

STUDENTS' ENGAGEMENT IN THE IMPLEMENTATION OF FLIPPED CLASSROOM FOR ENGLISH LESSONS

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Abstract: This study aims to describe the students' engagement in the implementation of the flipped classroom method in the English lessons during the post Covid-19 pandemic. This research used a descriptive qualitative design, and the techniques of collecting data were observation and interview. The data were obtained from 23 students as research subjects. Findings of this research show that the students have positive engagement with the implementation of the flipped classroom method in the post-Covid-19 pandemic. Positive student engagement can be seen based on students' attitudes, which show indicators in the three dimensions of student engagement: behavioral, emotional, and cognitive engagement in a positive sense. This has been proven by the student response data which show that the students were enthusiastic about the learning activities conducted in the flipped classroom because they already had the knowledge they gained before the meeting. Students feel more prepared to participate in the discussion process in class, enthusiastically participate in the learning activities, and can study independently.

Keywords: Students' engagement, flipped classroom, English lessons, post-Covid-19

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INTRODUCTION

Engagement is an essential factor in the language learning process. As Seal (2009) asserted that engagement is not simply about good classroom behavior or attendance, but a connection with learning. Students' engagement is when they show up to class excited to learn the material, they participate in learning, and they demonstrate a positive attitude in the learning process (Fredrick et al. 2004). Students' engagement in English class is also very important and should always be maintained. One of the indicators of success in learning a language is that someone can use the language to communicate with other people. According to Fredricks et al. (2004), student engagement as a meta construct that includes behavioral, emotional, and cognitive engagement means students are actively immersed in learning tasks and engaged in mastering materials or strategies that are needed to succeed at these tasks. In this study, we examine three dimensions of student engagement as outlined by Fredricks et al. (2004) that behavioral engagement, which entails the quality of students' motivation as demonstrated in learning activities; emotional engagement, which reflects students' positive or negative reactions to the learning process; and cognitive engagement, encompassing the effort students invest in schoolwork, the outcomes achieved

in learning, and students' future goals and expectations. However, in recent times, there has been a pandemic that does not require students and teachers to go to school and study traditionally. During the COVID-19 and post-COVID-19 pandemics, the students must adjust to the conditions of face-to-face virtual learning to replace face-to-face learning, which is prohibited from being implemented in the red zone due to the situations. Students' engagement in English class is also very important and should always be maintained.

Mastering English as a foreign language is important in this modern society and globalization era. Because of these reasons, English subject is learned by Indonesian student from elementary school up to university to improve the quality of human resources in Indonesia (Wulandari, 2020). More than a few students have learning difficulties that are triggered by several factors, such as students who do not know much about the use of technology or media, constrained internet networks, decreased student motivation in learning, which can be seen from student boredom when participating in learning activities, a lack of understanding of the material, and failure to perform assigned tasks.

Moreover, maintaining students' engagement is crucial in the language teaching and learning process, both during the pandemic and in the post-pandemic periods. This means that the students need effective learning environments or learning methods to do the learning activities. One way to keep the students' learning engagement is through the implementation of the flipped classroom (flip learning approach). A flipped classroom is one of the blended learning approaches that switches in-class lectures with collaborative hands-on activities and requires students to preview course materials outside of class before working on and discussing them at school (Chen & Chen, 2015; Lai & Hwang, 2016). Nevertheless, teachers also contribute significantly by elucidating the concept of a flipped classroom and creating instructional materials that captivate students' interest in the learning process. As indicated by the findings from the study conducted by Sartika et al. (2022), enhancing learners' English skills necessitates the presentation of engaging educational content by the teacher.

The present study adopts Fredricks' (2004) theory of student engagement, incorporating three dimensions: behavioral, emotional, and cognitive engagement. This deviation is evident not only in the conceptual framework of this research but also in the theoretical underpinnings compared to earlier studies. While prior research concentrated on the COVID-19 pandemic era, our investigation places a greater emphasis on the post-COVID era.

