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RESEARCHING EFL STUDENTS' DISENGAGEMENT IN AN ONLINE CONTENT-TEACHING CLASSROOM

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Research proves that students' engagement becomes an important role in the teaching and learning process in English as a Foreign Language (EFL) classroom. However, due to the COVID-19 pandemic, the teaching and learning process had to be conducted online with its restrictions such as the limitation of doing face-to-face communication and the technological issue. Referring to those limitations, students' disengagement which is described as students' unwillingness action in taking part in the classroom is more likely to increase in online classroom setting. As based on task-engagement principles that are several principles describing condition where students focused themselves physically and emotionally in their learning task, this study explores factors that cause students' learning disengagement in a Teaching English for Adult Learners (TEAL) class, especially during lecturers' presentation sessions that were conducted through the Zoom application. To achieve the research goal, a total of seven (7) TEAL students in an English Language Education Program (ELEP) at a private university in Central Java, Indonesia were involved in this study. To collect the data, a semi-structured interview was used as the research instrument. Through a thematic analysis on the interview transcripts, the researcher revealed three main factors that caused students' disengagement: social interaction, learning support, and task difficulty. Each of these factors were discussed and placed in the discourse of the engagement-related literature. At the end of the paper, the researcher presented practical recommendations related to classroom interaction awareness, creative and positive environment, and task difficulty for language teachers teaching in a similar context to improve their EFL student's learning engagement and ideas for future research.

INTRODUCTION

In English as a Foreign Language (EFL) classrooms, students' engagement holds an important role (Egbert, 2020; Oga-Baldwin, 2019; Sadoughi & Hejazi, 2021) which is related to the improvement of learners' positive feelings of fulfillment, motivation, and performance (Martin & Bolliger, 2018, p. 205), the enhancement of deeper thinking and learning (Garrett, 2011, p. 11), and the increase of learning stimulation (Banna et al., 2015). Unfortunately, not all EFL classes are aware of those important roles. It leads to neglect in students' engagement.

A case of students' disengagement was experienced by a lecturer and the students in several presentation sessions, as the main teaching and learning components of the class, in a Teaching English for Adult Learners (hereafter called TEAL) class in the first semester of the 2021/2022 academic year. The presentation session was conducted online using the Zoom application. Disengagement is an action that shows people's unwillingness to be involved in something (Reeve et al., 2004), such as not giving any response to what the lecturer had said, turning off

their computer camera (Neuwirth et al., 2021), not taking deadlines seriously (Brint & Cantwell, 2014), and coming late to class (Fredricks et al., 2019). Disengagement is also associated with passive participation in doing the responsibility in learning tasks, hesitation in attaining achievement, and reluctance to interact with others (Egbert et al., 2021). Students' disengagement which happens frequently could lead to an increase of behavioral problems such as isolation and dropout issues (Banna et al., 2015; Conrad & Donaldson, 2004), academic failure (Skinner & Pitzer, 2012), and learner absenteeism (i.e., the regular habit of being absent from certain activity) and "disciplinary infractions" (or the practice of violating regulations on discipline) (Flores & Brown, 2019, p. 63). Those emotional disengagement and behavioural disengagement lead the students into poor academic performance (Hancock & Zubrick, 2015). For example, when a student does not come to English class regularly and not pay attention to the lesson, he/she will fall behind his/her classmates.

For those reasons, it is crucial to identify the factors causing students' disengagement in the TEAL class and discuss the possible solutions to address those situations. To achieve that goal, this study aims to answer the following research question: *What are the factors that cause students' disengagement during lecturers' presentation sessions in a TEAL class?*

The result from the study is expected to be a reference and tell practical ideas for TEAL teachers or those teaching similar classes to improve their students' learning engagement in the class. The research also hopes to benefit students to know what they should do to engage more actively in their learning process so that they can achieve their learning goals.

This section reviews task engagement principles (of Egbert, 2021) and previous studies related to each principle. The studies reviewed in each task engagement principle are also used to support the discussions on t factors that cause students' EFL disengagement in EFL classes.

