

# CHAPTER 1

## INTRODUCTION

In order to provide an overview of the research that includes the direction and focus of the research. The author compiles this chapter by discussing several related matters such as the background of the research, the problem, and the focus of the research itself.

### 1.1 Research Background

Considering that student engagement was critical to current and future success, fostering student engagement was the first focus (Cents-Boonstra et al. 2021). Moreover, student engagement was decisive in the success of learning, which involved active participation in academic, non-academic, and other school activities and striving to achieve learning objectives (Ginting, 2021). Additionally, engagement could be described as students taking an active role as participants in the learning process (Aisyah & Wahab, 2022). Liu & Loeb (2019) analyzed that an important dimension of teacher effectiveness was the ability to engage students in the classroom, most importantly making them present. To find out the student engagement itself was divided into three parts, students' behavioral, emotional and cognitive states that could affect student engagement and learning outcomes (Gladisea, 2021). Therefore, student engagement can greatly impacted academic achievement, language acquisition, and overall learning outcomes.

Students' engagement was crucial in academic performance, language acquisition and overall learning outcomes. First, the influence of student engagement on academic performance which included students participation, interest and motivation and time for assignment. Further details, students participation referred to students who were engaged in the classroom and who tended to actively participate in arguing, answering questions and class discussions, thus

increasing their understanding and knowledge of the material (Li & Xue, 2023). Further, in interest and motivation, students' engagement correlated with increased interest in the subject, which indirectly affected study habits and learning achievement. Second, the influence of students' engagement in language acquisition included interaction, practice and feedback. Interaction and practice meant that actively engaged students had a greater chance of practicing using the target language due to in-class interactions such as discussions, which helped their language proficiency (Qureshi et al. 2023), and feedback which means students who are involved will more often get feedback from friends and teachers so that they can correct errors in language and improve speaking skills using the target language. Third, students' engagement influenced the overall learning outcomes, particularly in relation to self-regulation and responsibility and also critical thinking as well as problem solving skills (Li & Xue, 2023). Overall, student engagement can significantly influenced academic performance, language acquisition , and overall learning outcomes. Therefore, it is necessary to create an environment that can encourage students to participate actively, motivated them and stimulated their interests so that it could increase student engagement and learning outcomes. In connection, classroom management also played a role in increasing student engagement.

One important component in the effort to increase students' engagement was classroom management. Thus, effective classroom management was needed. Successful classroom management resulted from the responsibility of both teachers and students, and it instilled motivation and enthusiasm (Franklin & Harrington, 2019). Quality classroom management related to discipline, which included establishing clear, stable, and purposeful learning patterns, constantly monitoring students, and setting up an engaging classroom (Havik & Westergård, 2020). In addition, good relationships between teachers and students, a sense of belonging to the class and school, good cooperation, and a sense of responsibility for the classroom atmosphere are strategies that could be applied in creating effective classroom management to

support increased student engagement (Gan, 2021). To support classroom management strategies, methods for increasing student engagement were also indispensable during implementation.

Based on the preliminary data, it was found that students were not fully engaged in the classroom. The results of observations showed that student involvement was still relatively low both cognitively, emotionally and behaviorally. A total of 24 out of 32 students were not behaviorally active, 22 students did not show good emotional involvement and 17 students were not cognitively involved in learning. This data was obtained from observations and interviews of students and teachers in the 9th grade of SMPN 5 Singaraja, data was collected through classroom observations carried out during the learning process. Based on this data, students' engagement is still relatively low. With the findings of the observation results, students are still less active in the classroom, learning methods are less varied and students are not fully involved in learning activities. Thus, in learning activities it is possible that some challenges occur.

Based on the preliminary data, in the effort of fostering student engagement, it is possible that there are challenges in it. Ginting (2021) Ginting (2021) stated that challenges in fostering engagement could have come from students themselves or resulted from low teacher ability in classroom management. In addition, low ability in creating engaging learning activities also affected student engagement, such as using lectures and drill exercises which tended to be boring (Pedler et al. 2020). Gan (2021) investigate that the low ability can be in the form of mismatch or absence of material connection with real-world situations, lack of utilization of technology in learning, lack of differentiation of tasks according to the circumstances and interests of students, rarely in applying group learning or discussion (Fistonich, 2023). Teachers needed to understand the impact of their teaching beyond delivering content (Franklin & Harrington, 2019). Moreover, at the ninth-grade level, students

were in the developmental phase of critical thinking. Therefore, it required varied learning activities so that students would become more interested in learning. From these findings, it was found that it was very important for teachers to receive proper guidance in designing learning activities that could foster students' learning engagement. Thus, to address the lack of engaging teaching methods, teachers could attend workshops, collaborate with peers, and pay attention to student feedback. With this, teachers could improvise in teaching, so that efforts to foster engagement could engage students cognitively, emotionally, and behaviorally. A learning method that involved critical thinking, collaboration, and communication was also needed.

In the new learning paradigm to meet 21st-century learning demands, several innovative learning methods were available, one of which was project-based learning. Project-based learning was a method where learning focused on students to obtain real products in line with the learning objectives (Almulla, 2020). In relation to students' engagement, Project-Based learning method involves a problem that encourages students to think critically which is related to cognitive engagement, the connection of learning with the real world can increase students' motivation and interest in learning which related to emotional engagement, activities in this method involved discussions, experiments and also presentations so that it is related to students' behavioral engagement (Guo et al. 2020). Project-Based Learning was considered effective because it emphasized real-world application, collaboration, communication, and a student-centered approach (Hidayati & Diponegoro Tulungagung, 2023). It was appropriate to increase student engagement by involving them actively through projects and problems that addressed cognitive, emotional, and behavioral domains (Aydıb et al. 2018). Therefore, it aligned with student learning needs and 21st-century demands for meaningful learning (Muhammad, 2020).



