EFL STUDENTS' ENGAGEMENT DURING EMERGENCY REMOTE TEACHING: DOES TECHNOLOGY MATTER?

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Article Info	Abstract
Article History *Received: October 2021* *Revised: November 2021* *Published: January 2022* **Keywords** *Digital platform;* *Students' engagement;* *Emergency remote teaching;*	*Amidst Covid-19, teachers and students in many regions are forced to shift to Emergency Remote Teaching (ERT). This ERT context has attracted researchers to re-investigate dimensions of teaching and learning within this new situation. This paper reports an investigation on the students' engagement during ERT in a tertiary EFL setting. Two aspects are highlighted: description of the students' engagement and its interplay with the choice of teaching-learning platforms. Questionnaires, interviews, and artifacts were used to collect data. A combination of descriptive statistics and a thematic model of analysis were used to analyze the data. The total respondents of this study were five EFL students in the 6th-grade semester at a university in Surakarta. The researcher employed a case study methodology and used two data, primary data, and secondary data. For the primary data, the researcher used the result of interviews and questionnaires. The secondary data is additional data to get the data. The secondary data which is used is an artifact. The study revealed that all three kinds of engagement: cognitive, behavioral, and emotional, were observed in both high and low bandwidth platforms. This implies that there is another factor other than technology that plays a significant role in engaging the students to learn. Considering the cost and the infrastructure readiness, it is suggested that teachers focus on implementing the principles of good teaching instead of glorifying the use of sophisticated technology. In terms of technology use, it is recommended to choose the one that provides better accessibility and wider access for the students.*

INTRODUCTION

Students' engagement is viewed as one of the key factors that determine learning success. On such grounding, Yang (2011) stated that a fundamental process in learning English is improving students' engagement. Likewise, Irvin (2007) noted that engagement in the learning process is very important because it leads to practice and interaction between subjects in the classroom. Students' engagement is defined as the students' interest, curiosity, and passion in the teaching and learning process. It usually relates to the behavioral, emotional, participation, and cognitive domains. (e.g. Christenson, Wylie, & Reschly, 2012; Mahdikhani & Rezaei, 2015; Philp & Duchesne, 2016 and Dixson, 2015). The type of students' engagement in this study used the types of engagement by Fredericks and Mccloskey (2012). To enhance students' engagement, teachers play a primary role. In the ERT context, however, with the hype over the use of technology, some people begin to think that tools are central to building students' engagement. One of the common beliefs at the early ERT is the need for high technology to maintain the quality in the ERT context. Many would believe that, ideally, teaching be conducted via a video-based synchronous method. At the same time, that is not necessarily the case.

A study by Mulia in 2020 indicated that in the four engagement aspects, including behavioral, emotional, participation, and cognitive engagement, students were engaged positively in online language learning platforms. The study revealed that students' engagement was the fundamental aspect that affects students to think cognitively. If the students showed high results in each aspect of engagement, they will get better learning outcomes. It also suggested that teachers should consider their teaching approaches in order to engage students in all engagement aspects. Teachers are also suggested to be more sensitive to students who cannot be capable and familiar of doing online language learning platforms. Moreover study by Irzawati in 2021 revealed that students believed that learning through utilizing the digital platforms had brought positive impacts that lead to the enhancement of their English achievement. Using multi-digital platforms provided an opportunity to experience a more dynamic learning atmosphere that boosts their skill progress and motivation. Earlier studies have shown that online learning could foster their engagement however, only several studies focus on the choice of digital platform that affect student engagement in online learning process. Therefore, it prompts a researcher to write a study related to investigating students' engagement during ERT and does technology matters?

This study looks at three types of engagement, i.e., behavioral, cognitive, and emotional. Behavioral engagement concerns student conduct in class. This includes students' readiness, work involvement, and participation. Student behavior can be a potent predictor of school performance because specific behaviors such as attendance and completing assignments on time directly affect the grading system. Fredricks et al. (2004) described emotional involvement as positive and negative reactions to classmates, teachers, scholars, and schools. Emotional engagement can also be defined as a sense of connection with the school, including academic performance, school culture, and interpersonal relationships between students and other students, teachers, and staff (Yazzie-Mintz, 2007). Emotional engagement is an overall positive affective reaction to the class, including enjoyment and a sense of belonging (Fredricks et al., 2004). Cognitive engagement refers to the level of a student's commitment to learning; it includes being considerate and purposeful in handling school tasks and willing to make the necessary effort to understand complex ideas or master difficult skills (Fredricks, Blumenfeld, and Paris 2004). Christenson & Furlong (2008) pointed out that cognitive engagement includes: self-regulation, learning goals, perceived relevance of homework and future achievements, and the value of learned knowledge or skills. Cognitive engagement can be expressed in many forms, such as a positive response to constructive criticism or an emphasis on learning. In other words, cognitive engagement is related to motivational goals and self-regulated learning.

In the context of ERT, students' engagement has become an interesting topic of discussion. Some teachers express that since the shift to ERT, their students indicated low engagement in the teaching and learning activities. Students were reported to be coming late to the class, provided no or slow response to teachers' questions, and tended to procrastinate in submitting assignments. Under these circumstances, many turn to the use of sophisticated technology, thinking that the better technology the better the teaching. A study by Lee, Sun, Ji (2019) in China, however, showed the urgency to rethink the view. In their study technology cannot be used as a predictor of student engagement. This present study is interested in exploring if students' engagement is absent or present in the context of ERT and to see if it is interwoven with the choice of technology used in EFL teaching and learning.