Social Interaction

Social interaction in a classroom could happen between students and students or students and teachers when the learner receives creative and focused feedback as a result of communication with a knowledgeable partner (Egbert et al., 2020). With a similar view, Hurst et al. (2013, p.376) believed that social interaction could be defined as "meaningful dialogue" among learners and between teachers and students.

Hurst et al. (2013) conducted a study that involved students from three literacy teacher preparation summer courses. The research attempted to determine students' perceptions of social interaction's value. The result reported that classroom interaction helps students in the learning process since it allows the students to learn from each other, to "view topics from multiple perspectives, and experience positive working environment" (p. 390).

Sundari (2017) investigated the perspective of English teachers about interaction in EFL classroom at lower secondary school. The research reported that classroom interaction could affect classroom discourse (i.e., the language that is used by teacher and students to communicate in the classroom). It could encourage students to participate in the classroom. Farahian and Rezaee (2012) also conducted a similar study. The research concluded that interaction which affects the teacher's language, in this case is more focus on how teacher deliver a question, leads the students to be reluctant to participate in the class. All the studies (e.g., Egbert, 2021; Farahian & Rezaee, 2012; Hurst et al., 2013; Sundari, 2017) reviewed above informed that social interaction related to the relation between students and students or students and teacher has an important impact on students' engagement. The more social interaction that happens in the classroom, the higher students' engagement could emerge.

Student Interest

Students' learning interest in their classroom is related to their acceptance of the learning material. Interest could increase students' engagement in learning a language; the more students are interested in the language, the more motivated they will be to learn it (Lester, 2013). Interest also influences students' level of language acquisition; the higher the student's interest in the language, the higher the acceptance rate the learner experiences (Egbert & Shahrokni, 2018).

A related study of student interest was undertaken by Egbert et al. in 2021. In collecting the data, the researchers held formal and informal surveys on English as a second/foreign language (ESL/EFL) students and English language teachers. They found that students' interest becomes one of the crucial aspects of students' engagement. The result indicated that students experience "positive engagement" when dealing with the tasks related to their interests (p. 12).

In Iran, Riasati (2012) conducted research about EFL learners' perceptions of factors that influence their participation in an English classroom. The data was collected through semi-structured interviews with 7 Iranian EFL students. The study found that the discussion topic becomes an important factor because the more students are interested in the topic, the more they are willing to participate in the discussion. The studies conducted by Egbert and Shahrokni (2018), Egbert et al. (2021), Lester (2013), and Riasati (2012) showed that students' interest in the classroom activities is a crucial point to academic success. Students' interest influences their willingness to participate in the classroom and also their acceptance of the lesson.

Level of Difficulty

Learning difficulty level seems to affect students' willingness in classroom participation. Egbert and Shahrokni (2018) saw the level of difficulty as a stimulus for engaging students in the learning process. In addition, they pointed out that the challenge (difficulty) should be doable enough for the students to get benefit from it. In a learning context, boredom could occur if a task is too easy for the students. While for a task that is too difficult, it will make the students face frustration and experience learning disengagement (Egbert, 2022; Egbert & Shahrokni, 2018).

In a more recent year, Egbert et al. (2021) surveyed 608 ESL/EFL learners and 160 English teachers to know their engagement in their teaching and learning process. The result showed that level of difficulty (also known as challenge) is one of important factors in students' engagement. However, the students and teachers are tended to not really notice about the factor. The low level of awareness about challenge may happen because of students and teachers do not see it as important thing. Not only that, students also do not realize that level of difficulty in the lesson could be changed and adjusted. The two studies above (e.g., Egbert and Shahrokni, 2018; Egbert at al., 2021) revealed that level of difficulty becomes a salient point in students' engagement factors. The task challenge should be adjusted to students' level of understanding of the lesson in order to make it beneficial for the students.

Learning Support

Learning support becomes an important reason behind students' level of engagement. Support from the teachers such as teacher feedback, resource availability, and understandable and reachable goals helps the learners be more engaged in the language learning process (Egbert, 2020; Egbert & Shahrokni, 2018)

The role of learning support in language learning also was discussed by Egbert et al. (2021). Based on the survey, the researchers concluded that learning support is considered necessary in assisting students' engagement in learning. They further add that the form of support could be "individualized feedback, clear instructions, and the opportunity to ask the teacher about learning materials" (p. 11).

