

STUDENTS' BEHAVIORAL ENGAGEMENT IN LEARNING ENGLISH IN VOCATIONAL HIGH SCHOOL

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Diterima	06	Juni	2023
Disetujui	28	Juni	2023
Dipublish	30	Juni	2023

Abstract

The purpose of this study was to analyze student behavioral engagement about how students' behavior is related to academic assignments in tenth and twelfth grade of SMK N 1 Muara Bungo. So that students are interested in doing English assignments. in class X & XII SMK N 1 Bungo. The design of this research is descriptive qualitative. The sample of this research is class X AKL & XII MM2. The instruments used in this study were observation, using an observation checklist, field notes and videos. The results of this study are classified into three forms: persistence, focus, asking questions, contributing to class discussion. Based on the results of this study, researchers found that students had a consistent attitude of having behavioral engagement when doing assignments. Furthermore, in class students can be focused and contribute in class discussions, such as asking about instructions in doing assignments.

Keywords: *Engagement, Student Behavior, Learning English*

Introduction

One of the subjects at school is English subject which is a mandatory material and an important subject at school. Many students are interested in studying English subjects with various motivational backgrounds. The passion to learn English material can be seen with student's engagement in class. Activeness in the classroom can be seen from how engaged students are in it. It is supported by (Hiver et al., 2021) who explains that the term engagement can be generally understood as the state of paying attention to

perform a certain activity. There are several domains of student engagement, namely cognitive engagement, behavioral engagement and affective engagement (Romi, 2023).

Maintaining students' engagement is one of the most important things to do significantly for teachers in classroom management (Santie et al., 2020). Although, it is not entirely the role of the teacher to generate student engage in the classroom because it is the students themselves who choose to be involved or not in the classroom, depending



on the student's motivation (Mesra et al., 2018). Moreover, the teacher assesses that students who are actively engage in the class will get more marks than students who are not engagement. For example, doing assignments on time, and giving reciprocity among peers and with teachers. Teachers usually facilitate students who want to be engaged in the classroom and affect the teacher's enthusiasm in explaining if students are involved in learning (B & Mesra, 2023).

Furthermore Balfanz et al., (Balfanz et al., 2007) stated that Students who engage are the category of students who have the most potential to drop out of school. This research also gives the impression that students who are not engage are category least to get success to reach higher education Peck et al., (Peck & Theodore, 2008). With the reasons according to the experts above, this research supports reducing students non-engagement or increasing and developing students engagement, but to find out how the picture of student engagement itself at class level, so research is needed to find out students' behavioral engagement.

In learning English, students must follow the lesson to get good grades. With engagement students are more active, give feedback and effort to achieve their goals in learning and also follow teacher instruction. Moreover, when the students have engagement in class, the teacher will give opportunities to participate in their learning. As example, the teacher gives group work so that students can participate in it and be engage more so that they can comprehend in learning material. Furthermore, In the teacher's assessment, it also looks at the engage of students in the classroom.

It includes the teacher's assesses how

students can answer questions correctly, provide good feedback, participate in discussions with friends and ask the teacher, such as engagement in class discussions, students complete their assignments together. It means with students' engagement influence student learning outcomes by giving effort in achieving an achievement such as wanting to get high score in class (Mesra et al., 2022).

In addition, Teachers need appropriate learning strategies to support student behavior in the learning process. While most use group work as a strategy to encourage student participation, the "group study" strategy promotes academic achievement and socialization. From the aspect of behavioral engagement, researchers are interested in investigating more deeply about students in academic tasks. Because students' in doing academic task can improve student achievement at school. students who excel certainly do their assignments in a timely manner and work seriously so that students can better master the material taught by the teacher.

The activeness of students doing assignments is very important and needs to be considered by the teacher so that the learning process pursued obtains optimal results, and student learning activities are reflected in using the content of knowledge in solving unit problems. Furthermore, teachers can easily assess students' abilities with students engage in doing task , students who are not engaged in doing task can be seen by students' behavioral engagement. Based on the phenomena at SMK N 1 Muara Bungo, students seem interested in doing task given by the teachers.

Researcher observed that one of them has a



good relationship between the teacher and students so that students enjoyed the lesson. The students were interested in paying attention to the lesson and task took an active role in the class. some teacher manages the class in an interesting way that is taught to students. It Makes the student interested to be engaged doing academic task in classroom activity.

