

**STUDENTS' ENGAGEMENT IN ELT CLASSROOM AT SMK N 5  
PALEMBANG**

**A Thesis by**

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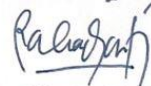
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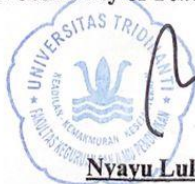


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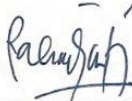

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## DEDICATIONS

I dedicated this thesis to myself and my parents. Thank you for all the effort, prayers, support, encouragement, and love that have been given to me. Now, I have completed it. I am proud of myself, and hopefully this can also be a source of pride for my parents.

## MOTTO

*"You may delay, but time will not."*

— *Benjamin Franklin*

Do not put off what you want. Do it if you can do it now. Because time is ticking and does not stop for even a second. The more you procrastinate, the more time you waste.

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan, serta pemikiran saya dengan pengarahannya dari pembimbing yang ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku UU No. 20 Tahun 2003, Pasal 25 ayat 2 dan Pasal 70.

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Mahasiswa



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## **Abstract**

Students engagement is one of the most important aspect in teaching and learning process, especially in English lesson. However, there are still some challenges in the English teaching and learning process that can affect students' lack of engagement in the learning process. This study aims to investigate student engagement and the factors that influence student engagement during English lesson. 316 out of 1027 students at SMK Negeri 5 Palembang who participated in this study were selected using cluster random sampling technique. This research was a quantitative research through survey method. Data collection was carried out by distributing online questionnaires via Google Form. The questionnaire was titled Students Engagement Scale (SES) which was adopted from Lam et al. 2014. The results of this study indicated that most of the students had positive perceptions about their involvement during learning English, which meant that they had a high level of involvement. The affective factor has the highest score (M= 3.91). While the lowest score is the behavioral factor (M = 3.51). Thus, it can be concluded that during learning English affective factors play an important role in encouraging students' active involvement in class.

***Keywords: Student's perception, Students' Engagament, ELT Classroom, Factors Engagement***



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## CHAPTER 1

### INTRODUCTION

In this chapter, the researcher discusses research background, research problems, research objectives, and research significances.

#### 1.1 Background of the Research

English is the only foreign language that is officially proposed by the Indonesian curriculum to be taught starting from elementary level up to higher education (Antika & Afriyanti, 2021). However, the teaching and learning of English in Indonesia continues to face a number of problems and challenges. Despite having studied English for many years, there are still many students who find it difficult to communicate and transfer their ideas and develop other skills such as reading, writing, listening, and speaking use English (Abrar et al. 2018). Lack of vocabulary, difficulty in using grammar, anxiety, interest, lack of anthusiasm, inappropriate learning strategies, ineffective teaching media, limited time, and overcrowded classrooms are also obstacles and challenges in the English teaching and learning process resulting in unsatisfactory results for teaching and learning process (Agung, 2019; Goni et al., 2021; Gultom, 2015; Mumary, 2017; Sukmahidayanti, 2015).Therefore, most of the students become less motivated to learn English because of those difficulties. Thus, it is impossible for students to be engaged in class when they have no interest and motivation. Then, students tended to be lazy and did not participate in learning activities at school (Fredrick et al.,

2004; Sinulingga, 2018). Meanwhile, motivation is an important part that needs to be developed to engage students in learning English.

Based on the explanation above, it is clear that engagement is one of the most important aspects in the teaching and learning process. Students who are actively engaged in the teaching and learning process are more active in class interactions and involved their feelings and senses more to achieve the learning goal (Krause & Coates, 2008; Susanti, 2020). Students' engagement is a form of active student participation that can be used to analyze emotional development and learning processes inside and outside the classroom (Harper & Quaye, 2009; Kuh, 2003). These two concept simply that the more students practice and provide feedback during the teaching and learning process, the more they develop. However, students' engagement in the teaching and learning process will not only participate in class activities or interactions, but also students will more effectively master the class assignment and reach a higher level (Harter, 2012a). In addition, Fredricks et al. (2004) described the result of students' engagement in terms of achievement and low dropout rates. Students who are engaged in class are those who have positive things at school, are enthusiastic and full of energy, participate actively in class discussions, fulfill all of their responsibilities as students, have a high sense of upholding the school's rules, and have positive feelings to their friends, teachers, and school. He added that engagement is manifested as the presence (both by attending school and lessons and attending subject matter and learning activities in individual lessons), concentration, perseverance in mastery and understanding of knowledge and concepts, participation,



positive collaboration with peers and teachers in learning activities and contexts, and influence-driven desire to succeed (Fredricks, 2011). Therefore, students had been able to learn effectively and be able to demonstrate better academic abilities (Appleton, Christenson, & Furlong, 2008). Beside that, students who do not have engagement in learning will tend to be apathetic, unmotivated, chatting with friends, boredom, and not focused or even sleeping during lessons (Appleton, Christenson, dan Furlong, 2008; Mintz, 2009).