From a different angle, Bempechat and Shernoff (2012) asserted that students' engagement might also be influenced by parents' attitudes toward homework, parenting style, and educational values (i.e., the principles of attitudes and beliefs about teaching and/or receiving knowledge). A related study was undertaken in Ghana by Ansong et al. (2017). The research attempted to investigate the effect of classmates, teachers, and parental support on students' emotional and behavioral engagement. To collect the data, the team used the structural equation modeling (SEM) technique. The research subsample consisted of 135 junior high school students in the Eastern and Greater Accra regions. The result showed that parental support in the form of giving encouraging words to the learners, initiating talk about school, and making sure the students attend the school could increase their engagement in school. Ansong et al. (2017), Bempechat and Shernoff (2012), Egbert (2020), Egbert and Shahrokni (2018), and Egbert et al. (2021) in their studies reviewed above reported that learning support is a key factor of students' engagement in learning process. The support could come from teachers and/or students' parents.

Previous Studies of Other Factors that Cause Students' Disengagement in EFL Classes

Previous studies in various settings reported some factors that cause students' engagement in the classes and other related EFL contexts. For example, in Bangladesh, Akhter et al. (2022) surveyed 150 undergraduate students to identify the barriers that strengthen students' reluctance to online learning. The result demonstrated that technological barriers such as weak internet connection, electricity problems, and lack of technological knowledge are associated with students' disengagement. The other technological factors that lead students to be less engaged in class are the lack of devices and technical ability (Balderas-Solis et al., 2021; Baticulon et al., 2021). Besides the technological factors, the students' disengagement might also be influenced by individual factors, such as adjustment of learning styles, mental and physical health issues, and "practical concerns, such as lack of course' book, material, and learning facility" (Baticulon et al., 2021, p. 623). Akhter et al. (2022) added the demand to do household duties (e.g., sweeping the floor, doing the laundry, washing dishes) as another factor contributing to students' disengagement. After the exploration of some previous studies related to the topic, it is found that technological and individual issues affect the level of students' engagement; these findings should add to the task engagement principles discussed by Egbert (2021). Overall, all the studies reviewed in this literature review section can help the researcher to categorize the factors behind the act of disengagement experienced by the research participants of this study.

METHOD

This study investigated the factors causing students' disengagement during lecturers' presentation sessions in an online TEAL class that was conducted through the Zoom application. To achieve the objective, the researcher used qualitative approach. A qualitative study has the following characteristics. First, it focuses on individual interpretation where the participants could explain their feeling toward something (Ary et al., 2010). Second, it organizes the research in a natural setting, which means the researcher does not arrange the setting specifically for the research (Ary et al., 2010; Chesebro & Borisoff, 2007). Third, it analyzes the data inductively, enabling the researcher to develop ideas by gathering data from participants' interpretations (Ary et al., 2010; Taylor et al., 2016).

Context of the Study

Data were collected from participants who joined the TEAL course in the first semester of the 2021/2022 academic year. TEAL course aims to help the students in preparing themselves to teach English at the secondary level (FBS UKSW, 2019). By joining the course, the students are expected to understand the basic theories related to teaching adult learners. The course is designed to provide empirical experiences in preparing an English classroom for adult learners (Hastuti, 2021). As a teaching skill course, most of the classroom activities in TEAL in weeks 1 to 7 were in the form of lecturers' presentations. With 8-course credits, the TEAL class conducted meetings three times a week. Below is the detailed schedule of the classroom topics from weeks 1 to 7.