In this case, When the teacher explained and gave the material in the class the students paid attention and got engage in SMK N 1 Muara Bungo researcher found that case such as students showed an active attitude in carried out tasks by the teacher. When the teacher gave the task of compiling sentences in random form with cut paper in the Report text material, students are given groups to complete the random sentences in the class. Each group showed than engagement in compiled the random sentences by reading sentences one by one and looking for in the dictionary if they found a word that does not know the meaning.

All of them gathered these tasks. Then the teacher corrected the assignment together with students. Students showed an eager attitude to answer the order they have gotten from the results of discussions with their groups. provide feedback to the teacher. By correcting together, students could immediately know the results of their assignments. Seeing groups with high results showed a happy attitude with the results they have. While groups with low results are disappointed and regretted the mistakes with what they have.

Students Behavioral engagement has dimensions. with the dimension of students behavioral engagement can be explained by several experts, There are three experts who

explain the types of students' behavioral engagement (Nguyen et al., 2016).

So based on the experts there are three kinds of behavioral engagement. First students conduct in class. Second, students doing their academic task. Last, student participation school-related activities. The following detailed information; The first definition requires positive behavior, such as students obeying rules and adhering to class norms, as well as an absence of disruptive behavior such as skipping school and getting into trouble. The second definition relates to students engagement in the learning process and academic tasks which include behaviors such as persistence , focus, attention, asking questions, and contributing to class discussions. The third definition engage student participation in school activities such as sports or school organization.

This research focus on students behavioral engagement in doing academic task that is related to students engage in the learning process and academic tasks which include behaviors such as persistence, focus, asking questions, and contributing to class discussions. This refers to the physical behavior displayed by students to show their interest in group activities will engage in classroom activities as well as their will to overcome challenging material

Based on the problems above the researcher is interested in conducting research on students' behavioral engagement doing academic tasks in learning English. The conclusion. Student engagements is very important for students in achieving the desired lessons. With the engage, students more understanding the lessons and has a high curiosity about learning English. So This problem makes researcher wants to



examine more deeply about how students are engaged in carrying out the task in learning English.

Research Method

The design of this research was survey research. Gay and Airasian (Gay et al., 2012) state that descriptive research determines and describes the way things are. It means that descriptive research only focused on describing the phenomenon without giving treatment to the students. Moreover, the characteristic of descriptive research is to describe the situations or conditions actually. As statement, the researcher chose descriptive research because the researcher wanted to find out students engagement in learning English. In this research, for answering the research questions, the researcher wanted to describe and analyze students engagement in doing academic task at SMK N 1 Muara Bungo.

Participants is needed in every research, without having participants the researcher could not get the data. According to Gay et al, participants are group of individual that participates in research project. To get the data, the researcher considered the appropriate participants. Participants in this study were students at SMK N 1 Muara Bungo. In this study, the researcher did not analyze all students in the school, but in this study the researcher selected them by purposive sampling.

According to Lufri (Lufri, 2001), purposive sampling is a sample whose purpose is selected based on certain characteristics needed in research. The researcher searched a sample that had characteristics on the research topic from sample that more dominant in a population. Such as, actively

participate in doing academic task, and able to interact effectively and behaviorally engage with teachers, schools, and friends. So In this study, the researcher conducted a preliminary interview with the English teacher at SMK N 1 Muara Bungo, it was recommended by the English teacher at SMK N 1 Muara Bungo that students who were active and engage in school were from class XII MM (Multi Media) and X AKL (Akuntansi dan Keuangan Lembaga).

in this research, researcher chose observation that was checklist, filed note and video as the instrumentation. Checklist and field not was used to make sure the researcher got all of information during the sample

1. Observation

The instrumentation this research was observation, it would helped the researcher to find the data during the research process. It was supported Gay et al, observation is the most appropriate and effective data collection. The researcher did observation to observe the students engagement in learning English. The observation is expected to find out how students' behavioral engagement in doing academic task at SMK N 1 Muara Bungo. In doing the observation, the researcher used some tools such as checklist, field note and video as the instruments;

a. Checklist

Observation checklist is a tool that by the researcher to gathering data. According to Creswell (Klassen et al., 2012) observation checklist consist of some questions. Some questions in this checklist represented approximately the order in which you might consider before during and after observation. Related to the theory, the researcher wanted



to describe about the students engagement at SMK N 1 Muara Bungo. In this research, the researcher used observation checklist in gathering the data and to answer the some questions.