RESEARCH METHOD

The research used a case study qualitative research. Creswell (1998:15) defines qualitative research as a process of understanding according to different methodological of inquiry that aims to explore a social or human problem. The researcher analyzes words, presents the informants' views in detail, and conducts the study in a natural setting. In this study, the

researcher employed a case study methodology to explore students' engagement during emergency remote teaching in the classroom. Since this study explores students' engagement, it makes more sense to use a case study. In using cause and effect relations, the case study method ensures that real-life problems on a particular subject are examined and resolved in a classroom environment.

Research Design

The research used a case study qualitative research. The researcher employed a case study methodology to investigate students' engagement during emergency remote teaching in EFL Classroom. The data in the study are divided into two kinds; primary data and secondary data. For the primary data, the researcher used the result of interviews and questionnaires. The result of the interview can be used as the strongest source to get the information supported by a questionnaire to get validity on the students' engagement during ERT. The secondary data is additional data to get the data. The secondary data which is used is an artifact. The artifacts were in the form of a poster made by the students during the learning process. The researcher used this artifact to analyze the motivation of students, which showed how engaged they are in an online class.

The subject of The Study

The subject of this research were students of the English Education Department in the 6th-grade semester at a university in Surakarta who are registered in the course. The researcher will employ a purposive sampling method to select the students. Purposive sampling is selecting a sample by taking a subject that is not based on the level of the area but is taken based on the specific purpose. To have a better result, this study chose five students with different categories; one student who can articulate ideas clearly, one who has a good academic score, one who has a low academic score, one who is familiar with technology, and one who is unfamiliar with the technology. This diversity will help enrich the data further. Lastly, the researcher intentionally chose students from educational programs because they prepare to become teachers, and their opinions are important because their answers address how an educator should teach at a time like this.

Instruments

There were three data-gathering instruments that were used in this study. Firstly, a set of questionnaires was adopted by Fredricks & McCloskey (2012). The form of questionnaire was Likert scale includes five-point scales questioning how well the following behavior, emotional, and cognitive engagement. Then followed with the interviews with five students through a Whatsapp Call. The third data collection is through artifacts that were made by the students during the learning process. This qualitative research used a case study as the research technique as it focused on answering a descriptive question about what happened to the student engagement during emergency remote teaching (ERT) and the choice of digital platform. The data about students' engagement in online classes' English teaching-learning process were collected using closed-ended questionnaires. The questionnaire was developed using three types of students' engagement proposed by Fredricks & McCloskey (2012), as seen in the following table:

Table 1
Type of Student Engagement

Type of Engagement	Indicators	Items
Behavior Engagement	Positive Conduct	Readiness Punctuality in submitting

		Concentration
	Work Involvement	Positive relationships with other students
	Participation	Involve in-class discussion
Emotional Engagement	Positive emotion and general feeling	Motivation Self-confidence
	Student-teacher relation	Positive Relation with Teacher
	Values	Beneficial to long run Support academic purpose
Cognitive Engagement	Flexible problem solving	Problem-solving
	Quality of instruction	Comprehending aspect
	Self-regulation and learning strategy	Learning Strategy Critical Thinking

There were 14 items for each aspect of the students' engagement, five (no.1 up to 5) for the behavioral aspect, five (no. 6 up to 10) for emotional aspects, and four questions (no. 11 up to 14) for cognitive engagement. This questionnaire is used to support and get the validity of the interview. The questionnaire is distributed before the researcher interviews with the subject.

Data Analysis

The analysis of this research used thematic analysis. There are six steps covered in thematic analysis: the first one is familiarizing with the data. The first step in thematic analysis's process is becoming familiar with the entire data set, which entails repeated and active reading through the data. The researcher completed data collection by transcribing data from audio recording into written form. Main ideas were highlighted and written down for each transcript. Next is generating initial codes. The researcher generates a set of initial codes that represent the meanings and patterns seen in the data. While translating and transcribing, features were coded as a small phrase or keyword representing a specific idea. Memos were written down to keep track of the condensed information. Third, the researcher searched for themes across the data.

Collating codes into potential themes, gathering all data relevant to each potential theme. The data were read and re-read, and the cycle was repeated several times to narrow down the number of codes and categorize them into identifiable themes. The codes were then analyzed and grouped into four central themes, as stated in the next section. Next is reviewing themes. In this step, the researcher took the themes and began to review them against the data. This process makes sure the themes capture the meaningful aspects of the data without missing any important details. Themes were confirmed in this phase. The last step is producing the report. This final step involves writing up the final analysis and description of findings. Elements of the writing process have already begun through the processes of note-taking, describing of themes, and selection of representative data extracts in prior steps.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study reveals that during ERT, three types of engagement: behavioral, emotional, and cognitive, were observed. Statistical analysis of the questionnaire and interview responses indicates that both emotional and cognitive engagement have a very high occurrence. During the ERT, four digital platforms were used to deliver the course contents: Whatsapp, Spada, Google Meet, and Teacher's blog. In this study, these digital platforms are divided into two types: high and low bandwidth. High bandwidth is home to synchronous or asynchronous discussion with audio and video that consume many quotas and need good internet. On the other hand, low bandwidth platforms allow only text and image sharing. In this study, the low bandwidth platforms include Whatsapp, Spada, and the teacher's WordPress. The instructor

used the platform for sharing files, discussing material, submitting assignments, and working together in a document editor. These tools allow students to communicate quickly and easily without draining many quotas.

