

CHAPTER I

INTRODUCTION

In chapter 1, the researcher will explain the research background, research problems, research objectives, research significance, research scope, and define key terms.

1.1. Research Background

Student engagement in learning plays an important role in optimizing the learning process and outcomes in the classroom, especially at the secondary school level where students experience a significant transition period of cognitive, social, and emotional development from elementary to junior high school. In the context of learning principles, there are several rules that require engagement during the learning process. First, there must be compliance with the regulations applied in schools where students are required to follow the rules that already exist in the school, such as not being absent and actively participating in class. Second, there must be learning objectives where each student must have clear goals to be applied later in class. Third, there is an emotional connection which means that students are expected to be able to build good relationships with teachers and friends in order to increase involvement in the learning process (Maliha, 2022). These three rules can be used as an important foundation to be applied to create a conducive learning environment so that learning objectives can be achieved more optimally.

Low learning engagement in schools is a serious problem and can have a negative impact on students' academic and emotional development. In SMP N 5 SINGARAJA, especially for grade VII students, the survey results showed a concerning condition showing that in grade VII of SMP N 5 SINGARAJA, it was seen that the class conditions clearly showed low student engagement in the learning process, where from the entire learning process only 3 students raised their hands, while the other students were silent without giving a response. This situation provides a real picture of the lack of active participation and enthusiasm of students during the teaching and learning process, which is the main motivation for researchers to develop and implement problem-based learning methods to

significantly increase student engagement. The low interaction and contribution of students in the classroom encourages pedagogical innovation that can change the learning paradigm from passive to more dynamic, participatory, and meaningful. The results of observations in the classroom confirm these findings, where students show undisciplined behavior in doing assignments in class. Based on the results of interviews with students during learning activities, the activities carried out were too monotonous with the process of completing student worksheets (LKS) so that students felt bored and uninterested because students could not follow the learning well considering that basically students' learning styles are different, but in this case the teacher equates the way of teaching to all students. To overcome this, a behavioral approach can be applied to increase student involvement through this training, students can be trained to manage themselves better, increase their sense of responsibility in learning, and change their behavior to be more positive.

In the learning guidelines on the new paradigm, it is stated that Problem Based Learning is one of the promising methods to help students become actively involved and help them develop critical thinking skills because with Problem Based Learning students are encouraged to develop critical thinking attitudes because they are faced with complex problems in real situations where students can develop self-abilities that integrate skills and knowledge that have been previously understood (Kurniawan, 2017).

The main principle of Problem Based Learning is to use real-world problems as a means for students to develop critical thinking skills and be able to solve problems. Problem Based Learning is an effective learning model because it uses real-world problems as a focus to develop students' critical thinking and problem-solving skills. It is a learner-centered approach that engages students in the learning process and encourages the acquisition of important skills such as communication, creativity, and self-regulation. Problem Based Learning can create a more enjoyable and interactive learning environment, where students are given the opportunity to discover concepts, generate ideas, and apply their knowledge to solve practical problems. By using Problem Based Learning, teachers can effectively improve students' understanding and improve their overall academic performance (Amara, 2018)

In conclusion, the implementation of Problem Based Learning effectively increases students engagement and their understanding of the learning materials. The learning design that focuses on problem solving encourages students to think critically, participate actively, and apply their knowledge in relevant contexts, resulting in a more meaningful learning experience. Theoretically, this study contributes to the development of the body of knowledge about the integration of Problem Based Learning in English language learning, especially in the context of increasing junior high school students engagement. The findings of this study can enrich the understanding of how to design and implement effective Problem Based Learning activities to improve all three dimensions of student engagement as a whole. Practically, this study provides a prototype of learning activities that can be adapted by teachers in different contexts, provides concrete guidelines for the implementation of Problem Based Learning in the classroom, and offers an evaluation framework to measure the effectiveness of students learning activities in the classroom. Furthermore, the development and implementation of Problem Based Learning activities require careful planning and skilled classroom management. However, this effort is worth the results that would be obtained, namely improving students thinking skills, problem solving abilities, and increasing learning motivation. Therefore, this study aims to develop English learning activities based on Problem Based Learning to improve learning engagement in junior high schools, especially in the context of English learning at SMP N 5 SINGARAJA.

1.2. Problem Identification

Based on preliminary data obtained in class, students were not yet fully engaged in classroom learning. Based on the survey conducted, the level of learning engagement of grade VII students showed significant concerns. As many as 62.75% of students experienced obstacles in cognitive engagement, meaning that most students had difficulty processing and engaging intellectually with the subject matter. Furthermore, 58.64% of students showed low emotional engagement, indicating a lack of connection and deep interest in the subjects being taught. In addition, only 34.29% of students showed minimal participation in class activities,

which was reflected in their low behavioral engagement in learning activities, group work, and completing academic assignments. This percentage was obtained from conducting observations and distributing questionnaires to students using the Guttman scale. Based on these data, it can be concluded that student engagement is still relatively low. With the identification of problems, namely student engagement, which can affect academic achievement, language acquisition, and overall learning outcomes, the learning methods used are less able to engage students, as well as the lack of ability and innovation in classroom management and student participation.

1.3. Research Limitations

The focus of this study is the development of English learning activities using the Problem Based Learning method in an effort to increase student engagement. In addition, the study focuses on grade VII students at SMP N 5 SINGARAJA with data collection using observation guidelines, interviews, blueprints, questionnaire sheets, and teacher and expert assessment rubrics.

1.4. Research Question

Based on the elaboration of the background above the research questions for this research could be stated as follows,

1. How is the learning engagement of grade VII students at SMP N 5 SINGARAJA?
2. How can a prototype of Problem Based English Learning activities be developed to enhance student engagement in grade VII at SMP N 5 SINGARAJA?
3. How is the quality of Problem Based English learning activities developed in Grade VII at SMP N 5 SINGARAJA?

1.5. Research Objectives

The objectives of this research are formulated as follows,

1. To explore the prototype of Problem Based Learning activities that enhance cognitive, emotional, and behavioral engagement of grade VII students of SMP N 5 SINGARAJA.
2. To develop Problem Based Learning activities that can enhance cognitive, emotional, and behavioral engagement of grade VII students of SMP N 5 SINGARAJA.
3. To determine the quality of the prototype of Problem Based English learning activities developed in grade VII of SMP N 5 SINGARAJA.

1.6. Significance

1.6.1. Theoretical Significance

The theoretical significance of this study is to provide an understanding of the development of learning activities and theories on increasing student engagement in English learning, especially in junior high schools.

1.6.2. Practical Significance

1. For Teachers

This research is useful for teachers because it can broaden their horizons and provide new references to involve students in learning and teaching in the classroom.

2. For Students

The value of this research for students is to open up opportunities for students to increase student involvement in the classroom because learning is not only limited to written books but is interspersed with various learning activities designed to arouse student interest in learning in the classroom.

3. For schools

The benefits of this research for schools include determining the level of student involvement in the classroom; In addition, this research helps schools in increasing student involvement in English language mastery through learning activities.