b. Field note

Field note is a tool that used by the researcher in gathering data. According to Gay et al, field note is the observer's record of what he or she has seen, heard, experienced, and though about during an observation session. Based on the explanation above, the researcher noted all information of students engagement in classroom.

c. Video

Video recording is tool to record of storing images or event. Based on Hadfield (Haw & Hadfield, 2011), Video is normally use to provide data about the specific social interactions capture, participants' understanding of interactions, the interpretations of those involved in creating the video and frameworks through which individuals view the video. In this study, researcher used video recording with the aim of recording activities in the classroom during the learning process in order to obtain concrete research results and clearly see the engagement of students themselves in the classroom.

In this study, the researcher collected student engagement data to describe students behavioral engagement in doing academic task and the researcher analyzed the data based on instrumentation. After collected the data, the researcher analyzed the data based on the instrumentation provide. Gay et al, stated there are four steps in analyzing data; reading/memoing, describing, classifying,

and interpreting.

- a. Reading/memoing, becoming familiar with the data and identifying the main themes. In this stage, the researcher read the data about students' behavioral engagement for reinforcement mostly used by students in learning English process from observation. After that, the researcher wrote memo about the students' activities in English learning activities.
- b. Describing, examining the data depth to provide detail description of setting, participants and activities. The researcher described students' behavioral engagement based on students engage in class. By looking at the indicators that have been provided, the researcher used field-notes to describe the students engagement in the class. Then, wrote down what happens in class.
- c. Classifying, categorizing and coding pieces of the data. In this step, categorizing and coding pieces of data and physically grouping them into themes. Researchers categorized the attitudes of students who were engaged with behavioral engagement based on doing academic task by using an observation checklist.
- d. Interpreting, interpreting and synthesizing the organized data into general understanding. In this step, the researcher interpreted the data about the students behavioral engagement in doing academic task mostly used by students based on instrument. And the last, the



researcher interpreted the results of students' behavioral engagement in learning English.

Results and Discussion

Based Based on data analysis above, the researcher found the answer of research question in chapter one. The result was from observation checklist, field note and video recording that had been done by the researcher during the observation. The research question is how students' behavioral engagement in doing academic task at ten and twelve grade students of SMK N 1 Bungo. Moreover, it has been discussed on previous chapter, there are some kinds of behavioral engagement in doing academic task, that were persistence, fokus, asking question, contributing to class discussion by Nguyen (Patterson et al., 2016) that was became indicator of this research. From the result of data analysis above, the researcher can found that in ten and twelve grade students of SMKN 1 Bungo had behavioral engagement and be fully engage in doing academic task when learning English.

Based on the data analysis, the researcher had the interpretation that the students XII MM2 (Multi media) and X AKL (akuntansi dan keuangan lembaga) had behavioral engagement and be fully engage in doing academic task when learning English. However, the purpose of this research is to find out How is students' behavioral engagement in doing academic task. The result of observation showed that the students XII MM2 and X AKL had consistent to showed behavioral engagement. From the four observations using field-notes and checklists, there was indeed student consistency and tends to increase from time to time. Then, it can be seen in student

persistence, focus, asking question and contributing to class discussion.

Behavioral engagement of students in doing academic task was looks consistent, students showed their positive behavioral engagement. On class XII MM2 (multi media) and X AKL (akuntansi dan keuangan lembaga), from the first observation to the end it can be seen that students have consistent engagement, in persistence at the first meeting students did not make more effort because the task is considered easy for students. whereas at the second and third meetings, there was consistency in being persistent and at the last meeting there was a decrease because students did not complete their assignments on time and completed at the next meeting. But still showing persistence by doing assignments until the task is correct it showed on students asking teacher to checked the task. they showed an attitude of trying hard to do well in English class.

Moreover, students behavioral engagement when doing their task has a consistent focus, it can be seen from class XII MM2 that the students are can respond well to teachers and did assignments with focus. While, on student engagement in the form of asking questions and contributing to class discussion there is significant consistent data when doing their task. Moreover, on the fourth observation the students had an increase attitude when asking questions and contributing to class discussion. It can be seen from explanation on data analysis above.

