

CHAPTER I

INTRODUCTION

This chapter contains the basic introduction to the research conducted. It contains background of the study, research questions, aims of the study, scope of the study, significance of the study, and clarification of related terminologies.

1.1 Background of the study

Student engagement plays a critical role in the classroom environment. Such engaging behaviors shown are, for instance, completing tasks, showing curiosity towards the lesson, and participating in class activities, etc.

Many previous studies had shown that there is an undeniable link between students' engagement and their academic achievements (Lim, 1992); (Wudong, 1994); (Zhou, 1991 as cited in Tsou, 2005). Students who are motivated to learn are the ones who paid attention to the teacher and maintain interest in academic activities (Okolo, 1995), moreover, students will also engage in relevant activities, expand efforts, persist in activities, attend to the tasks, show desire to achieve the goal, and enjoy the activities (Gardner, 2006). Therefore, it is important for teachers to know how to harness students' engagement as well as being aware of what drives students to gain motivation in order to achieve successful learning and attain learning autonomy, especially in the classroom.

Multiple teaching methods could be done to promote students' engagement in the classroom. The teaching strategy that a teacher uses should be able to induce students to engage in the exchange of ideas inside of a classroom, as well as make the students motivated to learn in an interesting way (Isaac, 2010 as cited in Yulia, 2013). Teachers could use many different materials to help them gain students' interest, such as the use of PowerPoint, video presentation, technology, games, etc. This would ultimately form into a teacher's unique teaching strategy that is used to achieve objectives in the classroom. Therefore, a teacher's support in the learning process is important in order for the students to learn well (Oktaviani, 2013).

Dyandra Adelia Azzara, 2022

HIGH SCHOOL ENGLISH LANGUAGE TEACHER'S TEACHING STRATEGIES IN PROMOTING STUDENTS' VERBAL ENGAGEMENT IN ONLINE LEARNING

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

In the context of Indonesia, English language can be considered as an international language (Lauder, 2008), meaning that the language is not used in daily activities as much as Bahasa Indonesia and the varieties of mother tongues; i.e., the users are categorized as non-native English speakers. Due to that fact, learning English would be a challenge, especially when the students are unable to use the language outside of the classroom (Moon, 2005). It could impact the students' inner motivation to learn the language, mainly because they would feel there is no need to learn the language in the first place (Moon, 2005). With this in mind, one of the roles of a language teacher is to be creative in the implementation of different types of learning resources in order to motivate his/her students to be actively engaged in the classroom.

However, due to an unexpected significant phenomenon that forced students and teachers alike to unexpectedly switch from having traditional, face-to-face meeting in the classroom into using online platform to interact with each other, students struggle more and more to stay motivated to learn. Moreover, teachers around the world struggle to adapt their teaching strategies that usually would be conducted in a traditional face-to-face meeting into that of an online-based one. This resulted in heaps of homework, little to no desire for students to engage, inability of teachers to adapt to technology, technical difficulties resulting from lack of training, and many more problems depending on the context of the situation in hand. Students' drop-out rate is also increasing, meaning there is a need to improve online learning to increase students' motivation and their active engagement in the classroom (Nash, 2005). Students also feel psychological strains, such as frustration, fear, anxiety, and stress from the implementation of online learning (Dhull & Sakshi, 2017) that would further decrease their motivation in learning, and ultimately their engagement in the classroom as well. The teacher's strategy is most important in this time more than ever due to the low motivation of students to learn and engage, as well as the teacher's role that mostly would take on most of the talking time in the online class session due to the nature of the platform itself.

There had been many studies that identified the teacher's role in promoting engagement in the classroom. However, due to the ongoing

Dyandra Adelia Azzara, 2022

HIGH SCHOOL ENGLISH LANGUAGE TEACHER'S TEACHING STRATEGIES IN PROMOTING STUDENTS' VERBAL ENGAGEMENT IN ONLINE LEARNING

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

pandemic that forced the teacher and students to switch to online learning and therefore adapt old teaching methods to a completely new one, the researcher would like to highlight the teacher's strategy in adjusting to the current situation in an effort to keep the students' engaged in the classroom. Moreover, there has been little studies about teacher's strategies in adjusting to online learning at the time of the writing.

Based on the statements that had been made, the researcher would like to conduct a study of high school English language classes that focuses on the teaching strategies implemented by the teacher to promote students' verbal engagement in an online-based classroom.

1.2 Research questions

Based on the background of this research, the purpose of this study is intended to answer the following question:

1. What teaching strategies are utilized by the teacher of a high school English language classroom to encourage/promote students' verbal engagement in online learning?
2. Were the teaching strategies conducted by the teacher considered successful in reaching the teacher's own goals in terms of students' verbal engagement?

1.3 Aims of the study

Based on the research questions above, the study aims to investigate the use of teaching strategies in the process of promoting students' active participation in the form of verbal engagement in online learning.

1.4 Scope of the study

Considering the question and the aim of the study, this research focuses on the teaching strategies that are implemented by a high school English language teacher to increase their students' active verbal participation in the classroom. Moreover, the research would also study the implementation of the teaching strategy in a real online-class meeting conducted by the teacher.

This study involves an observation of a 10th grade English language classroom conducted using an online-based meeting platform (Google Meet) per the teacher's permission over two classroom sessions.

1.5 Significance of the study

The results of this research are expected to provide more context of teaching strategy employed by English language teachers in Indonesia, especially in student's engagement during online classroom activities in an EFL context. The findings of this study may be used as one of the references for the next investigation about teachers' strategy in promoting students' engagement in online learning.

1.6 Clarification of related terms

1. Teaching strategy

In this study, teaching strategy refers to the methods that teachers use to deliver materials while maintaining students' engagement and practicing different skill sets in the classroom. Teachers may use a mix of teaching materials and methods to develop their teaching strategy.

2. Promoting

Promoting in this study is defined as to support or actively encourage and further the progress of students in the pursue of their academic achievements.

3. Student engagement

Students' engagement can be defined as the amount of physical and psychological energy that the students devote to the academic experience. In this study, the researcher focused specifically on verbal engagement, which refers to how much active verbal participation they are committing to the classroom activities.

4. Online learning

Online learning in this study refers to the electronically learning that include the use of computers, devices, internet, and any other technological devices to conduct learning and teaching activity, as well as student and teacher' interaction.

5. Classroom Discourse Analysis

Classroom discourse analysis is the study of the utterances and behaviors that were made during the interactions inside of a classroom. CDA looks at language forms and language functions, as well as the study of spoken interaction and written texts.

The CDA term “exchange” will also be used extensively inside of this research. It is used to signal the beginning and end of a flow of trade and barter of information inside of a conversation.