Types of Students Engagement

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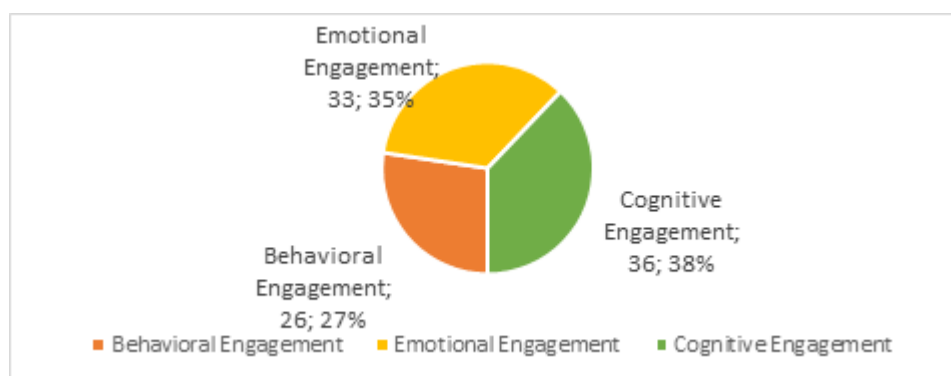
Graphic 1
The result on Student Engagement

Student Behavioral Engagement

Behavioral engagement considers the extent to which a student exhibits the behaviors expected in a classroom. There are three indicators of behavioral engagement, positive conduct, work involvement, and participation.

Positive conduct

Data analysis showcases that 62 percent of behavioral engagement is in the form of positive conduct. A total of 16 incidents were recorded in the data. Positive conduct includes the readiness to join a class, punctuality in submitting a task, and concentration. The following data are presented.

Readiness to join the class

The students' attempts to follow the online lesson were also high. It can be seen from the result of the questionnaire and interview, which showed that the majority could prepare themselves to join the class. From one data excerpt from the interviewed student 1 on how the situation affects her readiness to join the class. Student 1 revealed that she always came to online class on time because she was afraid of the internet problem that might be happening in the middle of the class, so this situation drove her to attend the online class earlier.

Punctuality in submitting task

The result showed that the majority were able to submit the tasks on time. The lecturer always reminds the students about the deadline of the assignment. The digital platform that was supporting this responsibility is SPADA Forum, which has a feature with a reminder that can remind students when assignments should be collected. Also, this platform has limited time to collect the assignment set by the lecturer. The deadline forces students to do the assignment in time set by the lecturer. It helps them manage their time to complete the task even though it may be decreased enjoyment.

Concentration

During the online teaching-learning process, the student's concentration was often distracted—their experience in handling the situation in their house and the trouble caused by

internet connection. Since everyone is required to do remote learning, her parents always asked her to do something while she was online. The in vivo data has the concentration as the keyword " stressed and anxious to maintain online class because of internet problems. It affects concentration in the learning process. The data excerpt shows concentration, and at the same time, it also indicates that emotional engagement is also affected since emotional engagement has positive emotion and general feeling like one of the indicators.

Work involvement

Data analysis shows that work involvement has the lowest score than the other indicators from behavioral engagement. It showed in the table below. They tend to work alone rather than with friends if there is nothing to discuss with other students or intended for individual assignments. Data from the questionnaire all of the respondents choose to disagree for work involvement. The items ask whether they study the lesson content with other students and solve difficult problems with others. The main reason was that they could not freely express themselves to ask their friends and could not choose the right time to work together in distance learning.

Participation

In this class, the lecturer gave a question and answer section and gave a feedback section about students' work from the lecture and their friends. The lecturer applied feedback sections in Google Meet when the learning process was scheduling, and feedback from other students happened outside the class. The feedback section supports students' participation in class because they are obligated to give feedback to their friends. Students' behavioral engagement increased if a teacher found ways to engage them by discussing individually or grouping due to students' behavioral engagement related to their participation. The teacher is expected to interact with students by giving feedback. It affects students for always participating in the discussion.

Student Emotional Engagement

Emotional engagement is a form of engagement that addresses the degree to which a young person feels a sense of positivity for a class, feeling satisfied, comfortable, and interested, and desiring to find success. There are indicators of emotional engagement: positive emotion and general feeling, student-teacher relation, and value.
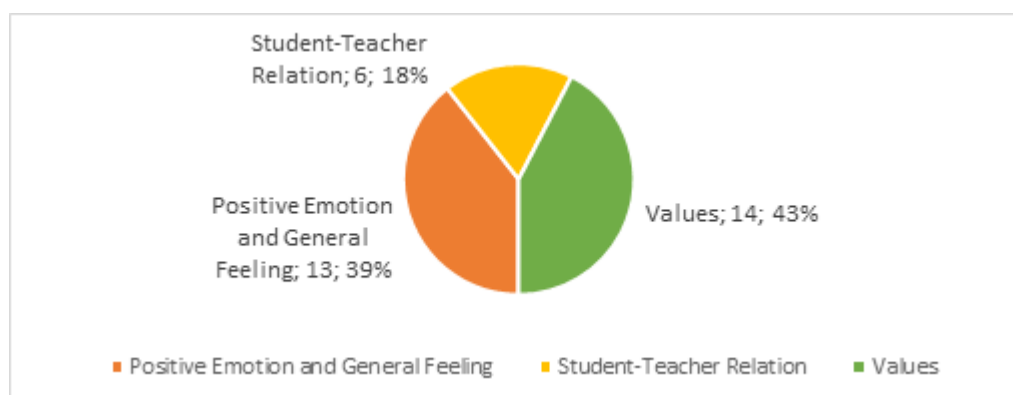
Graphic 3
Student Emotional Engagement

Positive emotion and the general feeling got 42 percent, almost the same height as values with 45 percent in student emotional engagement. Data analysis found that artifacts made by students indicate in both indicators positive emotion-general feeling and values.

