

CHAPTER I

Introduction

This chapter presents: (1) background, (2) research problems, (3) research objective, (4) significance of the study

1.1 Background

Nowadays, in globalization era, education is very significant for human life. The progress in a nation can be seen from education because it is a process which makes a country has a high quality of human resources (Johan & Harlan, 2014, p. 51). Marzulina, Pitaloka, Herizal, Holandiyah, Erlina and Lestari (2018) explain education gives a characteristic for people such as make a moral value, knowledge, and provide skill that enable them to thrive in today's globalization. In other words, the quality of human resources is very important such as make a moral, knowledge and skill to support the implementation progress of education.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. In this modern world, education is a crucial for individual to equip with skills. In addition, English skill has an important role for the development of education in Indonesia. It takes part as an international language. According to Harmer (2001), it is used in all aspect of life such as, arts, sciences, humanities, travels and social sciences (as cited in Astrid, 2011, p. 176). Yulisa (2017) says English has been knowledge that it has been used in the world. In fact, half of the world scientific literature is written in English. To sum up, education is a crucial term for student to develop their personality including of their skill in learning English.

English is important for students to be master especially in this competitive era. It is normal for English language as to play an important role in human communication around the global. Moreover, Komaria (1998) argues English is a place as the first foreign language which is based of law on the Indonesian educational system (as cited in Abrar et al., 2018, p. 129). In Indonesia, the English language is taught throughout all levels of education and it is started in the first years of primary school and continuing until the first or the second year of a bachelor degree at university. In general, learning English is crucial taught as a foreign language in Indonesia.

Students' engagement is significant in the process of learning. Pinter (2005) mentions learning is an active process even more if students are engaged in their learning process (as cited in Zahra, 2013, p. 43). Shulman (2002) argues student should be active in the class because they realized that engagement is started from learning process (as cited in Barkley, 2010, p. 3). Briefly, students' engagement is a crucial thing in a process of learning.

There are many definitions of student engagement. Barckley (2010) states students' engagement is different things to different people. Many of researchers have different assumptions definition of students' engagement. According to Trowler (2010), students' engagement is concerned with the interaction between students' time, enhance the learning outcomes and the development of students' performance. It can be defined that students' engagement related to students' time, concentration and development in learning process. Then, according to Harvey and Perini (2012), students' engagement is a commitment. They mention commitment is what we are

looking for from our students, these signs with student's ownership, energy, concentrated thought, and investment in a quality. In addition, Ching and Luen (2012) explain the term of students' engagement is student involvement and student commitment. They say that it is a definition into both strategies for improving educational. To sum up, students' engagement is students' energy, motivation, concentration, and their commitment in learning process.

Students' engagement means obeying the rules, feeling interest in their school and also using strategy to solve the difficulties of material. In this case, I focused on how students' were active, attending class, asking and answering question and attempts to conceptualize of engagement (Fredricks, Blumenfeld & Paris., 2004, p. 61). They explain that students' engagement has multiple dimensions such as behavioural, emotional and cognitive. In addition, Fredricks, Blumenfeld and Paris (2004) state it is as a multidimensional that includes behavior (example, time on task), emotional (example, interest and values), and cognitive (example learning strategies). Finally, it covers the classroom activities such as being active in discussion class, doing their task, listening to the lesson, concentrating, obeying the role and using strategy to solve their problems in learning.

Further, there are many benefits of students' engagement, such as student improves his performance and his grade achievement in learning process. According to Abdullah, Hc, Roslan and Uli (2015), there are two objectives of students' engagement such as institutional and individual development. Firstly, there are certain positive policies and practices associated with students' engagement which directly increase institutional productivity. They also said

students, if fully engaged with those facilities and opportunities provided by higher institutions, will improve their learning, grades and personal development. Students' engagement in the class is a concept that related to the students' success (Hart, Stewart, & Jimerson, 2011, p. 234). It is agreed that there are many researchers have proven of students' engagement influences student's achievement in learning process (Finn, 1989, p. 78. Fredricks, Blumenfeld & Paris, 2004, p. 90. Klem & Conell, 2004, p. 45. Kuh, 2005, p 121. Newmann, 1992, p. 65). They believe that students' engagement will give effect for students' achievement. To sum up, student engagement will give positive impact for students and their achievement in learning process.

Unfortunately, the proficiency level of Indonesia students in learning English is not satisfactory. According to Kirkpatrick (2007) who states that English in Indonesian schools and college has been less than satisfactory during the last few decades (as cited in Sulistiyo 2016, p. 32). Based on the (EF English Proficiency Index test, 2019), the position of Indonesia is still low, at rank 61. Compared to Philippines and Malaysia, Indonesia is left behind, where Malaysia is at rank 26 and Philippines is at 33 in high proficiency. In conclusion, English in Indonesia as a foreign language is generally low.

