# CHAPTER I

# INTRODUCTION

This chapter explores the background of the study and also consists of the reason for choosing the topic, the scope and limitation of the study, the research question, the objective of the study, the purpose of the study, the research significance, and the definition of terminologies.

## The Background of Study

The term, “student engagement” has been widely used for decades, starting in 1996 when it was first identified as a new buzzword within education circles (Nellie, 2016). As the world of education has evolved, so has the meaning behind “student engagement”. Student engagement, as defined by educational neuroscience specialist Dr. David Sousa, is “the amount of attention, interest, curiosity, and positive emotional connections that kids have when they are learning, whether in the classroom or on their own.”(2021). According to Dr. David Sousa, student engagement is important because the associated qualities and behaviors – motivation, love of learning, perseverance, and curiosity – put students in a position to succeed in college and in their careers. Other reseacher defines student engagement as “a person's interest in and excitement for learning, which affects their conduct and academic achievement.”(Kassab, El-Sayed, & Hamdy, 2022). Although there are various definitions of student participation, they all have several characteristics. The idea that learning is improved when students are curious, interested, or inspired, and that learning is negatively impacted when students are dispassionate, bored, or otherwise disengaged, is at the core of any definition of student engagement. Therefore, increasing student involvement is a major goal for educators all around the world. The goal of education can be summed up to one mission: to encourage students’ learning and development in order to equip them with the skills they need to lead fulfilling lives. Of course, this simple statement is challenging and incredibly difficult to execute. Studies show that student engagement is a necessary ingredient to fulfill the educational mission. One of those studies is a Gallup study entitled, “School Engagement Is More Than Just Talk”(2018) found that student engagement significantly positively affects student growth. To find out the extent of student engagement, it is necessary to measure student engagement itself.

A previous study entitled “Understanding and measuring student engagement in school: the results of an international study from 12 countries”conducted in traditional classroom found that student engagement presents as a promising theoretical model and cornerstone of school completion interventions(Lam, Jimerson, Bernard, & Basnett, 2014). In this study, the researchers measured the validity of the Student Engagement Instrument-Elementary Version (SEI-E) and the results stated that the Student Engagement Instrument-Elementary Version (SEI-E) was valid for preventing dropouts. Another finding from a previous study entitled “Student Engagement and Academic Achievement in Technology Enhanced and Traditional Classroom Environments” conducted by T. Johnson-Smith (2014) found that the incorporation of technology in traditional classrooms makes students more engaged and influence student achievement. Meanwhile, a study entitled “A qualitative investigation of student engagement in a flipped classroom” conducted by Anna Therese and Njål Foldnes (2018) found the class which implemented flipped classroom method produced more positive learning experiences and higher engagement on students.

Previous studies on the measurement of student engagement found many positive results. Since the measurement of student engagement in previous studies was carried out in traditional and flipped classrooms, the present study aimed to measure student engagement in hybrid classrooms, specifically in Semantics & Pragmatics class.

## 1.2 The Reason for Choosing the Topic

Since the hybrid learning method was still newly applied in lectures during the endemic era, this research aims to find out how student engagement in the hybrid classroom was by measuring it in online and in-person Semantics & Pragmatics class.

## 1.3 The Scope and Limitation of the Study

This reasearch focuses on finding out how student engagement in the hybrid classroom was by measuring it in online and in-person Semantics & Pragmatics class. The subjects of this study were students enrolled in the Semantics & Pragmatics class.

## 1.4 The Research Question

Based on the scope and limitation of the study above, the research questions in this study are:

1. “Are there any differences in student engagement in the Hybrid class?”
2. “What causes the differences in types of student engagement, if any?”

## 1.5 The Research Objective

Based on the research questions, this research objective is to measure the levels of student engagement in both an online and in-person section of the same Semantics & Pragmatics class.

## 1.6 The Purpose of Study

The purpose of the study based on the research objective mentioned before is to find out how student engagement in the hybrid classroom was by measuring it in online and in-person Semantics & Pragmatics class.

## The Hypothesis of Study

In this research, the researcher tries to formulate the hypothesis as follows;

The first hypothesis:

H0: There is no difference in student engagement between the online learning method

and the in-person learning method in Semantics & Pragmatics Class.

Ha: There is a difference in student engagement between the online learning method

and the in-person learning method in Semantics & Pragmatics Class.

The second hypothesis:

H0: There is no difference among Affective, Behavioral, and Cognitive engagement.

Ha: There is a difference among Affective, Behavioral, and Cognitive engagement.

## The Research Significance

Undergraduatestudents, lecturers, education practitioners, and anyone whose concerns are related to the same subject as this study are expected to find this study very beneficial. This study is expected to contribute theoretically, practically, and professionally to the improvement of learning methods. Theoretically, as extra reading, this work can contribute to the enrichment of existing literature. In addition, this research carried out to determine how student engagement in the Hybrid classroom. As a result, the findings of this study may be useful to undergraduate students and lecturers in the real world. This study is designed to produce information that can be used to consider other more appropriate learning methods to be implemented.

## The Definition of Terminologies

Some definitions are offered to clarify the important concepts used in this study:

1. Hybrid learning is a teaching method in which teachers simultaneously instruct in-person and remote students.(Jeffrey & Lynn, 2014)
2. Student Engagement is participating effectively in educational practices, both inside and outside the classroom that leads to various measurable outcomes.(Trowler, 2010)