

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging description of the study. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background

The implementation of education in Indonesia is not free from problems. Nasution (2014), states that the problems are very diverse starting from the issues of the education system, the curriculum that is applied, teachers' problem as teaching staff, and issues involving students as objects of education that are organized. One of the problems in students is low engagement in learning, this statement is aligned with the results of research conducted by Hirschfield and Gasper (2011), on children and teenagers. Children and teenagers prove that low student engagement can lead children to juvenile delinquency such as leading children to juvenile delinquency such as skipping school, brawls, and lack of respect for teachers.

Students' engagement in learning can optimize the students' experience in improving learning outcomes and students' achievement in school and school reputation, Trowler (2010). Students' engagement is also able to direct students to the goals they want to achieve and have a positive influence on student learning outcomes Kuh (2007) Lesterm (2013). In addition, Fredricks et al. (2019), argued that student engagement is directly related to their academic performance. According to this study, students who are actively engaged tend to have better academic performance because they participate in learning activities with passion, ask questions, and have more understanding.

One of the most critical aspects of learning is to pay attention to student engagement, especially in English language learning. Engagement can happen wherever and whenever students want to involve themselves with the language learning process (Carroll et al., 2019). One of the important engagement dimensions is behavioral engagement. It is crucial because it predicts the successful academic

performance for the student. Moreover, by paying attention to student behavioral engagement, students will be active or not and interact with friends or teachers Ilis and Shintani (2017). Behavioral engagement also has a strong correlation with academic achievement in English language learning. Students who engage in active learning processes, such as doing assignments or participating in class discussions, tend to achieve higher academic results Lee and Heinz (2016). The student behavioral engagement is measured by the involvement of students during the learning process, whether it is in discussion, doing assignments and participating in the activity. one of the elementary schools in Tasikmalaya that uses English learning as a scheduled subject. In this school, English teachers use learning media that can support students to participate, express their ideas, thoughts, and opinions. The need for this research derives from a need to delve more into How do the students' of Elementary School engage behaviourally in English learning. This phenomenon has become an issue for the researcher doing the research.

Previous studies have been conducted related to the topic of this research, namely Language Teaching. Wu, Bai (2017), focused on Exploring Behavioural Engagement in EFL (English as a Foreign Language) Classrooms Among Elementary School Students, This study evaluates the factors that influence students' behavioral engagement in learning English as a foreign language. Factors such as varied teaching methods and positive student-teacher interactions were shown to influence students' engagement, increasing their enthusiasm in participating. In addition, Huang, Chen (2018), also focused on The Role of Teacher Support in Promoting Behavioural Engagement Among Young EFL Learners. This study focused on the role of teacher support in promoting students' behavioral engagement in the English language classroom. The results show that teachers who provide consistent emotional and academic support help increase students' engagement in learning activities. The research gap of this study lies in the research context, where previous study only focuses on the context of the research on how teachers carry out classroom management strategies in the classroom without knowing the impact on students, without knowing the impact on students. In addition, it also lies in data collection, where previous research was only limited to

investigating classroom management strategies using semi-structured interviews. using semi-structured interviews. To fill this gap, this study aims to investigate the factors of student engagement in English language learning in one of the primary schools in Tasikmalaya using observation and semi-structured interviews to gain a deeper understanding of student engagement through behavioral engagement. Thus, the results of this study are expected to provide useful and deeper information for teachers regarding students' behavioral engagement by examining the factors that make students engaged in English learning.

1.2 Formulation of the Problem

Based on the background above, in this study, the researcher addresses the following question “How do the students’ of Elementary School engage behaviourally in English learning?”

1.3 Operational Definition

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

- 1.3.1 Student Engagement** : Student engagement is the involvement of students’ learning. In student involvement when learning, it can be seen from three aspects: behavioral engagement, emotional engagement, and cognitive engagement.
- 1.3.2 Behavioral Engagement** : Behavioral engagement includes things such as class attendance, active participation in learning activities, interaction with teachers and classmates, and compliance with rules and instructions.
- 1.3.3 English Learning for Young Learners** : Children of Elementary School age who have English as a local content subject at their school. Young learners here are

Elementary School students aged between 6-12 years old.

1.3.4 Elementary School : Educational institutions for children aged 7 to 12 years old as education at the basic level developed in accordance with the education unit, regional potential, and socio-culture.

1.4 Aim of the Study

This study describes the behavioral engagement of elementary school students when learning English in class.

1.5 Significance of the Study

1.5.1 Theoretical Use

This study will enrich the references and resources for teachers regarding students' behavioral engagement in English language learning.

1.5.2 Practical Use

This research will be helpful for teachers to be able to achieve goals in English learning by paying attention to students' behavioral engagement.

1.5.3 Empirical Use

This research will provide empirical insights regarding students' engagement in English learning in terms of students' behavior engagement.