



Students' Behavioral Engagement in Learning English in Vocational High School

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Abstract

The purpose of this study was to analyze student behavioral engagement about how students' behavior is related to academic assignments in the tenth and twelfth grades 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, and contributing to class discussion. Based on the results of this study the researcher found that students gave persistence when studying but some students did not too much effort into doing tasks because of the lack of previous knowledge about English, they only showed an attitude of wanting to do the task and were interested in doing it but not by showing persistence because of the assignment. given by the teacher aspects that are assessed mostly from the creativity of students in designing. But in class, students can be focused and contribute to class discussions, such as asking questions about instructions and focusing on doing assignments.

Keywords: student behavior, behavioral engagement, English learning

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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 for learning English material can be seen in student's

engagement in class. Activeness in the classroom can be seen from how engaged students are in it. Maintaining students' engagement is one of the most important things to do significantly for teachers in classroom management. Although, it is not entirely the role of the teacher to generate student engagement 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. Furthermore, Balfanz et al., (2007) stated that Students who engage are the category of students who have the most potential to drop out of school.

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 engage in class, the teacher will give them opportunities to participate in their learning. For example, the teacher gives group work so that students can participate in it and be engaged more so that they can comprehend in learning material. Furthermore, In the teacher's assessment, also looks at the engagement 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 engage in class discussions, so students complete their assignments together.

Methodology

The design of this research was descriptive research. Gay and Airasian (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. A statement, the researcher chose descriptive research because the researcher wanted to find out students' engagement in learning English. This research was categorized as a qualitative research design consisting of one variable which was the student's engagement in learning English. Ary (2018) states that qualitative research seeks to understand the phenomenon by focusing on the total picture rather than breaking it down into variables.

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 (2002:86), purposive sampling is a sample whose purpose is selected based on certain characteristics needed in research. The researcher searched for a sample that had characteristics of the research topic from a sample that was more dominant in a population. Such as, actively participating in academic tasks, and being 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 engaged in school were from class XII MM (Multi Media) and X AKL (Advanced Financial Accounting). The background of the students who take the class is because these majors often find English in their daily learning. for example XII MM, in this department the majority of computer networks use English, and can be used daily. So, in this study, the researcher chose students of class XII and X at SMK N 1 Muara Bungo as participants.

The instrument can be said as a tool for doing research for collecting data. Gay et al (2012) explain that is a tool used by the researcher to collect data needed for research. In this research, the researcher used observation to find the data during the research process in the field. The researcher did observation to observe students' engagement in doing academic tasks in Vocational High School. So in this research, the researcher chose observation that was a checklist, filed note, and video as the instrumentation. Checklist and field not was used to make sure the researcher got all of the information during the sample.

Results and Discussion

The explanation of the data analysis could be seen as follows:

1. Persistence.

Persistence is someone who does not give up on their ability to learn or allow the student to be disturbed from the importance of the school and learning how to behave and improve academically. In persistence, the researcher saw how the students solved the problem when they faced it. The student shows persistence and he/she needs a lot of attempts to get the answer right. The student shows certain persistence as he/she has tried the exercise several times but he/she has not got the correct answer. (Moreno-marcos & Muñoz-merino, 2019)

On the first observation in class XII MM₂, the researcher saw that the students were doing the assignments individually. It could be seen from students checking the results of the assignments with the teacher. Then the teacher corrected him that one of his writings was wrong and the others were correct. on the second day in class XII MM₂, students worked on assignments individually. It appears that 12 people had difficulty in designing curriculum vitae (CV). The student asked the teacher and classmates how to use the Canva application, and how to get templates from the application. Students showed a persistent attitude, which is, always asking the teacher and discussing how to design a CV. So, they could complete the task on time. It included students keep trying even though it is difficult according to these students. Furthermore, from the third meeting to the end, the students showed a persistent attitude for example students took effort to solve problems compared to giving up. Even students in the class have lots of discussions with the teacher to ask how to write an application letter. Then, students responded to explanations of the teacher by completing it. After that, students checking it firstly before asking to the teacher about how to write report letters did by the students. It can be seen that students check it by asking friends who are smarter and who understand the material about application letter.