Positive Emotion and General Feeling
Data showcases positive emotion and general feeling is 39 percent of emotional engagement. There are two indicators of positive emotion and general feeling, motivation and self-confidence. Motivation got the highest data, which was 11 data from the questionnaire, interview, and artifact.
Motivation
The motivation of students to join online classes was different from one to another—some students enjoy their college lives because they have new friends from different backgrounds and cities. One of the motivations of some students to continue their education to college is to interact with their classmates. The online class did not hinder the students' interest in joining the class. Almost all or respectively students stated that they were interested in attending the online class but not as interested as offline. Other students said that they felt less enthusiastic and stressed when doing the learning process in new situations. They missed offline classes. However, it also found some students already enjoying their classes because they realized that this situation could be beneficial for them to learn technology—for example, the final task given by the lecturer. The final task is a poster, and students are expected to make a poster about the lesson plan.
Self-Confidence
Students with self-confidence can be able to use digital platforms to do tasks creatively. From the data shown in the table, only two data were found from the questionnaire. The statement made in the questionnaire was whether they felt confident in their ability and skills to use digital platforms in online classes. Students 2 and 3 strongly agreed, and others chose to disagree.
Student-teacher relation
This study found the relation on how students are brave enough to ask a question privately and how they answer lecture's questions in class. Data found that most students will ask and discuss with lecturers who are not quick to judge because sometimes they feel worried if they are scolded after asking or trying to answer questions from the lecturer. However, students will keep asking to get the answers they are looking for because they cannot meet the lecturers in person and rarely get time to ask questions to make the best use of the time provided.
Values
Data from interviews and questionnaires concluded that students were generally positive about the value of the online class, especially when they can learn more about digital platforms that can help them do their assignments and study outside the class and replay the lecturer's recordings.
Beneficial to long run
All participants agreed that they intrinsically feel the value in their online learning was driven by their ambition or belief to learn and gain new knowledge and enjoyment in experiencing new learning methods. Each factor will be explained as follows. First, they claimed that they were excited about online learning because they wanted to learn and gain new knowledge. Students 2 and 5 mentioned that their motivation lay in their ambition to keep studying even from distance learning. They could see that in the digital era, technology is essential for them in the future, not only in their education but it might help them in their daily life.
*Support academic purpose*
The emotional reactions (positive/negative) demonstrated in learning show interest, boredom, or anxiety towards their learning settings and feeling like they belong in the school. Their interest in learning in an online class was knowing that the learning process in an online class

supported their academic purpose as an offline class. Student 1 added that knowing the digital platform and editor online helped her do creative work. They found a feature that helped them recall what the lecturers said in class because they sent them a class recording. Also, all of the material that has been discussed is uploaded by the lecture in SPADA Wall, so students can download it whenever and wherever they want.

Student Cognitive Engagement

Cognitive engagement comprises three aspects: flexible problem solving, comprehend aspect, and self-regulation and learning. Cognitive engagement during ERT in this study got the highest score than emotional and behavioral. Almost all students still feel that they can learn new material in online classes because their lecturers use several digital platforms with different benefits. They feel that they are lucky to have a digital platform that can give them time to think and discuss even though the class was not face-to-face. Instructions and materials can be re-read outside of class and some new activities to keep them motivated. Self-regulation got 47 percent in student cognitive engagement because almost all the students agreed they benefited from the new activity and new digital platform. The indicators of cognitive engagement are flexible problem solving, comprehending aspects, and self-regulation and learning strategy.
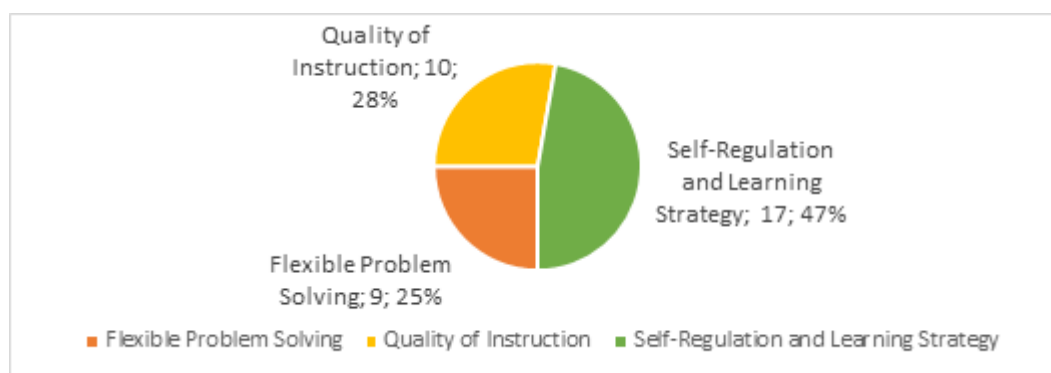
Graphic 4
Percentage on Student Cognitive Engagement.