In this study, the English teacher implemented the flipped classroom approach by first elucidating the methodology and offering clear instructions on its incorporation into learning activities. Subsequently, the teacher supplied materials in various formats, such as files, documents, videos, and references from the internet, for students to independently grasp. Following this, students completed assignments related to the provided material. In subsequent face-to-face sessions, the class engaged in discussions concerning the learned material and assignments.

This study aims to investigate the level of student engagement in response to the incorporation of the flipped classroom method within English lessons for vocational students. Its significance lies in underscoring the importance of student engagement during the pandemic and post-pandemic eras. The challenges posed by mixed learning or the flipped classroom approach during these periods for both teachers and students are

addressed. The study also aims to enhance our comprehension of the application of the flipped classroom and its impact on student learning engagement.

RESEARCH METHOD

Research Design

In this study, we used descriptive qualitative methods to conduct the research. Descriptive qualitative research is the kind of research that intends to understand the phenomenon of what is experienced by the research subject by way of description in the form of words. Lambert (2012) defined that descriptive qualitative design is “theoretical” of the qualitative approaches in research. Qualitative study deals with data that are in the form of words or pictures rather than number or statistics (Ary et al., 2010). The data in this study are mainly written, or when it is spoken, it will be described into written form. Therefore, we believe that the descriptive qualitative methods may help and suitable with the topic and focus of the research, which is to describe the students’ engagement in the implementation of flipped classroom in English lessons.

Research Participant

The participants in this research were students from SMKN 2 Tamiang Layang, specifically in Grade XI Office Administration I during English lessons, comprising a total of 23 students. The selection of subjects was carried out using a purposive sample technique, where the subjects were chosen based on predetermined features and aligned with the research criteria. The chosen participants had prior exposure to the flipped classroom methodology in their English classrooms, demonstrating a clear understanding of the learning process associated with this method, in accordance with the research criteria.

Research Instruments

In this research, we used observation and interview as the instruments for collecting the data. The type of interview used in this research is a structured interview. In structured interview, the questions have been determined, and the respondent can answer these questions according to their views.

Data collection

Data were taken from the research instruments, such as observation for collecting data about how is the student’s engagement towards the implementation of the flipped classroom method in the English lessons, and by interview to gain more detail information and support the data of observation.

Table 1. The Flipped Classroom Model Procedures (Chen & Chen, 2015)

Activity	Teacher’s Activities	Students’ Activities
A. Out-of-Class Activity	The teacher provides discussion material in the form of online videos that students can easily access, pdf files, e-books, or subject matter from textbook that the teacher and students use when discussing in class.	The students are required to be able to study independently in advance about the material provided by the teacher before meeting in class discussions. Students were also asked to write down questions that became their points of

Activity	Teacher's Activities	Students' Activities
	<p>The teacher also informs students that after they study on their own at home about the material provided, they must write a summary of the material based on their own understanding of the material they are studying in an online questionnaire that the teacher sent after the students learned independently.</p>	<p>difficulty about the material so that during class discussion meetings, they could convey them and discuss them together in class.</p>
<p>B. In-Class Activity</p>	<p>The teacher can guide the discussion so that students share their different opinions and points of view about the material that they have learned.</p> <p>The teacher can re-explain the material to give the students a deep understanding.</p>	<p>The students that have studied the material beforehand at home will discuss it together with their teachers and classmates at school (offline class). Students and teachers are more directed toward classroom discussion activities.</p> <p>Students are asked to express opinions or provide questions regarding the material that they learned at home, and questions from students can also become material for discussion in class. Not only the teacher can answer these questions, but other students can also give their opinions regarding their friends' questions.</p> <p>The students also working on the assignments related to the material that they have been learned at home and re-explain by the teacher.</p>

Data analysis

The data analyzed through the three stages proposed by Miles et al. (2014), they are data reduction, data display and drawing conclusion.