Moreover, students' engagement means students' activeness, involvement, commitment, attention in contrast with students' passiveness and lack of interest (Newmann, Wehlage, Lamborn, 1992, p. 11). According to Fredricks and McColskey (2012), students' engagement is the key to address the problem of low achievement. According to Willms, Friesen and Milton (2012), passive learner is started by sixth grade elementary and junior high

school until senior high school. Students who are not engaged in their learning process are more passive learners, and report being bored, anxious, or even angry about being the classroom (Reyes, Brackett & Rivers 2012, p. 229). There are many problems of student in the learning process, such as comes late, sleeps in the class, does not finish or does not submit the assignment, feels bored towards school, does not complete class attendance, and sometimes gives up on the task. It is argued that different students invest different levels of engagement in academic work and the same students invest different levels of engagement in different academic contexts (Astin, 1999, p. 66). In other words, the quality of students' engagement can be enhanced by the learning environment (Lee, 2014, p. 143). Then, this is more important when students interact with their teacher, intrinsic motivation, classroom contexts, peers and their family support encourage students' engagement.

Moreover, there are some factors influence students' engagement at school. This study will be conducted to identify the main factors which affect students' engagement in learning English process. According to Groves, Sellars, Smith and Barber (2015), there are some aspects that encourage students' engagement such as, students' intrinsic motivation, transactional engagement, institutional support, active citizenship and non- institutional support. In addition, Fredricks, Bluemenfeld and Paris (2004) explain students' engagement is influenced by some factors such as family, community, culture, and educational context influence students' engagement. In this research, I only focused on factors affecting students' engagement in the classroom such as teachers, peers, motivation and classroom environment that

encourage students' engagement.

Based on my experience, I found that some of students at SMPN 54 Palembang were engage. I also did preliminary, I interviewed English teacher at SMP N 54 Palembang on January 14th 2019, she suggested that some of students fulfilled level of students' engagement, they were sometime asking and answering my question and full attending list. It was concluded that students at SMP N 54 Palembang has fulfilled engagement. In this case, students' engagement be influenced by some factors.

Concerning to the explanation above, there are many studies which have been conducted and they focused on students' engagement. Firstly, according to Taraj (2017), the purpose of his study is to identify the influential factors that contribute to students' engagement. Finally, there are two factors of students' engagement, such as student's motivation and their teacher. Similarly, students' engagement will be influenced by some factors. According to Devito (2016), there are five factors of students' engagement 1) communication, collaboration, active involvement into learning activities, and enriching educational experiences; 2) interactions between students and teachers; 3) levels of academic challenge; 4) supporting classroom environment; and 5) supporting family environment. Next, Groves, Sellars, Smith and Barber (2015) try to find out factors affecting student engagement. There were different factors found to encourage students' engagement and the most dominant factors were quality of student relationship with their teachers.

Furthermore, students' engagement is student's action in their class that might be influenced by some factors. O'Brien (2015) found that the

influence of campus-based relationships, including those among peers and with professors and teaching assistants, on students' academic engagement. He also said cultural factors and their relationship to international students' academic transitions are also included in the analysis and emerged as key factors influencing academic engagement of study participants. To sum up, students' engagement can be influenced by some factors.

Based on the previous research results discussed above and factors affecting students' engagement, I am interested in conducting a research about the factors affecting students' engagement at SMP N 54 Palembang. It is because little research investigated junior high school students which might have different characteristics from those in the previous studies. By investigating these students view, it might provide wider insights to the literature and research findings related to the factors affecting students' engagement in the classroom. In this study, I would like to conduct a research entitled "An Analysis of Factors Affecting Students' Engagement: A Case Study at One State Junior High School In South Sumatra".

1.2. Research Problems

Based on the background, the research problem is formulated in the following question:

1. What were the factors affecting students' engagement in the classroom at SMP N 54 Palembang?

1.3. Research Objectives

In accordance with the problem above, the objective of this study is:

1. To find out the factors affecting students' engagement at SMP N 54 Palembang.

1.4. Significance of the Study

The study was expected to give much significance for many parties. First of all, by this research students can understand about students' engagement and factors can encourage them. In other words, they will engage in their learning process. Students' engagement can influence their success in a process of learning. Meanwhile, teachers can enhance students' engagement, such as teach inappropriate method, motivate his/her students, provide task variations, and use media to make students more be engaged.

Furthermore, this study is also expected to give benefits for the next researchers. It can be a reference for them who want to have a similar research. It is also expected that factors influence students' engagement topic will be discussed more deeply and the amount of participant.