

**FIRST YEAR UNIVERSITY STUDENTS' ENGAGEMENT IN ONLINE
DISCUSSION FORUM IN THE EFL CONTEXT**

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ABSTRACT

The current study was conducted to investigate the engagement level of first year student in online discussion forum in EFL context. This study used survey design in answering the research questions. The present research involved English students in Ganesha University of Education. The Online Survey Engagement Scale (OSE) developed by Dixson (2015) was used to collect the data. Through descriptive analysis, this study found that there are 94 (65.3%) students engagement level was categorized as authentic engagement, 39 (27.1%) ritual compliance, 10 (6.9%) passive compliance, 1 (0.7%) retreatism, and 0 (0%) in rebellion engagement level is identified. This means that majority of students learn at high levels and have a profound comprehension of what they learn, retain what they learn. This study concluded that the majority of engagement level of English Language Education's first year students of Ganesha University of Education in the online discussion forum in EFL context is authentic. This means that students tend to immerse in work that has clear meaning and immediate value to them (reading a book on a topic of personal interest). This study encouraged that EFL lecturers must take into account the findings when conducting online discussion and a further investigation on supporting and limiting factors of students' engagement is a potential future research to be conducted.

Keywords: Discussion, EFL Students, Engagement, Online



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ABSTRAK

Penelitian ini menginvestigasi tingkat atau level ketertarikan mahasiswa tahun pertama jurusan bahasa Inggris Universitas Pendidikan Ganesha dalam forum diskusi daring yang dilaksanakan di tengah tengah pandemi. Skala OSE atau *Online Survey Engagement* digunakan dalam penelitian ini dalam proses pengumpulan data. Melalui proses analisis deskriptif, penelitian ini menunjukkan bahwa terdapat 94 (65.3%) keterlibatan siswa dalam level *authentic engagement*, 39 (27.1%) *ritual compliance*, 10 (6.9%) *passive compliance*, 1 (0.7%) *retreatism*, dan 0 (0%) dalam level *rebellion engagement*. Hal ini mengindikasikan bahwa sebagian besar siswa belajar pada tingkatan tinggi dan memiliki pemahaman mendalam tentang apa yang mereka pelajari dan menguasai apa yang mereka pelajari sehingga dapat mentransfer apa yang mereka pelajari ke dalam konteks yang baru. Studi ini mendorong dosen bahasa Inggris untuk mempertimbangkan temuan ini ketika melakukan diskusi online. Selain itu, hasil penelitian ini dapat dijadikan acuan untuk penyelidikan lebih lanjut tentang faktor pendukung dan penghambat keterlibatan mahasiswa yang merupakan penelitian yang potensial untuk dilakukan di masa depan.

Kata Kunci: Bahasa Inggris, Diskusi, Keterlibatan Siswa, Daring`

