat belajar untuk mata kuliah Academic Listening and Speaking. Keterangan lebih lanjut akan dijelaskan selanjutnya.

INTRODUCTION

Many factors influence students' learning engagement, and one of them is the learning environment (Di Pietro, Biagi, Costa, Karpiński & Mazza, 2020). As online learning is executed, Ferrer, Ringer, Saville, Parris, & Kashi (2020) have pointed out how the forced online environments changed the landscape of educational learning with students thriving, or even becoming demotivated and disengaged. Most schools and universities in Indonesia are likely used to traditional learning and only implement online learning when it is necessary (Abidah, Hidaayatullaah, Simamora, Fehabutar & Mutakinati 2020; Hidayati, Ramalia & Abdullah, 2021). Because of the sudden shift of whole traditional learning to online learning exclusively due to a pandemic, students in Indonesia should have new experiences in their education. As a matter of fact, they should change their learning behaviours and cultures from face-to-face interaction to online language learning practises. Even though previously online learning was not common in Indonesia, it is also not completely disregarded. In higher education, such a requirement of using technology is a must to meet the demand of the ever-growing teaching and learning activity in the 21st century (IESALC, 2020; Hidayati, Dewi, Nurhaedin & Rosmala, 2020).

Relating to students' learning engagement and subject of study, language skills are always the tough one for foreign language students to learn (Jeff, 2019; Leong & Ahmadi, 2017; Tandiana, Abdullah, Komara, 2018). Along with the new online learning environment, students' learning engagement is once again challenged. Many case studies have been carried

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out before on how blended learning is beneficial for students' learning engagement and/or the learning outcomes in listening and speaking courses (King, 2016; Gördeslioğlu & Yüzer, 2019; Apriliyanti, Hidayati, Supriyono & Abdullah, 2021). Meanwhile, due to the new regulation of fully online learning, an aspect is shifted and there are still limited studies on how the students maintain engagement and what affects student engagement in a fully online class as Clark and Sousa (2018) noted.

Preliminary data were taken from the lecturer's experiences in teaching Academic Listening and Speaking in 2020. Prompt from her that the moment the online learning started, it was confirmed that she found troubles in seeing how her students engage in online learning. She concluded that the Academic Listening and Speaking course (hereafter, ALS) in 2020 was successful and great for her, even though it was tough amid online learning. In particular, she saw the great efforts of her students in consulting their project material and their performances on the final test in the form of a web seminar. The webinar project was great for her as she could see their engagement through their project: very positive from cognitive, behavioural, and also affective aspects. (Preliminary interview, March 1st, 2021).

Empirically speaking, there have been various studies of learning English listening and speaking and/or student engagement (Bloomfield, 2016; Almarghani & Mijatovic, 2017; Mounika & Thamarana, 2018; Chamorro, 2018; Gördeslioğlu and Yüzer, 2019; and Ting, Tan, & Voon, 2020). Conversely, inadequate investigative attempts have concentrated on student engagement in academic listening and speaking skills, notably in the Indonesian higher education context and also in online learning. The Academic Listening and Speaking course was chosen instead of other courses because the researchers refer to the expert claims and this course is focused on the listening and speaking skills that have been interviewed by the researchers. For this reason, the current study strives to delineate how students engage in the online learning of the Academic Listening and Speaking course. Besides, it also focuses on the factors affecting students' engagement in such an online course.

Christenson et al. (2012) have defined student engagement as students' participation, commitment, investment, and identification with schooling and school-related activities and have subtyped student engagement into academic engagement, behavioural engagement, affective engagement, and cognitive engagement. While Fredricks et al. (2016) have described student engagement as a malleable, developing, and multidimensional construct that consists of three broad dimensions: behavioural, cognitive, and affective. Redmond, Heffernan, Abawi, Brown, & Henderson's Online Engagement framework (2018) has brought student engagement in specific situations that are online settings. Redmond, et al. (2018) have come with their conceptual framework tailored for reflecting student engagement in higher education specifically online. With maintaining the original key concepts of student engagement (Friedrick, 2004; Yundayani, et. al. 2021) and using approaches, the authors of the framework appear with two key points. The online engagement elements are social engagement, cognitive engagement, behavioural engagement, collaborative engagement, and emotional engagement. The researchers found the term student engagement as to how students engage and perceive in their learning, based on their behaviour, cognition, and affection, to achieve their learning goals and what is affecting it.