Flexible Problem Solving

Developing skills and gathering new information will lead the students to learn problem-solving to real problems or new situations. Student 1 and student 5 relied on their learning process in online class experience to help them to cope with the problems that might happen in class or outside class. Some students understand that developing new skills is not only about understanding the material but the way they respect other students in giving their opinion in group work is also beneficial for them. From some courses they take, they can learn how to be more critical towards the case that is happening nowadays.

Comprehending Aspect

This aspect has two sub-components: how the students understand the teacher's instruction and how they do the teacher's task. The results showed that more than half of students, about forty percent of students, could respond to the teacher's questions, and forty percent of students could do the tasks given by the teachers. Only a few students, about ten percent of the respondents, had difficulties answering the teacher's questions and could not complete the tasks because of internal problems such as poor internet connection. It means that during the online class in general, there were no obstacles for the students to comprehend the teachers' explanations and materials.

Self-regulation and Learning Strategy

The forethought phase of self-regulated learning describes the processes with which students begin to initiate plans to complete a task or accomplish a goal. Most respondents strongly agreed

that they could analyze thoughts, experiences, and theories they have learned in their online classes. There are two indicators of self-regulation and learning strategy.

Learning Strategy

In the process of learning, there is a way for each individual to acquire the learning. The way is more familiar with learning strategy. As a foreign language, students should have strategies to improve their language in learning English. In this shift to an online class, there is no pre-planned education system during the pandemic. The lecturers are currently the determinant of the success of student learning by using digital platforms. However, some students have their learning strategies. Some students have benefited from the use of digital platforms. Students also have their strategic learning.

Critical Thinking

The students might not only benefit from the material taught by the lecturer, but they could also expand their imagination, think about something, and solve problems. Data from flexible problem solving, one of the indicators of cognitive engagement, also indicates the critical thinking indicator. Data from interview student 2 revealed that he benefited from another course, which reading class helped him be more critical, think more broadly, and see from various perspectives.

Kind of E-learning platform enhances EFL students' engagement in ERT

During the ERT, four digital platforms were used to deliver the course contents: Whatsapp, Spada, Google Meet, and Teacher's WordPress. In this study, these digital platforms are divided into two types: high and low bandwidth. High bandwidth is home to synchronous or asynchronous discussion with audio and video that consume many quotas and need good internet. On the other hand, low bandwidth platforms allow only text and image sharing. In this study, the low bandwidth platforms include Whatsapp, Spada, and the teacher's WordPress. The instructor used the platform for sharing files, discussing material, submitting assignments, and working together in a document editor. These tools allow students to communicate quickly and easily without draining many quotas.
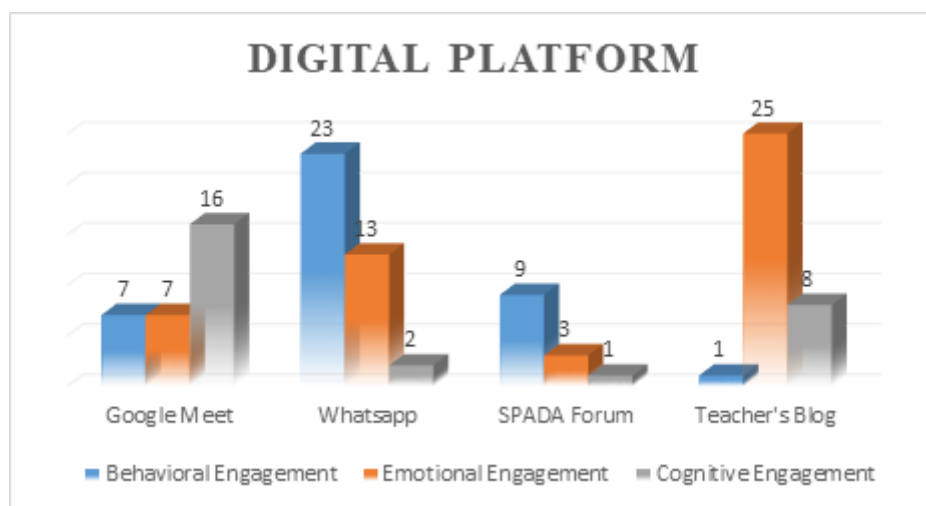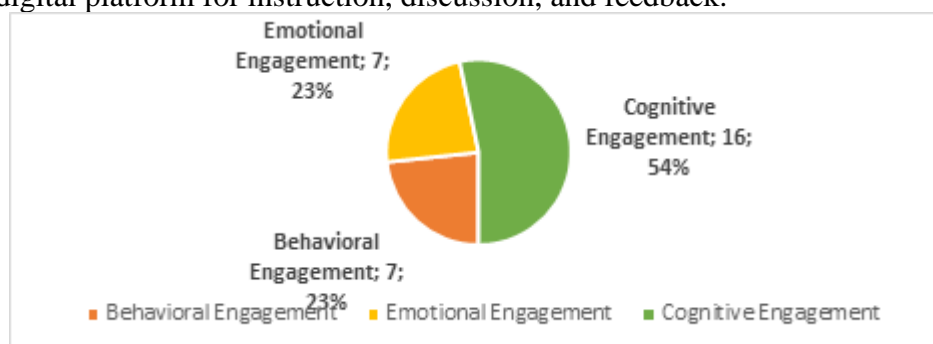

Graphic 5
The result on Digital Platform

High Bandwidth
Google Meet

The digital platform that was being used in class was Google Meet as a high bandwidth platform. This application is a video conferencing service developed by Google. The utilization

of Google Meet as media in the language teaching and learning process has essential roles in increasing the students' four language skills, namely speaking, reading, listening, and writing (Fakhruddin, 2018). Google Meet is a synchronous tool that faculty can use to conduct remote class meetings, perform lecture capture, and provide a space for virtual office hours. The lecture used this digital platform for instruction, discussion, and feedback.

