

CHAPTER 1

INTRODUCTION

This chapter presents a description of the study. In this chapter, the background of the research and formulation of the problem will be explored to provide insight into the context and urgency of the issue under study. Following this, operational definitions, the aim of the research, and its significance will be discussed, thus clarifying the research objectives and the benefits derived from this study.

A. Background of the Study

Behavioral Engagement (BE) is a crucial factor that significantly influences the success of the learning process. BE is related to students' academic achievement and language improvement. The more students are actively engaged in learning, the better the learning outcomes will be (Harbour et al., 2015). Poor student engagement often hinders the effective achievement of learning objectives. Good student engagement during learning will also affect the quality of student performance (Bertheussen & Myrland, 2016). The more students participate in class, the more their confidence and language quality are boosted. This indicates that student engagement during learning not only enhances academic performance but also improves the quality of student performance in language learning.

Behavioral engagement is frequently characterized by several indicators that can be observed, such as participation, effort, focus, and completing assignments. According to Fredricks et al. (2004), indicators of behavioral engagement consist of students' participation in extracurricular and academic activities as well as their adherence to classroom rules and conventions. Furthermore, Nguyen (2018) states that attendance, active participation in discussions, regular assignment submission, and cooperative peer work are all important markers of behavioral engagement. Students are deemed behaviorally engaged when they, for example, raise their hands to respond to or pose questions, participate fully in group discussions, or turn in their assignments on time. These

metrics give teachers information about how engaged students are and how well the learning environment is working.

However, behavioral engagement is still one of the problems that occur in the classroom. According to Afendi et al. (2020), one of the biggest challenges teachers experience regarding low student engagement is that students are not actively involved in classroom interactions. They tend not to focus on the lesson, prefer to remain silent, and do not attempt to respond to the teacher's question. This problem was also found in one of the junior high schools in Tasikmalaya.

Based on the results of observations and initial interviews conducted at a junior high school in Tasikmalaya, three problems related to students' behavioral engagement during learning activities were identified. Based on the pre-observation results, it can be seen that 1) some students did not pay attention to the teacher during learning, 2) they tend to get distracted easily, and 3) students did not do the tasks given by the teacher. Based on the pre-interview with the English teacher, the teacher stated that several problems arise during the teaching process, including a decrease in student engagement when teachers use the lecturing method, and students often feel bored. Their focus is distracted by other activities, especially when the material taught is considered difficult. Less innovative teaching methods contribute to these problems, including the underutilization of interactive tools and monotonous classroom routines that fail to capture student interest. These problems lead to a lack of student engagement during the learning process. To overcome these problems, integrating technology is necessary to enhance student engagement.

Canva is a digital platform for designing and presenting visual content, offering a variety of interactive features that can support behavioral engagement in the classroom. Canva provides a range of tools, including presentations, posters, comics, boards, and pamphlets (Tanjung & Faiza, 2019). These tools allow students to engage in project-based learning activities that require them to actively participate, such as designing visual posters to summarize a lesson, creating infographics to represent data, or collaborating in small groups to produce digital presentations. Through these activities, students are encouraged to follow

instructions, stay focused during the learning process, and complete their tasks on time, all of which are indicators of behavioral engagement.

In addition, according to Emiliyana et al. (2024), Canva supports student creativity, facilitates collaborative learning, and allows teachers to deliver lessons more interactively. For example, when students work in groups to create a comic strip that reflects a lesson topic, they must communicate, divide tasks, and adhere to a timeline, behaviors that demonstrate engagement and discipline in learning. Furthermore, the visual and interactive nature of Canva helps reduce classroom boredom and distractions, keeping students more concentrated on their learning tasks. Thus, Canva can enhance student engagement in the classroom by providing meaningful, structured, and enjoyable learning experiences.

There is some previous research related to the use of Canva in teaching and learning processes. Husniyah et al. (2023) explore the effectiveness of Canva in enhancing student motivation in learning. The results showed that Canva has a positive effect on students' learning motivation. Furthermore, Widiastuti (2024) investigates how Canva can be implemented in the classroom to support English language teaching. The results indicated that Canva significantly increases student interest, engagement, and confidence, resulting in enhanced creativity and a deeper understanding of the topics. In addition, Yundayani (2019) investigates the impact of Canva on students' writing skills. The result shows that Canva has a positive effect on students' writing skills. The research above focuses on certain aspects, such as motivation, engagement, and confidence, while research on the use of Canva to increase behavioral engagement remains limited. To fill the gap, this study aims to investigate the integration of Canva to support students' behavioral engagement in learning English using Classroom Action Research (CAR).

B. Formulation of the Problems

Based on the background above, this research will answer the question, "In what ways does Canva improve students' behavioral engagement in learning English?"

C. Operational Definitions

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

Canva	:	Canva is a medium for intermediate learning that can enhance student creativity and the development of materials or activities, such as poster making or collaborative work. In this research, Canva is a platform used by teachers as a learning tool that students utilise while learning material, such as "likes and dislikes" describing people.
Digital Media	:	Digital Media is a technology-based medium that produces images (visual) and can be accessed via electronic devices. In this research, Canva is one of the digital media products that is used as a learning tool.
Behavioral Engagement	:	Behavioral engagement refers to a student's involvement in various class activities, including collaborative learning through Canva, and focuses more on the learning process.

D. Aim of the Study

This research aims to investigate the integration of Canva to support students' behavioral engagement in learning English using Classroom Action Research (CAR).

E. Significance of the Study

1. Practical use

Practically, this research offers guidance for teachers and educators on utilizing Canva as an interactive learning tool to enhance students' behavioral engagement.

2. Empirical use

Empirically, this study provides data-based evidence on the extent to which the use of Canva can increase students' behavioral engagement, such as active participation