Table 1. The Classroom Presentation Topics

Week	Presentation Topics
1	● Educational Psychology for Adolescent Learners: Cognitive Development of Adolescents ● Language Development ● Psychology of Language Learning for Adolescent Learners: The Roles of Explicit and Implicit Learning in SLA
2	● Individual Differences and How They Affect Acquisition
3	● Students with Special Education Needs: Every Child is Special ● Does Instruction Matter?
4	● Curriculum, Syllabus, and Material Design for TEAL: Curriculum and Syllabus Design ● Teaching Methods and Approaches for TEAL: Post Method
5	● Teaching Methods and Approaches for TEAL: Post Method ● Communicative Language Teaching
6	● The Four Strands in SLA ● Task-based Language Teaching (TBLT)
7	● Task-based Language Teaching (TBLT) ● Technology Enhanced Language Learning

The presentations in those weeks were conducted fully in an online delivery mode through Zoom application. The teacher presented PowerPoint slides of each topic's material and explained it synchronously via Zoom. Besides the lecture session, there was also class discussion in each meeting where the students and the teacher could discuss the material together through question and answer sessions led by the TEAL lecturers.

Research Participants

This study involved 10 English Language Education Program (ELEP) students at the Faculty of Language and Arts (FLA) in a private university in Central Java, Indonesia, who joined TEAL class in the first semester of 2021/2022. The students are in their third year of university. The researcher used purposive sampling as the sampling method. Purposive sampling is a subjective sampling method that allows the researcher to select the research participants based on the researcher's judgment (Sharma, 2017; Zhang & Zhang, 2012). It also enables the researcher to choose the participants that fit the study exploration to reach the study objectives (Etikan & Bala, 2017) and meet the criteria that s/he has set. In this study, the selected participants met the following criteria; at the time of the study, they: (1) were ELEP students who have taken TEAL class, (2) the class was their first TEAL class (non-repeaters), (3) were

in the third year of university, and (4) were considered as passive students (e.g., less communicative, less involved in-class activity).

Data Collection Instruments

The data were collected from semi-structured interviews. Adams (2015) defined semi-structured interviews as a data collection method consisting of a combination of closed and open-ended questions followed by follow-up questions. When applying semi-structured interviews, the researcher will allow the interviewees to answer the question freely as the interviewer will probe the responses (McIntosh & Morse, 2015). It gives a chance for the interviewer to collect deeper data from the participants since the method "address complex topics through probes and clarification" (Wilson, 2014, p. 26). Below are the interview questions that the researcher used in this study:

Table 2. The Interview Questions

No	Interview Questions	Adapted/Generated From
1	Could you tell me why you seemed to be less engaged (reluctant to participate) during lecturer's presentation sessions in TEAL class?	Banna et al. (2015); Egbert and Shahrokni (2018)
1.1	Could you tell me if there was anything else about the session that made it difficult to participate and/or learn?	
2	Are there any strategies you like to use to deal with these factors?	Riasati (2012)
3	Are there any suggestions for the teacher to increase students' engagement in the class?	Egbert (2020); Egbert and Shahrokni (2018)

Note. The interview questions were piloted by the researcher with 3 ELEP-FLA students who have taken the TEAL class to determine the questions' feasibility and weaknesses. Data collected during the pilot test were analyzed, and the analysis result was used to review the interview questions in order to finalize the items.

The researcher used the phases of structuring interview sessions that were proposed by Zacharias (2012). Structuring the interview session starts with the warm-up phase, followed by the opening phase, expanding/clarifying phase, and closing phase (Zacharias, 2012). The interview was conducted using the Zoom application that enables the researcher to record the interview visually. By using the visual recording method, the researcher could get comprehensive data such as contextual features through the visual and audio output (Dawson, 2009; Zacharias, 2012).

Data Collection Procedures

The researcher did the following procedures in collecting the research data. First, the researcher made an interview appointment with the research participants. The interview was held online using the Zoom application. Then, the researcher gave a brief explanation of the study and the interview protocol in order to ensure the research participants' understanding of the agenda. Next, the researcher started the interview by asking the interview questions (see Table 2) The researcher delivered the interview questions in English, but the research participants were permitted to answer in English or Indonesian.

Data Analysis Procedures

The data were analyzed using the thematic analysis method. The thematic analysis method is a research method that analyzes the data by theme (Dawson, 2009). The thematic analysis focuses more on identifying and describing the interview data in the form of themes (Dawson, 2009; Guest et al., 2012). In using thematic analysis, first, the researcher transcribed the interview data. Second, she reread the transcription to be familiar with the data. Third, the researcher developed the themes based on the collected data. Then, she checked the themes' relation with the data.