Graphic 6
Student Engagement on Google Meet

From the chart above, the highest percentage is cognitive engagement with 54 percent. Google Meet was used in the learning process, which helped students maintain cognitive engagement, especially on self-regulation and learning strategy.

Behavioral Engagement

Google Meet got the lowest score in this type of engagement because some students think that google meet was hard to manage. After all, it depends on quota and internet access. Student 4 states that when the lecture conducts Google Meet, she feels that Google Meet is good when the lecture explains the material, but she found that this digital platform is draining many quotas and the signal on her village is hard to get. Contrary to student 4's statement, student 2 has a good signal, but she can not focus on listening when the lecture explains the material on screen. Internet access and readiness are the main problems encountered in the learning process when Google Meet was used.

Emotional Engagement

Google Meet got 4 data of emotional engagement, which is very low. Student 1 and student 3 found that google meet was the best option for values because it helps them reach the objectives of their academic purpose. Student 1 has a personal reason on Google Meet. Student 3 found that she can understand the material better if the lecture explains the material while listening and seeing the lecture on screen. Google Meet is the best option for students with listening as a learning strategy because they can listen while taking notes. Also, they can directly ask the lecture if they have questions and difficulties.

Cognitive Engagement

Google Meet helps students interact with their lectures to find the answers to their questions if there are some difficulties. The sample data excerpt from emotional engagement also indicates how cognitive engagement also contributed. Since the type of engagement could overlap between one and another engagement, this evidence supported the previous study, studies on web-conferencing and cognitive engagement are more conclusive than those for behavioral engagement, although they are fewer in number.

Low Bandwidth

There are three low bandwidth platforms used in class, Whatsapp, SPADA Forum, and Teacher's WordPress.

Whatsapp

WhatsApp can help the students to interact with each other by using English whenever and wherever. Besides that, WhatsApp can also help the students increase their language skills

like speaking, writing, reading, and listening. Furthermore, in facilitating teaching and learning English, the teacher can use WhatsApp as instructional media. The teacher and students can send and share English messaging, pictures, documents, and text materials by this application. The user can send messages to individuals or groups in text messages, photos, audio files, video files, and web address links to be accessed (Bouhnik & Deshen, 2014).
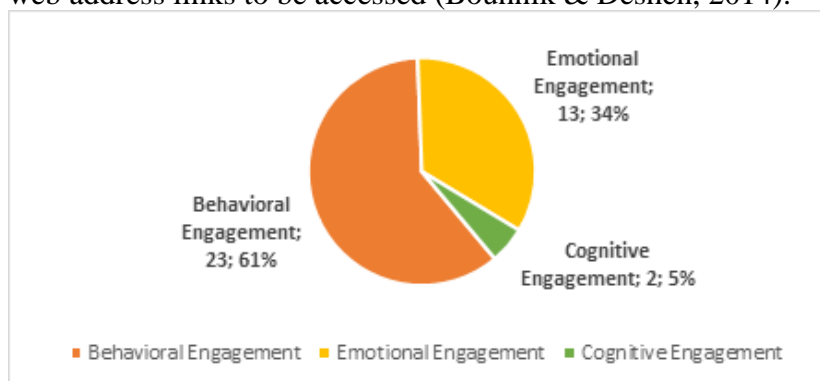
Graphic 7
Student Engagement on Whatsapp

The cart showed that 61 percent of student engagement is in behavioral engagement. Almost all respondents stated that they are ready to join the online class using the Whatsapp application because it is easy to manage, and the lecturer always used the WhatsApp application to conduct the online teaching-learning process.

Behavioral Engagement

Data showed WhatsApp got 22 data from interviews and questionnaires, which the high score indicates readiness. Data samples from interviews student 1, student 2, and student 3 explained how WhatsApp was easy to use because it does not drain many quotas and is easy to manage. Student 1 states that she already knows the application before the course, so she gets used to it, and she thinks it is easy for her to get ready in class. Student 3 added that the Whatsapp notification feature helps her know if she can directly check a message from the lecture. Some students agreed that an instant messaging application like WhatsApp could help students re-read the instruction and material outside class.

Emotional Engagement

Positive emotion on self-confidence to use WhatsApp in the learning process got the highest score with 6 data from interviews and questionnaires. The sample data excerpt from student 1 data showed behavioral engagement also indicates self-confidence in emotional engagement. Student 1 states that Whatsapp is easy to manage online. It helped them get ready when the class started. It also helped them in their confidence to apply their knowledge and skill of managing online learning tools.

Cognitive Engagement

Cognitive engagement got the lowest score when WhatsApp was being used in 2 total data. Whatsapp does not have any exciting features. WhatsApp is not new; it is already installed on mobile phones for instant messaging services for everyday communication. Data from interviews and questionnaires found only 2 in total data of cognitive engagement when Whatsapp is conducted.