1. Data reduction is a stage in qualitative data analysis techniques. At this stage, the data obtained from the observation and interview are classified and unnecessary information eliminated in such a way that the data can produce meaningful information and facilitate the drawing of conclusions.
2. Data display, or data presentation, is also a stage of qualitative data analysis techniques. In this phase, the data obtained from the observation and interview is structured systematically so that it is easy to understand and gives the possibility to draw conclusions.
3. The conclusion drawing of data is the final stage in the techniques of qualitative data analysis that are performed to see if the results of data reduction remain relevant to the objectives of the analysis to be achieved.

RESULT AND DISCUSSION

The Description of Data

We observed the first and second meetings of the teaching and learning process in English class with the implementation of the flipped classroom method through observation and interview. The schedule can be seen in Table 2.

Table 2. The Observation Schedule

Day	Date	Time	Material
Thursday	May 11th, 2023	09.00 – 10.30 AM	Agreement and Disagreement
Thursday	May 25th, 2023	09.00 – 10.30 AM	Describing People

Meeting I Observation Result

A. Behavioral Activity

- *Out-of-class Activity*

At the first meeting during out-of-class (online class) activities, students studied independently at home about the English material "Opinions and Thoughts (Agreement and Disagreement)" from the English textbook that they use for discussion usually in class. The teacher also asked students that after they studied, they draw conclusions on the material they had learned, and answer questions related to the material in the online questionnaire form. The students of XI Office Administration seemed to understand the material and could answer question related to the material well, this can be seen from all students of XI Office Administration I, totaling 23 students, who filled out the online questionnaire link and provided correct and good answers and responses.

- Question : "Online gaming should be banned." Give your opinions, whether you 'agree' or 'disagree' with the statement!
- Melsa : I agree with this statement because online gaming is using internet connection and kuota internet.
- Revaline : I think so, my brother play online gaming all time and not study.
- Lola : I can't agree with you. So many people like to play online game.
- Gracio : I don't agree! I don't agree because I like playing games. For boys, playing games is just like our routine schedule. The problem is only the internet kuota and waste my money.

- *In-class Activity*

At the meeting I in-class activity, in terms of behavioral engagement, the first indicator is that the students pay attention to the teacher and the English lessons in the classroom. With the implementation of the flipped classroom, it can be seen from the transcript during the lessons that several students gave some opinions and volunteered answers excitedly when the teacher asked them related to the material "So students, please tell me some expressions used to express agreement!", such as:

- Aldo : Me, me! May I Ma'am?... It's "I totally agree with you."
- Evelyn : Ma'am I want to answer! ... It's "I am sorry I don't agree with you"
- Lola : "I can't agree with you."

B. Emotional Engagement

- *Out-of-class Activity*

During out-of-class activity, the data that supports that the students of XI office administration I are engaged in the online learning process can be seen from student responses when they were interviewed. The four students representing the class gave positive responses to their learning attitudes with the implementation of the flipped classroom. This can be seen from the interview transcript, such as:

- Pani : I often study the material that has been given and will be discussed in class. I have never completely skipped English class.
- Evelyn : I first study the material that has been given. I also never skipped the class.
- Debora : I don't feel bored at all, because usually the material that is distributed before the class discussion is more exciting or interesting for us to study on our own first.
- Tresia : I first studied the material that had been given so that when the face-to-face learning process took place, I could better understand the material. I also never skipped the English class.

It shows that when the students learned at home, they also engage and enjoy the learning process by showing indicators of positive student engagement, such as, the fact that they do not skip the class, do not feel bored or anxious, and learn the material before the offline class.

- ***In-class Activity***

During the class session, most of the students showed that they like the learning activities that can be seen from their activeness, and they enthusiastically participated in the discussion time. The students rarely look bored or anxious, but they seem to enjoy the learning process. When it comes to the tasks, they enthusiastically do it without any complaints. It can be seen from the observation transcript when the students are actively participating in the classroom by always answering the teacher's questions, such as:

- Pani : I agree with that! I watched the horror movie called 'KKN di Desa Penari' and it was so scary.
- Matyus : I don't agree. It is because I can guess the plot of the story, and most horror movies just use the sound effect to make the jump scare.

