CHAPTER I

INTRODUCTION

A. Background

Students' behavioral engagement is crucial in a process of learning because it is for achieving positive academic outcomes and preventing dropping out (Murray, Mitchell, Gale, Edwards and Zyngier, 2004). Furthermore, positive academic outcomes can be seen as completing the task and acquiring the skill (Murray et al., 2004). Afterward, dropping out in behavioral engagement may help to protect individuals from dropping out of school (Fredricks, Blumenfeld & Paris 2004). Research showed that students who eventually drop out do less homework, exert less effort in school, participate less in school activities, and have more discipline problems at school. (Ekstrom, Goertz, Pollack, and Rock (1986), as cited in Fredrick et al., 2004). Hence, students' behavioral engagement is important to be observed.

There are plenty of studies investigating students' behavioral engagement in the classroom. For example, the study carried out by Nguyen, Cannata, and Miller (2016) exposed understanding students' behavioral engagement and the importance of students' interaction with peer and teacher. Furthermore, the result was found the factors that increasing students' behavioral engagement is not the interaction between peer and teacher but it was the interaction with other students and the teacher.

Another study examined by Rangvid (2018) about the students' engagement in the inclusive classroom, the result showed that student engagement is important for students with and without special educational needs. However, there is less research focuses on behavioral engagement in speaking class. Even though, a number of researches dealing with the EFL speaking, particularly in Indonesia, showed that Indonesian learners are commonly have limited ability of English speaking skill. For instance, Efrizal (2012) and Akhyak and Indramawan (2013) found that many learners in the learning process were unmotivated in speaking classroom activities. Furthermore, this finding also happens in the class that the researcher wants to observe. Therefore, students' behavioral engagement is important for teachers in order to know how to teach students in speaking class.

Students should be able to involve in the teaching activity process in order to improve their speaking performance (Ramdani & Rahmat, 2018). Thus, behavioral engagement in speaking class is one of the important aspects to be examined because it can help the teacher to know whether the students are engaged or not with the process of learning activity in speaking class. To fill the gap, the researcher tries to find out the behavioral engagement that indicates whether they are engaged or not during the process of learning in speaking class and the factors that stimulate it.

B. Formulation of the Problem

Based on the background, the formulations of the problem in this research follow:

1. What factors stimulate the students' behavioral engagement in speaking class?

2. How is the process of behavioral engagement in speaking class?

C. Operational Definition

To avoid misunderstanding, here are the operational definitions of each keyword:

1. Behavioral Engagement : It is one of the type engagements that focuses on encompassing students' effort, persistence, participation and compliance with school structures.

2. Indonesian EFL Context : It is the participants of the course that conducted in Indonesia.

3. Speaking Class : It is one of subjects in a course that focuses on English Speaking and improving communication skill and conversation skill.

D. Aim of the Research

This research aims to analyze the students' behavioral engagement during the process of learning in the speaking classroom.

E. Significances of the Research

1. Practically, this study will contribute to students in developing students' behavioral engagement.

2. Empirically, the teacher will know what students need and how to teach English in speaking class by seeing the students' engagement. The teacher will be aware of the problems that may face in conducting the speaking class, starts from the problem faced by the students and the teacher.