SPADA Forum

SPADA (Sistem Pembelajaran Daring) is an innovative digital platform where teachers can have an online class with their students. The system facilitates both teachers and students, allowing them to create a communicative teaching and learning class without a distant limit. SPADA allows the students to choose the course they need to join by login in using the students' username provided by Universitas Sebelas Maret. In this course, students only use the SPADA Forum. The lecture might upload material and assignments in the time they have agreed. The

student could download the material from the lecture and upload the assignment. SPADA Forum supports students to upload assignments punctually because there is a time deadline. If students have not submitted their assignment when they have agreed, the SPADA Forum closes the assignment portal.
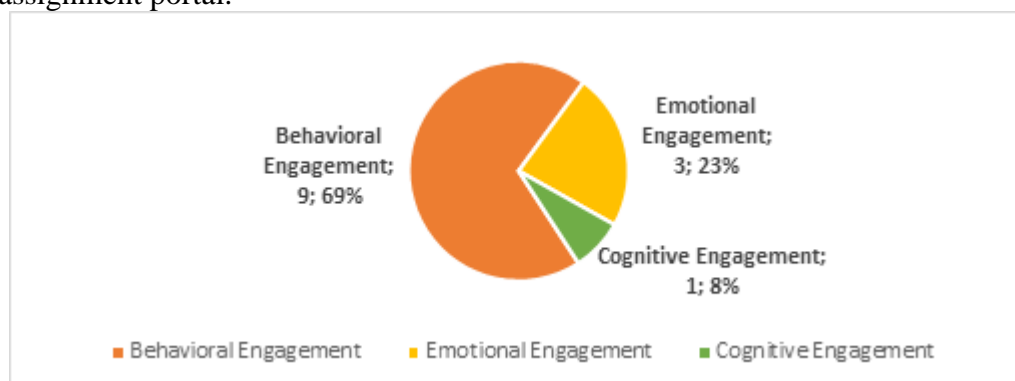
Graphic 8
Student Engagement on SPADA Forum

The chart explained that 69 percent of student engagement, while SPADA Forum used, is behavioral engagement. Almost all students agreed that the SPADA Forum is supporting students to submit the assignment punctually.

Behavioral Engagement

Data found from the interview and questionnaire there are nine total data of behavioral engagement—the highest score obtained by punctuality in submitting. Statement from student 1, she has benefited from the SPADA forum feature because of the limit date for submitting the assignment. The limit date motivates students to remember the last day of submission. If the submission ends, they cannot submit their task.

Emotional Engagement

SPADA Forum has been used by students from the first semester until now. The use of SPADA Forum was easy to manage because it only has a minor feature, so the students do not have any issues using this platform. SPADA Forum also supports the academic purpose because it allows students to re-download the material given by the lecture in this portal, so if students have trouble because they can not open the file or the material is gone from their phone, they can download it again.

Cognitive Engagement

The cognitive engagement in this digital platform may not be helpful because students think that SPADA Forum only offered the material and assignment submission. Only one data got from interviews and questionnaires. Only one data in indicator comprehending aspect. Student 2 states that SPADA Forum might benefit him because each course updates the material on its chapters. SPADA Forum offers a feature where the lecturer could upload the material based on the related chapter, so the students will not confuse which chapter of material they download.

Teacher's Blog

The teacher's blog called ELL's Class made by the lecture of this course allows students to submit their final assignment in a poster and lesson plan. This WordPress also allows students to see their friends' work. There is no time limitation to access this wall because it opens space for everyone and every time.
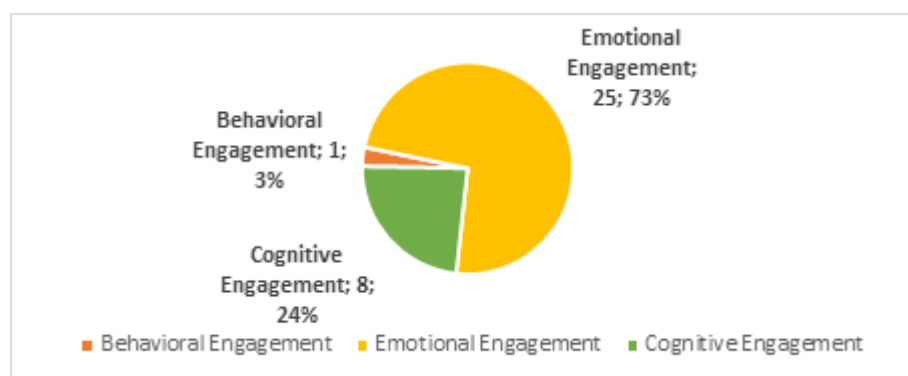
Graphic 9
Student Engagement on Teacher's Blog

Behavioral Engagement

This digital platform requires students to share their work on an open space wall that anyone can access, giving them a trigger to make posters and lesson plans correctly and optimally. The data explains that student 1 asks friends for help to provide feedback on her works with a case like this. The fear of embarrassment because many people will see the work results is experienced by some students in the final project given by the lecturer who will be uploaded on a web where everyone will see. This fear makes some students continue to correct their work, some evaluate themselves, and some ask friends for help for feedback. With this problem, students become more confident to ask friends and discuss it together.