C. Cognitive Engagement

- ***Out-of-class Activity***

During the out-of-class activity the students write a summary and questions related to the material that they had learned independently at home. It can be seen when some students asked the teacher about their difficulties related to the material that has been learned before the meeting, such as:

- Pani : How if I have both agree and disagree opinion about a statement, Ma'am?
- Septiana : If there is a statement that I agree with but I am asked to make a statement with which I do not agree, what should I do, Ma'am?

- ***In-class Activity***

During in-class activity that can be seen from the indicators of the cognitive engagement, when it comes to the class discussion, with the questions that other

students asked the teacher, the teacher asked other students in class to give their opinions and answer these questions. From the questions, several students volunteered answers that can be seen from the observation transcript, such as:

- Gracio : I think maybe you can imagine that if you disagreed with a statement, what would you say? That's your answer.
- Pani : Yes, you can take a different point of view. For example, if you disagree with the statement, what would you say?

Meeting II Observation Result

A. Behavioral Activity

• *Out-of-Class Activity*

During out-of-class activity, students also study independently at home first before face-to-face class at school about English material "Describing People" from online videos that students can easily access and from pdf files sent by the English teacher. The teacher also asked students that after studying through online videos and pdf files, they could draw conclusions about the material they had learned and answer question related to the material in the link in the form of an online questionnaire. Like meeting I, all the students of XI Office Administration I showed that they understand the material and filled out the online questionnaire link and gave correct and good answers related to the topic and it also showed that the students engage in the online learning proses.

- Question : What characteristics should you say when you want to describe someone?
- Tresia : Gender, height, weight, age color, or eye color.
- Matyus : By telling the characteristics about appearance, for example:
1. Kiki is 17 years old high school students
 2. Riva has white skin and black eyes, she has short straight hairs.

It shows that the students were paying attention to the lessons that they learned independently at home because they can identify the right characteristics for describing people from the material "describing people" that they learned from the online videos and pdf files that were sent by the teacher online.

• *In-Class Activity*

During in-class activity, the students still paid great attention to the lessons, maintained a good attitude, and used polite language when talking to the teacher or their classmates. It can be seen from the transcript during the lessons, when the teacher explained and asked about the material that the students have learned "Can someone help me to describe this person on the picture?", so many students that volunteering answers and give their opinions without appointed by the teacher, such as:

- Debora : oh, I know him, Ma'am! His name is Jungkook from famous band and he is a singer!
- Nesalia : He has black hair and handsome face.
- Selvi : He has white skin.
- Pani : He has black eyes.

It shows that the students were paying attention to the teacher and the material that handed before the class, so that when the students being asked, they can answer it

well based on the teacher's explanation or from the material that they have been learned before the meeting.

B. Emotional Engagement

• Out-of-Class Activity

During out-of-class activity, like the first meeting, the data that supports that the students of XI Office Administration I are engaged in the online learning process can be seen from the students' responses when they were interviewed. The four students did not give negative responses to their attitudes towards learning English with the implementation of the flipped classroom. They did not show any disaffection but rather student engagement indicators, namely, students participating in the learning process, not looking bored, and not looking anxious in the learning activity.

• In-Class Activity

At meeting II, students no longer look bored, nor worried and frustrated when doing the learning process in the classroom. They look more relaxed and enjoy the learning activities that can be seen from their involvement in class and when the teacher asks a question to the specific student, the student can answer it more calmly. When the teacher asked the specific student; "*Evelyn, please describe yourself...*", and the student answered it by saying "*Ummm, I have a beautiful face, long black hair, I have black eyes,...*". It showed that the student still can answer the teacher with the right expression of material describing people/myself and pay attention to the material and the teacher during the class, even though she looks little tense.