Research Trustworthiness

To ensure the trustworthiness of the research, the researcher used two strategies: peer review and member checks. Peer review is a strategy to enhance the credibility of a study where the researcher asks his/her expert colleagues or peers to evaluate the research data (Ary et al., 2010). In this research, the researcher asked her thesis supervisor to assess the validity of the research data. Ware (2008) pointed out that peer review could improve the research's quality through commenting, criticizing, and revising. Flores and Brown (2019) and Riasati (2012) also used a peer review strategy to ensure the quality of their research findings and analysis. Meanwhile, a member check is a technique that the researcher can use to ensure the result's credibility by asking the research participants to review the result (Ary et al., 2010). Smith and McGannon (2017) mentioned that in member checks, the researcher would return the research data or result to the participants and ask them to provide input on its accuracy. Then, if the participants say that the data or result is correct, the research is considered valid. Following Mali and Salsbury (2021), the researcher also asked her research participants to review the collected data to ensure that the result was credible.

FINDINGS AND DISCUSSION

This study aimed to identify the factors that cause students' disengagement in the TEAL class. The analysis results show 3 (three) themes of students' disengagement factors such as limited interactions, negative classroom environment, and difficult materials and tasks, which will be explained in the next sub-sections.

Students' Disengagement Factors in the TEAL Class

Below are the details of the themes, including the students' excerpts from the interview data.

Theme 1: Students experienced limited interactions during the presentation sessions

Limited interaction is one of the disengagement factors mentioned by the TEAL students as what a student said in the interview. The rushing shift from offline class to online class brings many changes that are needed to be adjusted in the teaching and learning process. As a result, in the middle of the adjustment, students become less engage in following the class, as they described in the interviews.

Maybe the first factor is the application of online teaching and learning. It made the students prefer to turn off their computer cameras and not really focus on the lesson. Therefore, when the lecturer asked questions to his students or asked us to discuss with classmates, most of us were silent and did not say anything (S1, interview, translated by researcher)

I think the lecturers were too focus on explaining the material. They tended to provide less interactive activities for the students such as reading the PowerPoint slides in turn and also asking and answering questions (mini quiz). (S7, interview, translated by researcher)

S1 also shared how the class was conducted at that time. He mentioned that the lecturers' presentation sessions often were held in a big combined class consisting of 4 (four) TEAL classes where the lecturers were teaching in turns.

I prefer to have the lesson in small classes (rather than in a big combined classroom). The interaction will be more intense in small classes than in the combined class, where there were many participants but only a few students that spoke. It could happen because usually there are several students that always answer the questions from the lecturers. So, we thought that they would always answer all of the questions. (S1, interview, translated by researcher)

S8 and S10 had similar ideas about the combined classroom. Both of them did not really enjoy the class, as they reported in the interviews.

From my own experience, I feel that I could not engage in the lesson when the class is combined because I feel lazy in joining the combined class due to its big number of participants. It made me think that the lecturer needed to give attention to too many students there. Then as a result, the lecturer would not be able to focus in sharing the material and also leading the discussion and/or question and answers sessions. (S8, interview, translated by researcher)

Personally, I prefer to following the lesson in the small classes because in the combined class, I think it was more difficult to communicate with the other students (which come from other classes) because I do not know them well. (S10, interview, translated by researcher)

Referring to the interview data, limited interaction made the TEAL students disengage in the class. The finding seems to be in line with Egbert's task engagement principle (2021) which talked about limited interaction. The practice of using meeting applications such as Zoom in the TEAL class did not seem to be successful, even though the Zoom class has been conducted for almost 2 years. The students did not make use of the Zoom features such as meeting room (video and audio conferencing) and breakout room maximally. As S1 mentioned, TEAL students preferred to turn off their cameras during the sessions. The students' decision in turning off computer cameras limited the classroom interaction. Indeed, the interaction still could exist with or without the video feature, but the interaction that happened could not be done maximally as Hurst et al. (2013) has discussed in her study. She mentioned that interaction could be considered as "meaningful dialogue" (p. 376). In this situation where the teacher and students could only hear each other's voices, the social interaction could not happen ideally. It leads the students into disengagement as proposed by her due to the students inability to experience "meaningful dialogue" (p. 376). Moreover, they could not see the speaker's face and expressions which were considered important in term of nonverbal communication (Wang, 2009; Zeki, 2009).

