CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It covers the background of the study, research questions, research purposes, research limitation, research significances, rationale, and previous research.

A. Background

One of the difficulties in learning English for students is to engage in teaching speaking process. It is because students should be active to give feedback to the teacher. As Bailey & Savage (1994) state, "In a country which places English as second or foreign language, speaking skill in language learning has often been viewed as the most demanding of four skills." Djigunovic (2006) in Mettasari (2013) states, "Speaking, especially in a foreign language, is considered as complex and multilevel skill. It requires many backup factors to be able to speak well in the target language, one of them is enthusiasm. Furthermore, Jong (2016) writes the opinion of the government of Indonesia that spoke about students' struggle in learning speaking, "Indonesian students, spoke English poorly as they spent too much time studying grammar in classroom and not enough actually speaking the language."

Over time, students' engagement has become a strategy to manage classroom behavior. This strategy becomes the hopeful goal of enhancing students' abilities to learn *how to learn* or to become lifelong learners in a knowledge-based society (Taylor & Parsons, n.d.). Zyngier (2008) in Mahdikhani & Rezaei (2015) states, "Student engagement has been identified as an important precursor to student learning." According to Fredricks et al. (2004), "Students engagement has no unified definition, rather it is a multi-faceted construct which has its indicators with several subsets in it." There are three components model consist of behavioral, emotional, and cognitive engagement that widely accepted. The present research focuses on behavioral engagement. Finn (1989) in Zhang & Hyland (2018) proposes a model of student engagement which includes the behavioral component that contains students' compliance with school rules, response to

teacher directions, and completion of assigned work, and identification, an affective component which concerns a sense of belonging and feelings toward school and learning.

One strategy that is expected to increase student's behavioral engagement in learning speaking is to give a reward to the students. Cameron&Pierce (2002) and Reiss (2011) in Hidi (2016) state,"In the last 40 years, rewards have become one of the most contentious concepts in social and educational psychology." Rewards have become increasingly stigmatized in the research literature because it has been encouraging parents, educators, and manager to reward individuals for their efforts, good behavior, and exceptional performance (Hidi, 2016). According to Ngalim (1997) in Misriyah (2015), "Reward is an appreciation of a thing, directed at the children who can reach the achievements." There are several types of rewards, such as verbal rewards, unexpected rewards, task non-contingent, engagement contingent, completion-contingent, and performance contingent rewards (Kotaman, 2018).

Based on preliminary experience conducted at second grade of Junior High School in Bandung for a month, the problem found is student's lack of participation in the teaching-learning process, especially in learning speaking. The result is just three of students who participate in answering the question or adding some information. Based on the little experience above, the researcher tried to find out how the process of students' engagement in learning speaking by using reward. Therefore, a case study of how the process of students' engagement in learning speaking through giving reward is conducted.

The research regarding the implementation of rewards in teaching and learning process was conducted by Bilouk (2015). The study examined reward strategy as a supporter media that expected to help students in learning process. Furthermore, the reward is functioning as reinforcement for enhancing both students' performance and motivation. The two other studies regarding student's engagement were conducted by Matzembacher et al. (2019) that investigate students' engagement through Practice-based Learning (PBL) methodology and the provider community services, and Ding et al. (2018) that examine the influence of the gamification approach on student engagement in online discussion. Both result studies showed that students' engagement was positively increased trough the methodology and approach that is applied.

This research is different from the previous ones because this research focuses on observing the implementation of giving rewards in teaching speaking and the process of students' engagement towards the rewards itself. Thus, this research, entitled "Students' Behavioral Engagement in Learning Speaking through Giving Reward" is conducted.

B. Research Questions

From the description above, this study is intended to answer two following research questions:

1. How is the process of students' behavioral engagement in learning speaking activities by using reward?
2. What are the students' responses toward reward during learning speaking process on students' behavioral engagement?

C. Research Purposes

From the research question above, this study is aimed at obtaining two following purposes:

a. To find out the process of students' behavioral engagement in learning speaking activities by using the reward.
b. To find out the students' responses toward reward during learning speaking process on students' behavioral engagement.

D. Research Limitation

The research focuses on the process of students' behavioral engagement using reward in speaking activity at the fourth-grade students of SD Islam Al-Amanah Bandung.

E. Research Significances

The result of the present study is expected to give both theoretical and practical importance as the following:

Theoretically, the result of this research is expected to be used for either source or material references for anyone who wants to develop a new strategy to increase the engagement of students in learning speaking in the classroom.

Practically, the result of the research is expected to give contribution for teachers, students, and also the reader.

- To motivate the students in speaking learning process.
- To give a contribution to the teacher in gaining students' engagement in learning speaking in the classroom.
- To get experience and knowledge directly on how to teach speaking by using reward strategy.