Emotional Engagement

The final assignment required the students to make a poster and lesson plan. Making the poster allows them to make it on other digital platforms such as editor photo, Canva, and other platforms. Some positive emotions were seen in this activity. The highest score from the data collection is from positive emotion and values. As said by Student 1, she has positive responses towards this digital platform in her final task. Students who seem to like designing and creating make them think that this task is fun. He can also see friends' work to make lessons and ideas for the future.

Cognitive Engagement

Cognitive engagement is the degree to which students learn and expand the mental effort to comprehend and master content and reflect in poster and lesson plan making. This platform is helpful for students to learn while doing creativity. Student 3 said that she was delighted with this assignment and the use of this platform. Some students agreed that by spelling out lesson plans with creativity, they also think about making good lesson plans to teach children in the future effectively.

Discussion

In this section, the results from the questionnaire and interview data will be elaborated. The questionnaire, interviews, and artifacts results will be used to discuss the first and second questions addressing the type of student engagement and the digital platforms' preferences that enhance students during ERT. In this study, investigating students' engagement during ERT indicated that the highest engagement is cognitive engagement and the lowest is behavioral engagement. The factor is how the lecturer conducts learning activities with a new concept where the students could do more creativity on doing their final assignment, which is new for them. It also emerges as a good interaction between other students and lecturers because they have discussions and feedback on these activities. It is supported by Dixson (2015), in order to emerge cognitively, an interaction between peers and teachers is required to happen.

Students' cognitive engagement seemed challenging to understand because ideas cannot be elaborated well in the implementation of e-learning (Adams et al., 2020). The fact of this

study some students still have problems with their signals. internet access affect their performance in their learning process for example in group discussion, this situation affects their behavioral engagement in terms of positive conduct such as readiness to join class, punctually to submit the task, concentrate on the learning process, work involvement, and participation. Fortunately, the lecturer gave the students new activities they never experienced before with a new platform too. The digital platform also supports them in completing the task whenever and wherever they want, so there is no limited time they were worried about all this time. On the interview data, Student 2 states that he is making some effort to complete the task correctly by asking his friend to review his task. This cognitive engagement sample also indicates that emotional engagement is the indicator of motivation. Data SR2 from student 2 represent two engagements which are emotional and cognitive. According to Fredricks, Blumenfeld, & Paris (2004), student engagement is defined in three ways: behavioral, emotional, and cognitive engagement, which have multifaceted nature. This means that the constructs which represent one type of engagement may also represent the other type. Besides, two or more types of engagement are possible to happen at the same time.

The second research question aims to identify what kind of E-learning platform enhances EFL students' engagement in ERT. The advancement of technology brought significant changes in education and, in particular, language learning and teaching. The expansion of technological devices, such as language labs, videos, WordPress, podcasts, and other virtual live environments, has dramatically shifted the way teachers teach, the content materials presented, and the language examination is given.

In three types of engagement, the students revealed a positive response among four digital platforms. As a tool to share and submit the assignment, SPADA Forum could be used. While WhatsApp is used to give instructions or explanations about the subject, use a note or short video as tools and media for teachers. Google Meet could be delivered and presented teaching material by video conference. The teacher's WordPress is used to upload the final assignment in a poster and lesson plan. In this study low bandwidth got the highest score in behavioral engagement and emotional engagement. In contrast, high bandwidth got the highest score in cognitive engagement. Whatsapp in total 22 data in behavioral engagement conveyed in the previous study, Susilawati & Supriyatno (2020) revealed that analytical and discussion results could be concluded using WhatsApp to increase learning motivation in the era post-pandemic Covid-19.

CONCLUSION

The study concludes that during ERT all three kinds of engagement were observed regardless of the type of platforms that were used. In low bandwidth behavioral engagement and emotional engagement got the highest score. In contrast, high bandwidth got the highest score in cognitive engagement. The low bandwidth platforms allowed students to still access the platform even with a low signal. The low bandwidth platforms used in the learning process were Whatsapp, SPADA Forum, and teacher's blog. Using this kind of bandwidth allowed the students to join class procedures and submit tasks easily. It affected their behavioral engagement in readiness and punctuality in submitting the tasks. The emotional engagement was also found when low bandwidth platforms were used. It increased students' motivation and self-confidence. High bandwidth, Google Meet, which was used in learning even though it drained many quotas and required a good signal, was still beneficial for lecturers and students to meet on screen. By explaining the material directly, the students could comprehend the material and approach the subject with new perspectives because the lecturer often showed the video illustration and conducted an interactive discussion. The findings imply that there is no significant effect on the choice of the digital platform on student engagement. Low bandwidth can still be used in the

learning process if the lecturer conducts effective and creative activities to increase students' motivation. To generate engagement, it is necessary to have a principle of good teaching which must always be applied in both face-to-face and online learning. Strengthening the principle of good teaching needs to be improved and maintained so that the engagement will still exist even in the learning process educator uses a low bandwidth platform. It is therefore suggested that the lecturers should enhance and foster their pedagogical teaching model, which describes what effective teachers do in their classrooms to engage students in intellectually challenging work. The lecturers must be able to choose and design an interesting activity to bring up the three types of engagement. Moreover, This research only focused on finding out the level of each type of student's engagement and students' preferences on digital platforms during ERT. This study did not investigate the effects of student engagement on their academic outcomes. Hence, future research could analyze the impact of students' engagement on students' satisfaction and learning outcomes. Furthermore, future research could make a design to measure emotional and cognitive engagement since both are difficult to observe.

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