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CHAPTER 1

INTRODUCTION

1.1 Background

Based on the researcher's personal experience while practicing teaching at one of the junior high schools in Tasikmalaya, the researcher met students who had different characteristics. Most of the students seemed to have an interest in learning as seen from their involvement in the learning process and some students seemed to have no interest in learning which can be seen from their unwillingness to be involved in the learning process. Students who looked uninterested usually reject what the teacher gave, do not want to be involved in discussion activities, never submit assignments, and often mumble when learning takes place. Disengagement can affect learning failure, because students' engagement is one of the most important determinants of learning success (Duffy, 2013).

Broadly, engagement is a term about interest and participation related to the motivation of students in an activity. In general, engagement refers to the active participation of students in various academic and co-curricular or school-related activities, as well as a commitment to achieving a learning goal (Marks, 2000). Students who are interested in learning tend to be more able to spend their time and energy to achieve these goals. Engagement refers to the level of attention, effort, participation, curiosity, interest, and passion shown by students when they are learning or being taught (Reschly & Christenson, 2012). It predicts how well students will learn in terms of academic achievement and well-being and gives teachers the opportunity to receive regular feedback to design more effective instruction (Reeve, 2013).

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Engagement is a multi-dimensional concept that generally includes several components, namely behavioural, emotional, cognitive, and agency engagement (Fredicks, 2004). Behavioural engagement is engagement that refers to the participation and engagement of students in learning activities inside and outside the classroom. When students are proactive in learning activities and they are responsible for their own learning, they will show greater behavioral engagement in pursuing it (Fredicks, 2004). Emotional engagement is an affective reaction of students, especially discrete emotions that include happiness, joy, boredom, and anxiety towards classmates, teachers, learning activities, and school. Students who have a high level of emotional engagement will feel at home, safe, and interested in learning activities (Fredicks, 2004). Cognitive engagement is a mental effort of students to complete tasks using a deep learning approach, self-regulation, and strategies. Students who have a greater level of cognitive engagement will be interested in learning and exploring the tasks being taught and will see the purpose of learning activities (Chiu, 2021). Agent engagement is an engagement that refers to students' proactive efforts to contribute constructively to learning and teaching. Students who have greater agency engagement will seek to disclose what they need to learn to their teachers (Fredicks, 2004). These four dimensions are correlated but operated and conceptualized as different things, and these four dimensions are energized by intrinsic motivation which is understood as a prerequisite for students to engage in learning activities.

With distance learning activities, many teachers said that there are challenges to fully engaging students because of their inability to work one-on-one with students. Insufficient timely connections with teachers can affect students' motivation to complete online assignments and point to another source of injustice for these students who are less able to organize independent learning. Blended learning is a thoughtful blend of face-to-face and online learning experiences (Garrison & Vaughan, 2008). Blended learning also involves many responsibilities on the family

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whose circumstances may influence how involved they are in their children's learning. Teachers reported that family engagement was important in helping students stay engaged in learning. However, they should also understand that some families may not have the time, resources or experience to support their children in the learning process as their teachers do. Some families tend not to be able to imitate the structure and process of classroom learning at home, students may find it difficult to transfer the routines learned at school to the home environment. To address this, some teachers have to communicate daily with students' families, such as sharing lesson plans and resources to strengthen student learning and engagement. It integrates technology and online learning materials with face-to-face classroom activities. Although it involves teachers and students, it requires students to be able to control the time, place, path, or pace of their learning in a technological environment. For effective delivery of blended learning, it is important to build strong student engagement in face-to-face and technological environments, as student engagement is a prerequisite for successful learning. How to foster student engagement in the two environments is very different, and maintaining student engagement in learning with technology is a challenge (Henrie, 2015). Therefore, student engagement has become an important topic of research on blended learning and instructional technology.

Based on previous research, such as that conducted by Fredicks (2004) focused on how these three facets of engagement over the course of two years of Japanese elementary school language learning. The findings indicate that students' behavior and enjoyment of their classroom activities may not change over time, reaching a stable point, while they may begin to engage in cognitive aspects of communication over the course of their studies. Results further hint that positive learning behaviors and enjoyment of the learning process may be necessary precursors to cognitive engagement and later language learning. Then, Duffy (2013) researched on dealing with educational disengagement, government policy in the UK has mainly focused on increasing the age at enrollment in education, different

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motivations and grit affect students' engagement and achievement in the language classrooms. Furthermore, Derakhsan (2021) focused on uncovering explores causes of and solutions to boredom as well as the time of class deemed more/less boring by 208 English major students in Iran. The findings revealed that (1) teachers' long, monotonous monologues, lack of student participation, logistical problems, and carelessly chosen, repetitive tasks were the main sources of boredom; (2) most of the suggested solutions revolved around making the class livelier through more teacher-student interaction, improving inter-personal relationships, and solving technological problems; and (3) although boredom may be experienced throughout online English classes, even at the outset, it tends to reach its apex towards the end.

Although prior research has emphasized on the students disengagement in English language learning and teaching practices, a few studies have focused on the factors and solutions of students' disengagement while English language learning activities. Even, little attention has been addressed to such an issue during blended English classroom activities. Thus, this study aims at delving into factors and solutions for students' disengagement during blended English classroom activities.

1.2 Formulation of the Problem

According to the background of the study above, the problem can be identified as follows:

1. What are the factors of students' disengagement during blended English classroom activities?
2. What are the solutions to reduce students' disengagement in blended English classroom activities?

1.3 Operational Definitions

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

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1.3.1 Students disengagement: It is the behavior of students in which they are not involved or do not participate in school activities. Disengagement is related to individual attitudes or values and can be influenced by peers, family members, society, the media, and aspects of the surrounding culture in general, including the school itself.

1.3.2 Indonesian EFL students: In this research, Indonesian EFL students are students in one of the junior high school in Tasikmalaya, West Java, Indonesia, who study English as one of the subjects at that school. In this study, they are required to learn English which can help them to communicate using English.

1.3.3 Blended learning: Blended learning is a learning method that combines two or more methods and approaches in learning to achieve the objectives of the learning process. This learning method utilizes the classroom as an offline learning activity and an educational application for online learning activities.

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1.4 Aims of the Study

This study aims at delving into factors and solutions to sstudents' disengagement during blended English classroom activities.

1.5 Significances of the Study

1.5.1 Theoretical Contributions

"This study contributes to the existing theories on the factors and solutions of student disengagement during blended learning and dealing with educational disengagement."

1.5.2 Practical Contributions

"The present study contributes to provide information about the factors of students' disengagement during blended learning, as well as to provide solutions to solve the problem."

1.5.3 Empirical Contributions

"This study contributes to help English language teachers improve teaching methods and curriculum design, to find a better ways to develop students' engagement in language learning."