Another factor that limits students' interaction in the class is classroom capacity. S1 and S8 said that the TEAL class capacity was too big. In the lecturers' presentation sessions, there was only a big combined class that consisted of 4 TEAL lecturer classes. For the students, the setting could not help them in the learning process because in the combined class, only several students were willing to speak and participate actively. The rest of the students chose to be silent during the sessions. The lecturers have given equal opportunity to all of the students to participate, but

they always thought that those active students would handle the Q&A sessions all the time. In addition, S10 also described that in the combined class she often found difficulty to communicate with the students. It was because she did not know them well; the students are not belong to the same small class with her.

Less interactive activity is the other disengagement factor revealed by S7. In S7's opinion, the lecturers were too focus on explaining the lesson material. There was limited chance for the students to get involved in the teaching and learning process. S7 suggested that activity such as reading the PowerPoint slides in turn may increase students' engagement in the classroom. It could help students to keep focus on the lesson and save them from boredom in joining the Zoom class. S7 also mentioned about Q&A session that in her opinion was limited in the combined Zoom class. Not all students had the opportunity to participate in the session due to time allocation and class participants.

Theme 2: Students were affected by the negative classroom environment

Negative classroom environment is another reason that causing students' disengagement in the TEAL class. The students found that negative classroom environment could affect their behavior which lead them into disengagement, as they described in the interviews.

> *My classmate tended to be passive in class. So I followed them. They turned off their cameras and did not answer the lecturers' questions. For me, it was quite uncomfortable to turn on my camera and speak (answer the question) when my friends did not do it. (S3, interview, translated by the researcher)*

S3 added that in discussion sessions that happen in Zoom Meeting's breakout room, not all of the students participate actively.

> *From my last experience, in the breakout room sessions, most of all the students were quiet. They were not trying to build interaction or share their thoughts. (S3, interview, translated by the researcher)*

The other students also reported the same situation that they faced during the breakout room sessions.

> *In the breakout room, sometimes, there were some students who were willing to participate in the discussion actively, but there were also students who chose not to participate at all. (S4, interview, translated by the researcher)*

> *When entering the breakout room, I often found the room is quiet. There were no one who were willing to start the conversation or discussion. (S9, interview, translated by the researcher)*

The impact of negative classroom environment became the next factor that caused students' disengagement in the TEAL class. From the interview data, it is found that the situation in the classroom has a strong connection with students' disengagement. The finding shows that students have a tendency to follow what most of their classmates do, even though the action was considered negative (e.g. turning off the computer camera, being silent in the question and answer sessions). S3 admitted that he became a passive student in TEAL class because his friends were also passive. In the beginning, he had a willingness to be more active in class, but

because the surrounding environment did not support him well, he became a passive student just like the others.

A different idea about students' passiveness was reported by S3, S4, and S9. Having passive classmates made them could not receive maximum benefit from the lesson. As mentioned by the two students, their classmates did not participate in breakout room sessions actively, where the sessions were conducted in order to facilitate the students in sharing their thoughts and concerns about the material. The situation caused the students not to have a proper and ideal discussion. As a result they could not absorb and understand the TEAL material well. The impacts of classroom environment towards students' engagement has not been discussed in Egbert's (2021) task engagement theory; it should be added to the theory.

Theme 3: Students found the materials and tasks are difficult

Some students felt that TEAL materials and tasks are not easy to understand and do. It leads them to laziness, as they mentioned in the interviews.