C. Cognitive Engagement

• Out-of-Class Activity

During the out-of-class activity, the students write a summary and questions related to the material that they had learned independently at home. It can be seen when some students asked the teacher about their difficulties related to the material that has been learned before the meeting (online class), such as:

- Pani : Is it okay if I used gorgeous instead of so beautiful for describing my friend, ma'am?
- Sri : Ma'am, do we need to describe the shape of a person's face? For example, a round or oval face.
- Anes : Is the color of the clothes also describe, Ma'am?

This also shows that they listen to explanations from the teacher to be able to prepare questions and opinions related to the material that has been studied before class, and they can convey them when the lesson is carried out at school.

• In-Class Activity

In terms of cognitive engagement during in-class activity, the students still have the same cognitive engagement that can be seen from the students that sometimes give questions to the teacher and other students that always automatically volunteer answers. When it comes to the class discussion, with the questions that other students asked the teacher, the teacher asked other students in class to give their opinions and answer these questions. From the questions, several students volunteered answers that can be seen from the observation transcript, such as:

- Pani : I think it's also important to describe. In case if we are looking for someone, maybe if we describe the shape of the face in detail, it can help people find out who we are describing.
- Matyus : Yes, for example she has an oval face with a mole near her nose. Describe it in detail.

When it comes to the group discussion, they always seems to help each other and works well; it can be seen from the transcript during the lessons that the students helped each other by asking each other or their teacher.

Interview Results

The data for this study was gathered from four students who represented their class and answered several interview questions. The four students were selected based on the advice of the English teacher, who suggested two students who were good at English class and two students who did not like English lessons. The results of the interview data from the four students supported the data obtained from the observation and found out whether the students of class XI Office Administration I are actively involved in or engage in the process of learning English using the flipped classroom learning method.

Based on the interview's results, in the dimension of behavioral engagement, there are four questions from four indicators. There are four students to represent their class to answer the interview questions, and all the four students have the same answers. It can be seen from the student's answers, such as:

- Tresia : I first studied the material that had been given so that when the face-to-face learning process took place, I could better understand the material. I also never skipped the English class.
- Debora : Yes, I am able to concentrate and pay more attention to lessons because I have already gained basic knowledge about the material before the start of class discussions at school.
- Evelyn : I speak politely and formally when talking to the teacher. When talking with friends, I use good everyday language.
- Pani : Very interested in paying attention to the teacher who teaches. If I don't understand the material that I am studying at home, then I will ask and pay attention to the teacher who is teaching.

The second students' engagement dimensions are emotional engagement. There are four questions in the dimensions of emotional engagement from four indicators. It can be seen from of these students' responses such as:

- Pani : Yes, I often ask questions to the teacher who teaches in order to show the teacher that I participate actively in class.
- Tresia : I feel more enjoyable and happy because of the influence of the teacher, who re-explained, and my classmates, who also gave their opinions in class discussions.
- Evelyn : I don't feel bored because, as I said at the beginning, I already understood the material, and when it was explained again, I understood the material even better.
- Debora : I didn't feel anxious at all when asked by the teacher about the learning material. Because, before the teacher asked, I had asked beforehand which points I didn't understand, when asked a question, I felt I could answer it.

The last students' engagement is cognitive engagement. In the dimensions of cognitive engagement, there are four questions from four indicators. The four students' responses can be seen as below:

- Evelyn : I will ask the teacher if I have difficulties or questions related to the learning material in order to get the right understanding.
- Pani : If I know the answer to a question, I will be happy to answer it directly without having to be appointed by a teacher to do so.
- Tresia : I did the difficult task with more effort and didn't answer it sober. If you I answer or do it soberly, it's the same as reducing my English score.
- Debora : I am able to be actively participate in group discussions.