Students' learning engagement has many positive impacts especially for learners learning quality. Students who have engagement will have a desire or passion in learning so that they will feel happy in learning at school, studying in groups, or learning independently at home (Syah, 2016). Students' learning achievement can be improved if they are encouraged to engage in the learning process. Dharmayana (2012) claimed that there was a direct relationship between students' engagement as a mediation of emotional competence and learning achievement. Gunuc & Kuzu (2014) found that student involvement in schools can improve learning achievement. In addition Febrinzky (2020) found that there was a positive relationship between students' engagement and learning achievement. Furthermore, Mustami'ah et al. (2020) confirmed that students who had high engagement would had high achievement as well. In conclusion, it is clear that students' active engagement in the learning process has a positive effect on their learning quality.

As described by Appleton et al. (2008), Fredricks et al. (2004), and Furrerr & Skinner (2003), there are three aspects in students' engagement as follows: behavioral engagement refers to student participation in school both inside and outside the classroom (e.g. attendance, attention, effort, study habits, and participation in extracurricular activities). Conner (2016) states that obeying school rules, attending class, following norms, and avoiding disruptive behavior are behaviors that students can actually show. So, students who show this behavior mean they have positive engagement in class. Emotional engagement refers to the feelings or reactions of students towards school, teachers, and peers (e.g. students have positive feelings towards their school). Vissanastri & Rustam (2019) found that students who have positive perceptions about the school's reputation, school fees, teacher attention, extracurricular activities, school physical condition, and school outreach. Therefore, when students have positive perceptions about their school, they will participate in teaching and learning activities comfortably and can increase students' motivation to learn and be engaged in learning activities in the classroom. According to Walker et al. (2006), cognitive engagement refersto the students' perceptions and beliefs about their learning abilities (e.g. students have positive affirmations in themselves such as I will do well in class if I try). Jones & Consultant (2008) showed that students who are engaged in cognitive are when students have high confidence that they are able to achieve the goals that have been set. It can be concluded that behavioral, emotional and cognitive engagement are very important aspects

and can increase students' engagement, so that students will become more active and learning outcomes will be of high quality.

Based on the results of interviews with English teachers at SMK Negeri 5 Palembang, it was found that most of the students lacked in involvement during learning English. They did not actively participate during English lessons. It was contrary with students who had high interest in learning English, they had been very active and participate during teaching and learning activities. In addition, based on the result of interviews with some students, they feel that learning English was difficult, therefore they have low interest in learning English.

Based on the explanation above, the researcher intended to conduct a survey research entitled "Students' Engagement in ELT Classroom at SMK Negeri 5 Palembang". This research was aimed at investigating students' engagement and the factors that influence the students' engagement during English class at SMK Negeri 5 Palembang.

## **1.2 The Problem of the Research**

### **1.2.1 The Limitation of the Research**

Based on the above background elaboration, this research was limited at investigating the students' engagement and factors that influenced students' engagement in English learning process at SMK N 5 Palembang.

### **1.2.2 The Formulation of the Research**

Based on the limitation of the problem above, the research problems were formulated as follows:

- a. What were the students' engagement during English lesson at SMK Negeri 5 Palembang?
- b. Which factors did influence students' engagement during English lesson at SMK Negeri 5 Palembang?

### **1.3 The Objective of the Research**

Based on the problems above, the objectives of the research were as follows:

- a. To describe the students' engagement during English lesson at SMK Negeri 5 Palembang
- b. To describe the factors that influence students' engagement during English lesson at SMK N 5 Palembang

### **1.4 The Significance of the Research**

The result of this research is expected to give benefits to the following groups:

- a. The students

It is expected that this research will encourage students to be more active and it can increase their interest in learning English.

- b. The teachers

The result of this research is expected to provide valuable information to teachers about the importance of learning engagement. As a result, the information can be used by teachers to promote the students' learning

engagement, such as designing lesson plans properly, selecting teaching materials, and implementing teaching variations that can assist teachers in increasing student participation in the learning process.

c. The researcher

It is expected to assist the researcher in expanding her knowledge about the engagement and the factors that influence it, as well as gaining valuable experience in writing thesis reports and conducting a scientific research.

d. For other researchers

This study is expected to be a useful reference for future researchers to further this topic to investigate students' engagement in English lessons.

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