

CHAPTER 1

INTRODUCTION

1.1. Background of Study

This study was aimed at identifying primary students' engagement in the main activity of English teaching and learning as reflected in their turns in the classroom interactions. This study focused on the analysis of the teacher's and students' utterances occurred in the classroom interactions. The interactions were recorded then to be transcribed to present teacher and students' utterances. The utterances were then analyzed by using the application of Initiation – Response – Followed up (IRF) to identify the initiation of the interaction and the responses. The responses were then further classified to reveal the kinds and stages of students' engagements that mostly appeared in the students' turn during main activities.

Engagement is not only a feeling engaged to the classroom activities, but also a result of combination between feeling, sense, and the ability to think. (Harper and Quaye, 2009; Trowler, 2010) While the other researcher stated that involvement is just the participation of learners in learning process. Since this study focused on students' language experience in classroom, the researcher mostly use the term of engagement than involvement.

Engagement is the important way to make successful learning in classroom, especially in primary school. Newmann, Wehlage and Lamborn, (1992; A.K., Aedah & K.C., Lee, 2012, p. 39) defined students' engagement as a psychological and physical effort towards learning, understanding, and mastering knowledge, skills that academic work is intended to promote. It can also refer to a student's need, willingness and compulsion to actively participate in the learning process (Bomia et al., 1997; A.K., Aedah & K.C., Lee, 2012, p. 39). Students are more likely to enjoy the subject and to succeed at it, if they are engaged in the learning process and, as far as possible, have a chance to influence what happens, and how it happens.

Van Lier (1996, p. 40-41) states that to get students' proficiency, there are several process; exposure – engagement – intake – proficiency. That means to growth the proficiency, students need awareness to the exposure language and engage to the process of teaching and learning so that the students can active in the process of language teaching and learning. Then the students understand and commit to the lesson that being learned.

As the illustration above, we can see how important engagement in learning is. Feeling engaged without act it out is dissociation and acting without feeling engaged is just involvement or even compliance. (Harper and Quaye, 2009). Those are the reason of making students actively participate is one of the key of successful learning.

Curriculum 2013 proposes the learning process should be changed from the teacher centeredness to the learner centeredness so that the students or learner can participate to the process of teaching and learning actively. The good classroom interaction can be seen from the students' engagement. If the student engage with the process of teaching and learning, it means they have got the best comprehension toward it, not only cognitive, but also affective and psychomotor (Lovannone, 2003).

The existing researcher found out the method of teaching and learning to gain students' engagement and he suggests that project based learning generally has a positive impact on the learning experience. It increases the level of student attendance, attention and engagement in the learning process (Thomas, 2000). The other research tells about students' involvement in collaborative learning in college students. In this case, the research found that collaborative learning was successful to the microteaching course. During the learning, lecturer acted as the facilitator meanwhile students acted as the director of the learning (Larasati, 2011).

From the two previous studies, there have not yet studies that dealt with the kinds of the primary school students' engagement during main activities in English teaching and learning process and what are the most engagement that they are use in the process of teaching and learning. Therefore, it is necessary to

examine the kinds of students' engagement during main activities in English teaching and learning process.

1.2. Research Question

From the background above, the researcher proposed the following research question as follows:

1. What kinds of students' engagement that appears during the main activities?
 - What are the most of students' engagement that appears during the main activities?
2. In what stages of engagement that students do during the main activities?

1.3. Purpose of the Study

The main purpose of this study is to analyse what kinds of students' engagement and the stages of engagement that mostly appears during main activities in terms of cognitive, emotional, and behavioral in English teaching and learning process.

1.4. Scope of Study

This study focused on kinds of students' engagements and the level of students' engagement during the main activities of the English teaching and

learning process in primary school. The kinds of students' engagement in this study was cognitive, emotional, and behavioral. The level of students' engagement in this study based on *Standar Proses Dasar dan Menengah* which is implemented in Curriculum 2013.

1.5. Significance of Study

This study considers significant for researcher, teachers, and English Department of UNJ, and other researcher. For the researcher, it is beneficial to gain a better understanding about teaching English in primary school, moreover the most utterances of students' involvement that appears in the classroom. For teachers, it is expected to give insights of the process English teaching and learning in primary school so that they can improve the quality English teaching and learning process.

Then for English Department of UNJ, this study is expected to give inputs for pedagogic courses, especially those related with primary school, in order to make the next teacher will know insight students' engagement during the process of English teaching and learning. The last, for the other researcher, this study is expected to give input for those who want to deal with English language teaching and learning, especially in finding more information about the students' engagement during the main activities of the classroom.