F. Rationale

Coates (2007), Fredricks et al. (2011), Kuh (2009) in Topu & Goktas (2019) state, "Engagement is considered from different aspects in the literature since a common approach, or a theoretical structure is lacking in relation to students' engagement in educational environments." On the other hand, Zyngier (2008) in Mahdikhani & Rezaei (2015) believes that student engagement has been identified as an essential precursor to student learning. Altuwairqi et al. (2018) argue that the finding of students' engagement is an essential factor to improve the learning process because it is one of the qualitative indicator in learning process.

The construct of engagement is defined in general as involvement, participation, and commitment to some set of activities (Mahdikhani & Rezaei, 2015). Guthrie and Wigfield (2000) in Mahdikhani & Rezaei (2015) states, "Engagement theory with a variety of descriptions, generally includes a vision of students who are eager to pursue the task at hand, actively involved in their work, and enjoy what they are doing." Kuh et al. (2007) in Trowler (2010) defines students engagement as participation in educationally effective practice, both inside and outside the classroom, which leads to a range of measurable outcome. However, Fredricks et al. (2004) believe that students engagement has no significant definition. Instead, it constructs from three dimensions that widely accepted; those are behavioral, emotional, and cognitive engagement.

Behavioral engagement involves the participation and the involvement of students in school and extracurricular activities and positive attitudes of the students during the resolution of events. The emotional engagement involves the affective and emotional reactions of students while fulfilling the activities. Emotional engagement involves the affective and emotional relationships of students facing the activities of subjects and other elements that compose the school environment. Interest, happiness, well-being, disgust, anxiety, and frustration are examples of such reactions. Cognitive engagement involves the psychological investment of the student in the learning process. It is marked by the effort made by the learner to understand what is studied and to reach the highest levels of comprehension on a specific area of study (da Rocha Seixas et al., 2016; Ding, Er, & Orey, 2018; Zhang & Hyland, 2018).

There are some opinions of how is student engage in teaching-learning process states by da Rocha Seixas et al. (2016). The first one is the opinion of Zepke et al. (2010) who believe that the engagement of students are usually intrinsically motivated and need to feel capable of working autonomously and then succeed in their activities. Sullivan et al. (2009) argue that students' level of commitment increases by fulfilling their activities based on his experimental study. Other authors such as Birch & Ladd (1997) and Finn et al. (1995) have the same opinion that the fulfillment of classroom activities is a sign of engagement. Furthermore, Saeed and Zyngier (2012) state that engagement can also be evaluated from the perspective of teamwork. When a group is engaged in an investigation, and its members seem motivated and well-articulated, they get meaningful gains for the learning.

The role of rewards in learning has received the attention of many scholars and psychologists who have been questioning the act (of rewarding and giving incentives) of whether rewards thwart or promote students' motivation to learn (I. Bilouk, 2015). Sumanto (1995) in Misriyah (2015) states, "Reward is given in the education system to appreciate achievement which is gotten by hard effort in learning individually or together. Reward to achieve many achievements can be given as material or nonmaterial. It can positively motivate the pupils."

A reward has a purpose that is to reinforce the achievement of children's independent learning, as Bilouk (2015) state that the word reinforcement is general associated with the word reward. Misriyah (2015) states,

> "A reinforce is then, anything that increases or maintains the frequency of a behavior when access to it is made contingent on performance. In education, the reward is directed at a tribute to the children who can achieve the achievement so that rewards can motivate for better again. Reward in children will lead to three important roles to educate children in the act that should be entitled educational value; serves as a motivation to repeat do good; serves to reinforce the behavior better."

G. Previous Research

There are several kinds of research regarding the implementation of rewards in teaching and learning process, and the process of students' engagement. The first research was conducted by Bilouk (2015) that examines the impact of extrinsic reward, as a motivation strategy, on students' L2 reading motivation and performance using short stories, as a tangible reward was offered at the end of each successful reading comprehension performance, to function as reinforcement for enhancing both reading performance and motivation. The research is involved 91 second year LMD students of English as a foreign language, at the Department of Arts and English Language University of Constantine, and the results of students' pre and post-reward reading comprehension performances show that students' performance in reading was enhanced; whereas, those of the pre and post-reward reading motivation was not.

The second research was conducted by Matzembacher et al. (2019) that investigates students' engagement through Practice-based Learning (PBL) methodology and the provision community services by allowing students to have a more active role, reflects in greater engagement and, consequently, in a better learning perception. This study analyzed two classes of Socio-Environmental Management and evaluated 89 students from the ninth and tenth semester. The result indicated greater engagement, less boredom perception by students and a need to leave the comfort zone, satisfaction in solving a real problem and the sensation of deeper learning.

The third research was conducted by Ding et al. (2018) that examines the influence of the gamification approach on student engagement in online discussion. A gamified online discussion tool, gEchoLu, was implemented in an undergraduate level online course, which held 22 online discussions. The triangulated results revealed that the gamification approach positively affected student engagement. Factors such as technical issues, classmates' behaviors that either promoted or impeded students from engaging in the gamified online discussions were identified.