Why students behavioral engagement in doing academic tasks at SMK N 1 Bungo appear, Because it was relate to the teacher's intervention when giving assignments and



when explaining material. The teacher used interesting media when explaining, so that students could understand material easily and make students' curiosity about the material and assignments more be engage. Researcher saw, that students and teachers during learning English showed good relations with the teacher. It can be seen from the students enjoyed in learning and the teacher being friendly with students by approaching students in a friendly manner.

So that students feel comfortable and want to do task by showing an attitude of engagement. This was strengthened by the statement by Roorda, Koomen, Spilt, and Oort (Roorda et al., 2011) that the relationship between students and teachers is considered to be able to stimulate learning behavior in students and support students to be able to overcome and handle students well that exist in the school context. Therefore, it is very clear that if teachers have started to build relationship and gave better attention to students, this will have an impact on the behavior engagement show in learning situations in schools that are increasingly engagement in the behavior, emotions and cognitive of students.

The researcher believes that, the method given by the teacher at SMK N 1 Bungo, such as question and answer method is one of the ways and class activities that is proven to be able to encourage students to be actively engage. Student activity is shown in providing questions and responses that can support engagement when students are learning (Rohmawati et al., 2018). Thus, when the teacher more often provides opportunities for students to ask questions, answer questions, respond to other students' answers and provide opinions regarding the material presented, the teacher has optimized

student learning abilities. So that students can have good learning outcomes and are engaged in attitudes when do their task.

Furthermore, regarding teacher methods to support student engagement in the classroom can be linked to One study entitled "Teacher and peer support for young adolescents' motivation, engagement, and school belonging" confirm that, teacher and peer support can maintain a responsive learning environment because both aspects have academic and social (Lillesand et al., 2015). In addition, peer and teacher support has unique implications for supporting not only classroom engagement but also academic and school motivation. As example, the teacher asked students to work in small groups and discuss what they know about the character of a person to describe someone in descriptive text material. This is a kind of collaborative learning, where students are asked to share what they already know about that one person that they describe with their group of friends who both know that person and then provide a short text based on that discussion. In this case can support students engagement in learning English, because all of them can contributing to class discussion.

Students engagement is influenced by teacher and learning media. In this study, the researchers found that students were active because the media provided by the teacher was interesting so that students were engage in working on the assignment. Teacher's efforts of taught it was can help students to be engagement in class. As for the things the teacher was trying to do it such as, explaining the material with PowerPoint, the audio guessing activity given by the teacher regarding the announcement text material, turning on the music when students are doing assignments so that students express enjoy to



engage in the class.

This is supported by Christanty (Christanty & Cendana, 2021) in the title "Teacher Efforts To Increasing The engagement Of k1 Class Students In Synchronous Learning" said that the teacher's efforts to adjust synchronous learning with aspects of student development can help students to be engage in class.

Evidently, teacher's media is very influential in learning process. The teacher should provide interesting learning methods and added media when learning English in the form of audio or video. with this students can easily understand and be engage in class. As for the things the teacher is should to do in teaching, such as using video or audio to introduce a new vocabulary, Games through interactive PowerPoint, doing activities to find objects in the home environment, and using hand movements to express a concept.

Conclusion

Based on technique of data collection, the research concludes that there are four forms of students' behavioral engagement in doing academic task. There are some students did all the forms of students behavioral engagement in doing academic task, students show their persistence, they showed their desire to learn English and they did not give up when they found some difficulties in learning. But Students work on assignments persistently depending on the material or task given by the teacher. When the teacher gave an interesting task or when getting a difficult task, students showed persistence in seeking information and targeting the task to be correct. Students did not really show their efforts in class, because the task can be done easily with a group. While, in the other form of persistence students do the task on time. In the other observation, students

active and focused in doing assignments seen always asking questions, and contributing to class discussion. students show a focused attitude in learning English, especially when doing task. students worked on task with effort and respond to instructions from the teacher.

The students show that they are engage in doing task by actively discussing with classmates and discussing with the teacher. Students work on assignments according to what was instructed by the teacher. all majority students engage and show behavioral engagement in doing academic task, because English assignments are interesting and not boring. the teacher plays an active role in it so that students can be interested in doing English task.

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