Earlier, there were several researchers that discussed Project-Based Learning Methods. In this case, learning activities using the Project-Based Learning method are related to problem solving, collaboration, cooperation, responsibility, creativity and critical thinking. First, the project-based learning method encouraged students to explore broader ideas and investigate a problem that was directly related to students' critical thinking (Almulla, 2020). Secondly, Project-Based Learning gave students the opportunity to solve an existing problem, so that through this students were able to connect their theoretical knowledge with practical applications that improved their problem solving skills because students are directly involved in the solution (Guo et al. 2020). Third, this method also played a role in fostering cooperation between students, where students worked on existing problems in groups; besides that, this activity established good interactions among students, communication, conflict management, and decision making related to collaboration (Hidayati & Diponegoro Tulungagung, 2023). Fourth, in this method, students were given freedom to solve problems according to their own abilities so that they could develop their creativity (Almulla, 2020).

Previously, there had been several researchers who discussed the use of the Project-Based Learning method in learning activities. However, the research was more inclined to improving critical thinking skills, problem-solving, and learning outcomes. Therefore, this research focused on the application of the Project-Based Learning method to increase student engagement, which was also an urgency in this study. In addition, not many had explored the use of Project-Based Learning methods that specifically focused on increasing student engagement, considering that student engagement was an important aspect that needed to be considered in learning because it had had a significant impact, especially as it included three dimensions, namely cognitive, emotional, and behavioral engagement. Furthermore, students' engagement could improve understanding, motivate students, enhance learning outcomes, and

reduce boredom (Hidayati & Diponegoro Tulungagung, 2023). Thus, research on student engagement using the Project-Based Learning method needed to be carried out.

In conclusion, the urgency in this research lay in the existing challenges related to low student engagement in one of the public schools in Singaraja. Therefore, this study referred to efforts to develop learning activities through an innovative method, namely Project-Based Learning. The general objective of this study was to utilize the Project-Based Learning method in enhancing students' engagement according to the cognitive, emotional, and behavioral dimensions in English language learning. . In addition, this study focused on strategies for designing engaging learning activities. After the observation, it was found that there was no appropriate guidance to increase learning activities at that level, so it was necessary to apply Project-Based Learning to address the problem of students' engagement.

### **1.2 Problem Identifications**

Based on the preliminary data, it was found that students were not fully engaged in the classroom. , The results of observations showed that student involvement was still relatively low both cognitively, emotionally and behaviorally. A total of 24 out of 32 students were not behaviorally active, 22 students did not show good emotional involvement and 17 students were not cognitively involved in learning. In addition, the interview results showed that the teacher still dominantly used the lecture method and textbooks and occasionally used the Problem-Based Learning method and lacked the use of a variety of activities that aroused students' interest. Based on this data, it can be concluded that student engagement is still relatively low. With this, the identification of the problems found are the learning methods applied are less able to engage students, low ability, lack of innovation in managing the classroom and engaging students in the classroom.

### **1.3 Research Limitations**

The focus of this research was the development of English learning activities using Project-Based Learning methods in the form of teacher e-book as an effort to enhance student engagement. In addition, the study focused on students in grade IX at SMPN 5 Singaraja with data collection conducted using observations guide, interview guide, blueprints, questionnaire sheets, and teacher and expert judgment rubrics. The data in the study covering the three dimensions of student engagement has not been analyzed in depth due to the author's limitations in obtaining and analyzing the emotional and cognitive aspects in more detail, which are quite complex to analyze.

### **1.4 Research Question**

1. How is the IX grade students' learning engagement in SMPN 5 Singaraja?
2. How can the prototype of Project-Based English Learning activities be developed to enhance students' engagement in IX grade of SMPN 5 Singaraja?
3. How is the quality of the developed Project-based English learning activities in Class IX of SMPN 5 Singaraja?

### **1.5 Research Objectives**

1. To explore the cognitive, emotional, and behavioral engagement class IX of SMPN 5 Singaraja.
2. To develop project based learning activities that can increase students' cognitive, emotional, and behavioral engagement in class IX of SMPN 5 Singaraja.
3. To find out the quality of the developed project-based English learning activities prototypes in class IX of SMPN 5 Singaraja.

## **1.6 Significance**

### **1.6.1 Theoretical Significance**

The theoretical significance of this research is to provide understanding or recognition of the development of learning activities and the development of theories regarding increasing student engagement in English language learning, especially at the junior high school level.

### **1.6.2 Practical Significance**

#### **1. For Teachers**

The benefit of this study for the teacher is expand knowledge and get new references in increasing student engagement in carrying out the learning and teaching process in the classroom.

#### **2. For Students**

The benefit of this study for the students is opening opportunities to increase student engagement in the classroom because learning is not only based on printed books but interspersed with several learning activities that are expected to increase student interest in learning in class.

#### **c. For School**

The benefits of this study for school is knowing the extent of student engagement in the classroom, besides that it also helps schools in increasing student engagement in English language learning through learning activities.

## **1.7 Product Specification**

The prototype product that has been produced is a teacher e-book. This teacher e-book aims to provide guidance to teachers to implement project-based learning activities for students to increase the engagement of the three domains. Based on the data obtained from the observation, the researcher found that teachers still do not have qualified guidance and



opportunities to develop learning activities that are more interesting to students due to the many demands and lack of time as a teacher. So, the development of activities through this teacher e-book can help teachers engage students in the classroom by providing PjBL-based learning activities that can be used by teachers in supporting the English learning process in the classroom.