Saed, et. al. (2021) have said that courses of speaking and listening skills have a prominent place in language programs in the world until today especially for English, as English is an international language. The key points of the Academic Listening and Speaking course are to

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learn, improve, strengthen the listening and speaking skills for participating in seminars and giving academic presentations through lectures by receiving feedback, small group discussions, etc. (Goh, 2018; Oxford University Press ELT, 2012; Ma'arif, Abdullah, Fatimah, & Hidayati, 2021). With shifting the learning activities to online, Tseng, Kuo and Walsh, Jr., (2020) have stated many students have been struggling in learning and interacting with others in a fully online course for the first time, and feeling high-level anxiety at the beginning of the online courses. This claim proved by the preliminary data that when online learning started, the students were having cultural shock (Abdullah & Lulita, 2018).

Although prior investigative attempts have been conducted to the issues of the students' engagement during English language learning practises viewed from various lenses (e.g. the statuses of English, native speakerism, psychology-based problems of English speaking, etc.), little is known about how students engage in the online learning of the ALS course and the factors affecting students' engagement in such an online course.

METHOD

The researchers employed a descriptive case study as it was best suited for this study as an empirical inquiry that investigates a contemporary phenomenon (the 'case') in-depth and within its real-world context, especially when the boundaries between phenomenon and context might not be evident. (Yin, 2018). For that reason, the related phenomenon of students' learning engagement in online learning ALS courses could be investigated further through a case study. This study took place in one of the English Department courses in a university, especially in the Academic Listening and Speaking 2021 course of a state university in Tasikmalaya, West Java, Indonesia. This study took data on three sophomore students of the course, two females and one male as the participants of the study who enrolled in the still ongoing course. Aside from their willingness, the researchers had three students from the lecturer's recommendation from different classes based on their activeness, as the selected participants. Ranging from age 19-21, the first participant was an active student from class A of ALS, the second participant was the less active student from class B, and the last participant was the medium active student from class D. All of them were students of the Academic Listening and Speaking 2021 under the same lecturer.

Data were gathered using the semi-structured interview as the data collection technique. Interviews were conducted by the researchers to provide rich and detailed qualitative data for understanding participants' experiences, how they describe those experiences, and the meaning they make of those experiences (Rubin & Rubin, 2012). Semi-structured interviews, for flexible but guided questions, were recorded in the form of audio recording through Google Meet and was chosen as the instrument of the data collection. The data were analysed and interpreted using thematic analysis and Redmond et. al's online student engagement (2018), as the thematic analysis was said to be an analytical procedure to analyse, manage, represent and inform themes that were contained in a data set (Braun and Clarke, 2006).

FINDINGS AND DISCUSSION

This study results in two main themes which are: Three Indicators of Students' Learning Engagement in the Online Academic Listening and Speaking course; (1) Cognitively engaged by understanding teaching materials and activities in the online ALS, (2) emotionally engaged

by enjoying classroom learning activities, and (3) behaviourally engaged by participating in a discussion, indicating problem-solving skills, and applying online learning norms in the classroom, also Factors Affecting Students' Learning Engagement involving; (1) students and teacher rapport, (2) peer support, and (3) learning passion for the ALS course. These themes are described and explained as follows;

Three Indicators of Students' Learning Engagement in the Online Academic Listening and Speaking course

Cognitively engaged by understanding teaching materials and activities in the online ALS course

As the point says, this term is about all of the data identified as the students' elaboration in understanding and learning about the materials of the online course from three participants. Based on the interview results, the students elaborate on how they went through the course for the semester. The students also have prior knowledge as to what they are going to learn in the course. The data has a mention of the teaching and materials of the course and the activities of the classroom.

Table 1: Participants' cognitive engagement by knowing the course's learning platforms

Participants	Extracts
Participant # 1	ALS uses the **WhatsApp** platform certainly, for online meetings it is using **Zoom** also for the media, mostly **YouTube**. (semi-structured interview, 11 July 2021)
Participant # 2	Yes, every meeting uses **zoom** and continues like that, then the lecturer would explain the material for a while then switches to **WA**, gives **YouTube** links and independent assignments. (semi-structured interview, 18 July 2021)
Participant # 3	Not always, sometimes only use **WA** groups, but if the lecturer is holding online meetings, the class uses **ZOOM,** always on **ZOOM**. (semi-structured interview, 19 July 2021)

As evidenced in Table 1, the students knew how to use the platforms of the teaching materials such as WhatsApp, YouTube, and ZOOM. In their times of studying and joining the course, they knew the use of the platforms to also follow the flow and understood what they have done and learned about the course such as video-watching for listening lessons and note-taking for summary, selecting favourite topics and joining webinars for the speaking final test. Here are the excerpts of them saying some of the activities of the course.