Discussion

Based on the research findings that have been analyzed, we found that most of the students were engaged in the English learning process with the implementation of the flipped classroom method in the post-Covid-19 pandemic. Judging from the results obtained through the observation as the main instrument in this research, the students showed a positive response in the English learning process that implemented the flipped classroom method both at the first meeting and the second meeting. On the three aspects examined in students' engagement, namely behavioral engagement, emotional engagement, and cognitive engagement; students show that they are actively involved in or engage in the learning process covering these three aspects. Positive student engagement can be seen based on students' attitudes, which show indicators in the three dimensions of student engagement, such as behavioral, emotional, and cognitive engagement in a positive sense (Fredricks, 2004).

The results of this study showed that in behavioral engagement, students pay attention to the lessons, speak politely, and behave well. The students also focus on the learning activities, so it is rare or not seen that students are idly disturbing their friends or making noise in class. As the theory from Fredricks et al. (2004) that behavioral engagement describes the quality of student motivation displayed through learning activities. This can be seen from the positive behavior of students such as students usually do not skip the class, students behave well and speak politely, concentrate, and pay attention to the teacher or learning activity.

In the emotional engagement, the results showed that the students look active and enthusiastic in the learning process and enjoy the discussion process in class. As from the result of the study that was conducted by Suhartina et al. (2022), that the flipped classroom has a positive impact on several students. The students sensed that during the class, they were more enthusiastic about learning. The results are in line with the flipped classroom theory from Fredricks at al. (2004), that emotional engagement is the positive or negative reaction of students to the learning process. Emotional engagement is an emotional response that raised by students in class. The indicators of emotional engagement include students looking active in class discussion and feeling enthusiastic (interested), enjoying, not looking bored or anxious in the learning process.

Lastly, in terms of cognitive engagement, the result showed that students participate actively in class by frequently asking questions or expressing opinions, working well with other students, and doing assignments by giving attention or effort. Likewise, students look

enthusiastic and take an active role in the learning process, which can be seen when students are given material, assignments, or questions; they are always responsive in giving answers, asking questions, giving personal opinions, and helping their friends when their friends are unable to answer questions from the teacher. As cognitive engagement is the effort made by students in doing schoolwork, the results obtained in learning, as well as the goals and expectations of students in the future. The indicators of students' cognitive engagement such as the students give questions, volunteering answers, put efforts in doing the assignments, and works well with other students or contributing to the group discussion (Fredricks et al, 2004).

Based on the results of the interview, the four students who represented their class gave positive responses to their involvement in class and their engagement with the flipped classroom method. This can be seen in the interview transcripts, in which the four students stated that they did not skip class, studied independently during online class, paid attention to learning both in out-of-class and in-class learning processes, asked questions, gave opinions, and did not show students' disaffection such as, feeling bored or worried in the learning process. The results of the interviews in this study were also supported by compatibility with the previous study from Lestariningsih et al. (2022), in which the results indicated that the flipped classroom approach caught the student enthusiasm. It was determined that 95% of the students engaged in the flipped classroom class, showing that they were involved in the learning process. The results of the study indicated that learners had positive experiences with the flipped classroom method. The method could be used as an attempt to help students enrich their knowledge of the material using the flipped classroom method. Based on the results from the previous study, the data generated from this study also matched the data in the previous study.

CONCLUSION AND SUGGESTION

The students in this study have positive engagement with the implementation of the flipped classroom method in the post-Covid-19 pandemic. It is a positive engagement because the students show up to class excited to learn the material, they participate in learning, and they demonstrate a positive attitude in the learning process. Positive student engagement can be seen based on students' attitudes, which show indicators in the three dimensions of student engagement, such as behavioral, emotional, and cognitive engagement, in a positive sense. Students look more active and enthusiastic in the learning process, and the results of the data from the interviews also show that students give good responses about their learning experience using the flipped classroom and its relation to their engagement in the learning process. This has been proven by the student response data from the findings, which show that the students of SMKN 2 Tamiang Layang, grade XI Office Administration I, were enthusiastic about the learning activities conducted in the flipped classroom because they already have the knowledge they gained before the meeting, and they feel more prepared to participate in the discussion process in class.