> *At that time, sometimes I felt lazy to join the class because the TEAL materials and tasks are difficult to understand and do. (S1, interview, translated by the researcher)*

> *It was my first TEAL class. The materials, especially about the theory in teaching, were delivered in full English. I felt like it was too difficult for me to understand the material. (S6, interview, translated by the researcher)*

S6 further added that the difficult material made her become less enthusiastic in following the lesson.

> *I have ever felt like that. I mean, I even did not understand the material; it was difficult and too much. Sometimes it made me feel lazy to join the class. (S6, interview, translated by the researcher)*

The finding presents that level of difficulty becomes one of TEAL class' disengagement factors. From the interview sessions, S1 and S6 mentioned that because of the materials and tasks in TEAL class are difficult, it made them became lazy. They were unwilling to learn the materials (in specific materials) and also do the provided tasks. The difficulties also made them have low interest in joining the class as S6 said in the interview. Nuutila (2021)

The result is in accordance with one of Egbert's task engagement principles (2021), that is the level of difficulty. Egbert (2020) and Egbert and Shahrokni (2018) pointed out that a task should neither be too difficult nor too easy for the students. Sayali (2023) reported that in general people dislike a too easy or too difficult task. They tend to have greater engagement when doing a task that is at a moderate ("a just right") level. A similar idea is also being proposed by Nawaz et al. (2022) who stated that a very easy or very hard task could lead the students to low engagement in the classroom. If the task is too easy, the students will be bored. Whereas a too difficult task will make the students frustrated. Nuutila (2021) proposed the idea that difficulty has a negative connection with students' interest which presume negative performance in their learning. Based on the interview results, it seems that the TEAL materials and tasks are too difficult for the students which leads them to confusion and laziness, making them reluctant to join and follow the class.

CONCLUSION

In conclusion, the research reveals three factors that caused students' disengagement in the presentation session in TEAL class. First, students experienced limited interaction during the presentation sessions. Second, students were affected by negative classroom environment. Third, students found the materials and tasks are difficult.

The researcher would like to share several recommendations that emerge from the findings of the research, specifically for teachers who are teaching similar courses like TEAL. First, language teachers should be more aware of classroom interaction that happen between students and students and/or students and teacher. The interaction should be giving "meaningful dialogue" (Hurst et al., 2013, p.376), providing "creative and focused feedback" (Egbert et al., 2022, p.112), and encouraging students to participate in the classroom (Sundari, 2017). In this case, the teachers need to pay attention to the selection of teaching activity, the capacity of the classroom, and the atmosphere of the classroom. The teachers can provide various interactive classroom activities such as reading the PowerPoint slides in turn and having mini quiz. Related to classroom capacity and atmosphere, the teachers need to make sure that the classroom is not too big or too small and also not too active or too passive for the students to be comfortable and confident enough to participate in the lesson. Second, the teachers need to create and maintain the positive environment in the classroom. It is important because the negative classroom environment can lead students into disengagement. In creating and maintaining the positive environment, the teachers can motivate the students by connecting the learning to students' interest. Students' learning interest becomes one of crucial aspects of students' engagement because interest can raise students' work desiree; the more students are interested in the language, the more they are willing to learn it (Egbert et al., 2021; Egbert & Shahrokni, 2018; Lester, 2013). Then, the teachers also need to consider about the task difficulty level before giving it to the students. The task should be doable enough for the students (Egbert, 2022; Egbert & Shahrokni, 2018). The teachers can check students level of understanding by giving them a pre-test before starting to learn new material.

This study has several limitations. The research was only focus on Teaching English for Adult Learners course with 10 students as the research participants who may not represent all TEAL learners. Then, the context of the study was only centered on the lecturers' presentation sessions which may not cover all of teaching and learning activities in TEAL. The quite long period of time between TEAL class in the first semester of 2021/2022 and this research affected the depth of research participants' responses. In the interview sessions, the researcher needed to ask many follow-up questions to help them recalling their memory of the TEAL class.

Based on the research limitations, further studies should focus on large number of participants and bigger study's context in order to receive richer data which could help in generalizing the findings. For further research with similar context, it will be better to conduct the research and collect the data right after the course finished. It might help the researcher to collect deeper data from the participants since they are joined the class recently.

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