Table 2: Participant #1's cognitive engagement by retelling the activities of the course

Participants	Extracts
Participant # 1	"So, ALS for the first mid semester is focused on **listening activity** and the second mid semester is focused for **speaking activity.** When we learn about the listening activity, the lecturer has told us that we are obligated to watch 2 videos of experts per week, and then we would **make a summary** based on it. In each meeting, she would ask us what we have gained or learned in that listening." "As time went on, the lecturer told us to select or pick one specific interesting topic for our **speaking** later (in the webinar)." (semi-structured interview, 11 July 2021)

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Table 2 shows that the ALS activities were divided into half semesters of listening and speaking activities. The first half-semester focused on listening and making a summary out of the listening session, and the next half-semester focused on speaking sessions for the students' preparation of the final test of presenting in a webinar. As they went on, it led them to develop some learning strategies to fit their learning style in this course activity. Based on the interviews, the students use the source of YouTube videos as learning materials for their listening lessons and apply their learning in it. As they went on, it led them to develop some learning strategies to fit their learning style in this course activity. Based on the interviews, the students use the source of YouTube videos as learning materials for their listening lessons and apply their learning in it.

Table 3: Participants' cognitive engagement by telling their strategic learnings
in listening lesson

Participants	Extracts
Participant # 1	I usually listen and watch the video on **YouTube** because it's the easiest to access. Then the channel is **TED Talks** because there are lots of cool speakers and the topics are various. (semi-structured interview, 11 July 2021)
Participant # 2	While listening to videos, the lecturer said you can't use **subtitles**, so I can practice my listening skills. (semi-structured interview, 18 July 2021)
Participant # 3	I just watch the video 1-2 times depending on the difficulty level of the video. (semi-structured interview, 19 July 2021)

As table 3 of the excerpt above reveals, for video watching or listening activity, YouTube is used as the source of many videos that can be easily accessed by the students. Additionally, it draws participant #1 to use YouTube and choose the TED Talks channel because it contains videos of admirable speakers and various topics. While for participant #2, he usually listened and watched the videos without subtitles on, as his lecturer instructed to. He said that watching and listening to videos without subtitles can improve his listening skill. Participant #3 practised her listening by doing repetitive watching, which depended on the difficulty of the videos.

Table 2 of the data excerpt earlier shows that according to the students, half of the semester focused on listening lessons and the rest on speaking focused. Their final test was a webinar, so since the last mid-semester, the students began to focus on speaking lessons to prepare for their final test. Data reveal they chose their preferred topic for their presentation and practised their speaking presentation on Zoom as the webinar will be held in Zoom, as evidenced below.

Table 4: Participant #1 and participant #2's cognitive engagement by telling their
strategic learnings in speaking lesson

Participants	Extracts
Participant # 1	I also often video recording myself on **zoom**. So, I presented alone on **Zoom**, I recorded, I saw the results of my recording, did I make any improvements or not. If there's no improvement, I'll practice again, right? It's only natural if there's no progress, but if there's been, I'll give myself applause. (semi-structured interview, 11 July 2021)
Participant # 2	I do my speaking practice independently, because while studying ALS, the activities lean more on listening. So by facing the front of my

	laptop or hand phone, it's as if I'm on **zoom**. Then if there is a word that I don't know how to pronounce, always look for a phonetic transcription or go to **Google Translate** to listen to the pronunciation. (semi-structured interview, 18 July 2021)