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APPENDIX

I. Blueprint of Observation

Construct	Expert of Theory	Students' Engagement Dimensions	Sample Item
Observation on the students' engagement in English class with Flipped Classroom approach.	Fredricks et al (2004)	Behavioral Engagement The quality of student motivation is displayed through learning activities. This can be seen from the positive behavior of students.	Indicators: a. Not skip the class b. Behave well and speak with polite language. c. Pay attention to the classroom activity. "I do not skip English class." "When I am in class, I listen very carefully." "I pay attention in class."

Construct	Expert of Theory	Students' Engagement Dimensions	Sample Item
		<p>Emotional Engagement</p> <p>The positive or negative emotional response raised by students in the learning process.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> a. Students look active and enthusiastic in classroom activity. b. Students look bored during the discussion times. c. Students look anxious during the discussion times. <p><i>"I enjoy the learning activities in class."</i></p> <p><i>"I feel interested in following the discussion class."</i></p> <p><i>"When my teacher ask me a question, I worry a lot about it."</i></p>
		<p>Cognitive Engagement</p> <p>Students' effort in learning which is encouraged by their own will.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> a. Students' questioning b. Students' volunteering answers. c. Put effort into doing the assignment. d. Contribute during discussion time. <p><i>"If I have any questions, I will ask the teacher."</i></p> <p><i>"If I know the answer to the teacher's question, I will answer it voluntarily."</i></p> <p><i>"I ask myself questions to make sure I know the material that I have been studying."</i></p> <p><i>"I participate actively during the learning activity."</i></p>

II. Blueprint of Interview

Construct	Dimensions	Aspects	Interview Questions
The students' engagement in English class with flipped classroom method. (Fredricks et al, 2004)	Behavioral engagement	<p>Indicators:</p> <ul style="list-style-type: none"> a. Not skip the class b. Behave well/politely 	<ul style="list-style-type: none"> 1. Do you usually not study the material handed out before the meeting and skip the class? 2. During the meeting, how do you talk to your teacher and friends when you want to ask questions or opinions?

Construct	Dimensions	Aspects	Interview Questions
		<p>c. Concentrate</p> <p>d. Pay attention to the classroom activity.</p>	<p>3. After you have studied the material given before the meeting, are you better able to concentrate when participating in class discussions?</p> <p>4. Do you still pay attention to the teacher when she explains the material she has given before the class meeting?</p>
	Emotional engagement	<p>Indicators:</p> <p>a. Look active in class</p> <p>b. Students feel enthusiastic (interested) in the learning process classroom activity.</p> <p>c. Feel bored during the learning process.</p> <p>d. Feel anxious during the learning process.</p>	<p>1. During the meeting, do you often ask your questions and give opinions to show your participation in discussion time?</p> <p>2. Do you find the learning process in class enjoyable after learning the material in advance? Why?</p> <p>3. When the teacher repeats and explains material that was previously distributed before the meeting, do you often feel bored?</p> <p>4. When the teacher asks you about the material that has been given before the meeting and has been discussed together in class, do you often feel anxious to answer it? Why?</p>
	Cognitive engagement	<p>Indicators:</p> <p>a. Students' questioning</p> <p>b. Students' volunteering answers</p> <p>c. Put efforts in doing the assignment</p>	<p>1. When you find it difficult and have questions about the material given before the meeting, will you ask the teacher during the class meeting?</p> <p>2. When the teacher asks a question to all students and you know the answer, do you volunteer the answer or just remain silent?</p> <p>3. When you are asked to do a task that you think is difficult related to the material distributed before the meeting, do you do it with more effort or just do it sober?</p> <p>4. When studying the material that was given before the meeting, were you then be able to be active in class group discussions?</p>

Construct	Dimensions	Aspects	Interview Questions
		d. Contribute during discussion time	