The students chose an interesting topic for the webinar and created a presentation based on the topic. After that, they practised their speaking skill in the class or private time. Participant #1 went to praise herself for the improvement of her speaking skill practice and would practice again if there's no improvement. Participant #2 used the internet for looking up phonetic transcription and Google Translate to aid him in practising his speaking skill. As the data have shown, the students are indulged in some engagement. Showing learning strategies mean students are cognitively engaged, as Rotgans and Schmidt (2011) have stated in their research that cognitive engagement could be a state in which students put a lot of effort. Christenson et al. (2012) also have stated that cognitive engagement relates to strategic learning strategies and active self-regulation. The autonomy of choosing their interesting topic for the webinar presentation is also the turning point of their engagement, as Ryan and Deci (2000) have said that experience of autonomy could foster engagement and result in enhanced performance. This confirmed that understanding teaching materials and activities could lead them to develop learning strategies and mark their learning engagement even in online learning, especially cognitive engagement (Yundayani, Abdullah, Tandiana, & Sutrisno, 2021).

Emotionally engaged by enjoying classroom learning activities

This term is about the participants' emotions towards the course as it is collected in the data. They react to the course or course activities. Each of them has a different tale about it but still leads them to engage positively in the course. Here are the extracted data of the participants enjoying the class activities. Based on the data in table 5, participant #1 was never late to her class because this course was one of her favourite courses of the semester.

Table 5: Participant #1's emotional engagement by telling excitement

Participants	Extracts
Participant # 1	Alhamdulillah I am myself not (late for every week joining the class), because this course is one of my favourite courses this semester. I **am excited** about it. (semi-structured interview, 11 July 2021)

Additionally, participant #1 was excited whenever the class started, as table 5 shows. Participant #1 also found herself preferring to listen and watch academic videos other than vlog videos after taking this course. Meanwhile, participant #3 felt overwhelmed at the beginning of this course. While she endured as time went on, she gradually enjoyed the course activities such as roleplaying as a presenter and courtesy of the lecturer's well teaching.

Table 6: Participant #1 and participant #3's positive emotional engagement

Participants	Extracts
Participant # 1	Somethings I get, I'm sure now I prefer to watch academic videos, if the videos are in ordinary English, like an artist's vlog, that's common, isn't it. But this is academic, and I just started to like it because after taking this course, at first, I felt forced by the lecturer, so I was forced to do it at first, but after a while **I found myself enjoying**

	it because Oh, it turns out like this, it's fun anyway. (semi-structured interview, 11 July 2021)
Participant # 3	Haha, to be honest, I was a little overwhelmed at first, because the task is more practical, so it's like, for example, every ZOOM Meeting sometimes it feels like you are suddenly asked to practice being a presenter or like other roleplays. I was nervous at the beginning, but as time went on because the lecturer also explained the material well, the roleplay that she gave, I took a long time to get used to it, and just **enjoy** it more. (semi-structured interview, 19 July 2021)

Surprisingly, participant #2 had a good start but built his emotion around anxiety. He went from fine enjoying the class to feeling wary because of anxiety. He said that he became anxious when he saw one of his classmates was late to join the class causing the lecturer to be mad. It made him too anxious, but it got him more prepared for the course, as he said.

Table 7: Participant 2#'s negative emotional engagement

Participant	Extracts
Participant # 2	If from the beginning of the meetings, I **enjoy**, then one time someone comes late to the class because their network problem got in the way, and is about two or three minutes late, but says the lecturer is angry. From there, the enjoyment is a bit lessened. I have to prepare earlier every week for this course, because the class starts at 7 am. Sometimes it's not even seven o'clock yet, the meeting link is already up. (semi-structured interview, 18 July 2021)

Their feelings for the course that make them engage more with the class activities are stated as emotional engagement. Redmond et al. (2018) refer to all of these reactions to the course or learning as emotional engagement, because of how they react emotionally toward the course. They also stated that it is related to the students' feelings or attitudes towards learning. Both negative and positive emotions grant activation of engagement and are deemed as important to the role of online learners (Redmond et al., 2018). It is also aligned with Fredricks, Blumenfeld, and Paris's (2004)'s claim about the positive and negative reactions of students toward their learning subject as emotional engagement. It is confirmed that the positive reactions from participant #1 and participant #3 and also the negative reaction of participant #2 to the course are valid to the emotional engagement.

Behaviourally engaged by participating in a discussion, developing problem-solving skills, and applying online learning norms in the classroom

Based on the data results, this term covers the students' learning engagement regarding how the students participate and their effort in the class. The researchers have divided it into three; joining the class discussion, indicating problem-solving skills to the encountered learning challenges, and applying online learning norms (Ilyas & Putri, 2020). It covers the way they join the discussion, handle challenges, and their attitudes towards online learning. Below is the explanation of them.

Joining the class discussion

Table 8: Joining the class discussion

Participants	Extracts
Participant # 1	Yes, **I always ask** questions and in my opinion I do it quite often. Sometimes, the lecturer chooses one of us to ask her a question, and if there is no one I am always the one who is willing. (semi-structured interview, 11 July 2021)
Participant # 3	In opening discussion is not really, I rarely participate in it. Because when the lecturer asks us about the explanation of the materials, it is already clear so no need to ask something. But when the lecturer gives us a task on doing a discussion that is a requirement, of course **I join it**. (semi-structured interview, 19 July 2021)

Participant #1 said that she always asked questions in the class discussion when no one did as table 8 has proven. She also thought she was quite often asking questions in the class during the discussion. This indicates that participant#1 was actively involved during the learning activities. Meanwhile, participant #3 rarely asked questions when the lecturer opens a question & answer session. She barely asked questions because her lecturer's explanation is already clear to her. However, when the lecturer asked the class to do a discussion, she joined it, as she said.

Their participation in the class discussion revolved in the classroom. As table 8 of the excerpt above shows, participant #1 was more active in asking a question to the lecturer, while participant #3 more indulged in a discussion where it is a requirement of the activities. Nonetheless, they involve themselves in the class discussion of online ALS.

Indicating problem-solving skills to the encountered learning challenges

Table 9: Indicating problem-solving skills to the encountered learning challenges

Participants	Extracts
Participant # 1	So, every week we have to watch 2 academic videos, listen to them and then summarize them and upload them on Google Drive. Now that's what sometimes makes us, myself and others, feel burdened because assignment is not only just that, but thank God it's just like a momentary splice, so in the end it's all done. **The solution**, of course, is doing assignments that have a close deadline first or those whose tasks are complicated first. (semi-structured interview, 11 July 2021)
Participant # 2	My (ALS) class schedule is in the morning, at seven, so umm, what should I start with, the best thing **to do** is prepare myself. Getting ready like I am really going to go to college, for example, wearing neat and pristine clothes, then checking the signal afraid it will be lost later when the class is going. (semi-structured interview, 18 July 2021)
Participant # 3	If there is a sign that I would have internet trouble or the like, I always **anticipate** it by changing my internet data (from wifi), or using (a provider that has) a stronger internet. (semi-structured interview, 19 July 2021)

According to the data, the students have faced various challenges. In this online learning, not only do they face lots of assignments but they are also always prepared for the worst for their data cell. However, it was a good thing they had solutions to their encountered problems. They explained their solution to each problem they had.

Participant #1's challenge is about the workload of assignments. She said that she and her friends felt burdened by the assignments, noting that assignments and tasks were not from the ALS class alone. But to her problem, she had a solution to counter it by doing her assignments that were close to the deadlines for assignments that are complicated first. Participant #2 had the class schedule as his challenge. He said that his schedule for the class was in the morning, at 7 to be exact. To counter it, he did his best to prepare himself for getting ready and to check his data signal and quota to prevent technical problems when joining the class. Participant #3 had more anticipation to prevent technical problems. If she could tell she was beginning to have a disconnection of her internet quota, she would prepare to change her internet data or use a stronger provider data internet.

Applying online learning norms

Learning norms in the conventional classroom and online learning may be a bit different. Though, they still have the same basics in it such as on cam and sitting upright. Participant #2 and participant #3 explained that they apply online learning norms. When the class started, they would be in a sitting position. This could be because they must be on cam, as the participants said that on cam was mandatory in this class when they held online meetings. Additionally, they had their zoom on their handphone, so they put the handphone on the table or the bed while they sat in front of them.

Table 10: Applying online learning norms

Participants	Extracts
Participant # 2	Right, I attended the zoom meeting on my cell phone, so I put the handphone on the bed, then **I myself sat next to** the bed while using a small study table and it was mandatory to be on cam. (semi-structured interview, 18 July 2021)
Participant # 3	Yes, usually like that. **I sat** on the chair and kept the handphone on the table. (semi-structured interview, 19 July 2021)

Fredricks, Blumenfeld, and Paris (2004) discovered three characteristics of positive behavioural engagement in their study of engagement. Positive behaviours include following rules and norms, asking questions, participating in discussions, and paying attention; second, active engagement in academic activities; and third, extracurricular or non-academic activities within the educational institution. Finally, they defined behavioural involvement as performing the work and according to the norms. As cited in Redmond et al. (2018), students that are behaviorally engaged show an interest in learning and find personal meaning in it; they also seek and provide support when needed. Also, one of Redmond et al. (2018)'s indicators of behavioural engagement is upholding online learning norms. All of it confirms about joining the class discussion, indicating problem-solving skills to the encountered learning challenges, and applying online learning norms to be their involvement in the class as behavioural engagement according to the researchers.

In conclusion, the findings based on the data and analysis of students' learning engagements resulted in three kinds of students' learning engagement. They are understanding teaching materials and activities of ALS, enjoying the class activities, and participating in the class activities. According to Redmond et al. (2018)'s online engagement framework, these kinds are classified as cognitive engagement, emotional engagement, and behavioural engagement respectively.

Factors Affecting Students' Learning Engagement in Online Learning of Academic Listening and Speaking course

Social engagement of students and teacher rapport

Participant #1 confirmed that she was ecstatic for this class, meanwhile, their friends were panicking, and it is because she was comfortable in this class. She said that her comfort is due to the fact that she was close with her lecturer, so she did not feel anxious.

Table 11: Participant #1's social engagement of students and teacher rapport

Participants	Extracts
Participant # 1	To be honest, it is because **I am close with the lecturer**, so it makes me comfortable every time the class comes, it does not make me anxious like others. Others would panic every time this class is due for tomorrow, while I am myself excited to be in this class again. (semi-structured interview, 11 July 2021)

Student and teacher relations can affect the students' learning engagement. Wilson and Ryan (2020) have proved that student and teacher rapport indeed leads to numerous positive student outcomes, and one of them is student motivation in learning engagement. It is evidenced by participant #1 that it led her to be emotionally engaged. She was close to her lecturer, thus she enjoyed her stay in the course and eventually liked the class activities. Cited in Redmond et al. (2018), social engagement connects to concepts such as relational engagement (Apriliyanti, et. al., 2021; Billet, 2008; Ilyas, et. al., 2021). Informal or social engagement availability with lecturers is important for students' online learning, as Chen, Lambert, & Guidry, 2010 have researched (cited in Redmond et al., 2018).

Collaborative engagement of peer supports

Participant #3 relies on her peer supports. She said that all the good accomplishments are achieved by her and her friends' group discussion or collaboration, as the data proved in Table 12. She was grateful that her peers were supportive. She also was sure and confident that she would get an A in this course because of it.

Table 12: Participant #3's collaborative engagement of peer support

Participants	Extracts
Participant # 3	InsyaAllah, I am confident that I will get an A, because Alhamdulillah, most of those in **my group discussion**, thank God, the group went well, the collaboration is good, basically we can support each other like that. So every time we get an assignment or project such as a presentation, we always get a good compliment from the lecturer. Then at the time of the webinar, it went really smoothly, so Eeee insyaAllah, I'm confident that I'll get A, amen hehehaha. (semi-structured interview, 19 July 2021)

Peer supports influence students' learning engagement as stated by Redmond et al (2018) in their literature framework of online engagement that collaborative engagement is related to the development of different relationships that facilitate learning, and that includes peer collaboration. Based on the data, Participant #3 refers to and is directed to her peers when

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talking about what motivates her in this class. Kiefer, Alley, and Ellerbrock (2015) also have said in their research that peer support may help students meet their needs and promote their academic motivation, classroom engagement, and school belonging. The group activity in the classroom could relate to engagement and perceived an academic perspective, said Redmond et al. (2018). Additionally, collaboration with peers is related to engagement (Andriani & Abdullah, 2017).

As Kahu (2013) has stated that good relationships foster engagement that leads to good relationships and engagement fosters good grades that motivate students to be more engaged. Kahu and Nelson (2018) also have added belonging to indicate students' connectedness between the lecturers and other students. This is also confirmed by Chamorro's (2018)'s findings that lecturer-student positive interaction has an impact on students' overall learning. The relationship between student and teacher or student and student could lead to motivation in learning engagement, as the data has shown that participant #1's learning engagement is encouraged by her closeness with her lecturer while participant #3's learning engagement is affected by her peers.

Learning passions for Academic Listening and Speaking course

Data have shown in table 13 that learning passion for Academic Listening and Speaking online course is found to be deemed the main drive of the students' motivation in ALS online learning and affect their learning engagement. They were motivated in learning ALS online class because they liked and wanted to improve their listening and speaking skills.

Table 13: Learning passions for Academic Listening and Speaking course

Participants	Extracts
Participant # 1	**I like to talk like public speaking**, even though I'm nervous, I like to feel challenged when I'm told to speak up like that. So that's what got me excited. Moreover, in the previous semester, there was an academic course (she means Professional Listening and Speaking course) which was also the same as the lecturer. (semi-structured interview, 11 July 2021)
Participant # 2	**I want to improve my speaking and listening skills**. I am also motivated because of my parents and goals. So I want to be serious and don't want to fail my class, always try and pray, I want to get an A, I also always want to increase my knowledge. (semi-structured interview, 18 July 2021)
Participant # 3	**I am motivated** because I can practice my speaking, especially in English academically. (semi-structured interview, 19 July 2021)

Based on table 13 above, participant #1 stated that she likes speaking in public. She got excited if she was told to speak up. She also mentioned that the previous course with the same lecturer was as exciting as this course. This of course affects her learning engagement, specifically emotional engagement. Recognizing motivation is one of the indicators of emotional engagement as argued by Redmond et al. (2018). Learning passion itself is defined by Lee, Song, and Hong (2019) as possessing an active mindset when students learn, and it may manifest a suggestion in learning and be willing to face challenges in the process. As evidenced by participant #2, aside from his passion for improving his speaking and listening skills, he was motivated by his parents and his goals. He stated that he wanted to be serious,

that he did not want to fail the class, and wanted to get an A while trying and praying. The last is participant #3 that was motivated in this course because she could practice her speaking academically. This affects the students' learning engagement both emotionally and cognitively. This factor has proven that all of them are driven by learning passion that motivates them to keep engaged in the ALS course.

The researchers concluded the factor affecting students' learning engagement is motivation. This is based on the data that have been collected as the participants mentioned it in answering questions about the motivation of their learning engagement. The findings of factors that affect students' learning engagement are student-teacher rapport, peer support, and learning passion for the course, then these factors could be concluded as motivation. Also, it is aligned that motivation is the most important factor influencing the learner, as confirmed by Filgona, Sakiyo, Gwany, and Okoronka (2020).

CONCLUSION

The researchers concluded the factor affecting students' learning engagement is motivation. This is based on the data that have been collected as the participants mentioned it in answering questions about the motivation of their learning engagement. The findings of factors that affect students' learning engagement are student-teacher rapport, peer support, and learning passion for the course, then these factors could be concluded as motivation. Also, it is aligned that motivation is the most important factor influencing the learner, as confirmed by Filgona, Sakiyo, Gwany, and Okoronka (2020). This study delineates how students engage and what factors affect it. The findings of this research reveal that there are three kinds of students' engagement in online learning. They are; (1) cognitively engaged by understanding teaching materials and activities in the online ALS, (2) emotionally engaged by enjoying classroom learning activities, and (3) behaviourally engaged by participating in the discussion, indicating problem-solving skills, and applying online learning norms in the classroom. Furthermore, this study also discovers three factors that affect students' learning engagement, which include (1) social engagement of student and teacher rapport, (2) collaborative engagement of peer support, and (3) learning passions for Academic Listening and Speaking course. With language class deemed to be the most challenging class ever in EFL country, the researchers found out that the students engage in the online class and there is something that influences it. This study contributes to the existing theories and topic of student engagement and also more importantly gives insights to students' learning engagement in higher education of Academic Listening and Speaking online class in EFL countries, especially Indonesia, that provide an opportunity for other researchers to explore further study on students' learning engagement.

The depth of data from participants could impact the variety of students' learning engagement thus it could be more accurate in indicating the engagement. The additional class observation would be good to conduct alongside semi-structured interviews. Next is the numbers of participants are too limited. It impacts the results and discussion as students' learning engagement could be more diverse and clearer with more participants. For example, with more participants, the researchers could get clearer differences in each data to make the discussion more comprehensive. For that reason, the researchers suggested a further study on this topic with more representative participants.

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