However, in class X AKL for the first observation, the researcher found that in class X AKL did not show full persistence because at this meeting it only made dialogue and students could do it well. While in second observation, class was studying about a descriptive text. At 55.11 minutes in video the students showed the task of their work, then the teacher checked the task, and explained that the task was wrong. Teacher said *"for white skin using noun phrases"*. Then, it was seen that students came to the teacher again to ask for grammar in material "describing someone" using noun phrases that they had corrected and checked with the group. This situations showed that students are trying to do the task until the task is correct and students give a lot of effort. At this condition confirms that students are not giving up when doing the task. In the third observation to the end, students showed persistent attitude because students do their assignments on time. Moreover, students' did not giving up on doing task. Students seems re-check the result of the group task. Than, they Re-read the result of the group assignment to make sure again the result of the group work with her group is correct. Each group always check with the teacher after doing assignment and did it again when the task was wrong, until the task is correct.

2. Focus

Focus is a concept that explains how a person can properly process information obtained around them with various levels of attention they have, such as students can answer teachers questions, students doing teacher's task related explanation, students focus doing task with individual, students responds to task.student responds to task-related question of the teacher or a fellow student (both verbal and non-verbal), working on the task (flipping through book is also considered on-task if it is necessary for the task at hand)(van Braak et al., 2021).

On the first observation in class XII MM₂, Students tried hard to do well in English class. When the teacher explained about Curriculum Vitae, the students payed attention and focused on seeing the teacher explaining. One in twenty seven students in class XII MM₂, there was only one student who was not focused which was indicated when he asked again what instructions the

teacher had given. Then, when the teacher asked a question for him, the students could not answer the question from teacher. Greeting by other students, she answering the correct answer from question given by the teacher. In class, the teacher seems to ask a lot of questions about the material. Students could answer questions correctly and seem to really enjoyed their lesson. It can be seen that all students payed attention to the teacher by showing a focused attitude. All of students responded other friends who could answer questions from the teacher with clapping spontaneously.

In the second observation, students showed focus with respond teacher's question correctly in answer individually or together. It can be seen that students focused on doing assignments individually. Students showed an attitude of mastering the material when using the Canva application in doing design curriculum vitae (CV). On the third observation to the end, student also showed focus in doing assignment. They could respond when teacher gave question. As case on 2.22 minute, students answered the teacher's question about application letter. Hence, forth of students in the class, they can answer questions from the teacher about parts of the application letter.

In the first and second observation at class X AKL, students showed focus with respond teacher's question correctly in answer individually or together. Teacher asked to each group to repeat or review the expression and adjective form that has been presented by other groups in task description text and expression congratulation. Students showed an activeness in giving suggestion and responding to other group on 8.39 minute. This repeatedly with students answering the teacher's question about what the other groups said in describing someone and how the performance.

T : how the performance of group 6

S : the sound is not loud enough

T : Retell the descriptive text of group 6

S : handsome, cool, pointy nose, short body, humble, friendly, talented, wearing glasses.

Students responded to teacher questions together by mentioning the adjectives in the descriptive text of the presentation group before. Then, some students stand out when answered questions from the teacher. In the second observation to the end at class X AKL always showing focused by doing academic task or when receiving lesson by the teacher.

In conclusion, students behavioral engagement in doing academic tasks on the form of focus. Students showed be fully focused. It is start from the beginning of the meeting to the end, they showed a focused attitude in doing the task. It can be seen that there is often a response from students when the teacher gives questions. Wherever, on the first day there was only one student who was not fully focused on the lesson, and all of the students else were focused and engage in English class.

3. Asking Question.

Asking questions is an observation activity to ask something. Such as responding to questions, volunteering information, sharing ideas, or manipulating materials. For example, being oriented toward the teacher or task and responding verbally (e.g., asking questions about the instructions), asking the teacher a task-related question, volunteering information, sharing ideas, asking question with friends about the task instruction, asking question with teacher how the task correct or not. asking questions about the instructions) or nonverbally (e.g., nodding) asking the teacher a task-related question and asking questions about the instructions. (van Braak et al., 2021).

On the first observation in class XII MM₂, students showed an attitude of engagement by asking the teacher related the assignment. After that, the teacher explained the tasks, students asked question and at 5.05 minutes students raised their hands to ask for posters (job vacancy) to be distributed. Next, at 8.09 minutes, students raised their hands to asking question related task.

S : Bahwasanya poster tersebut menyebutkan “diutamakan berdomisili di malang” lalu bagaimana miss? apakah boleh dirubah?

T : boleh. its okay

In the second observation to the end in class XII MM₂, students showed engage in doing academic task on asking question to the teacher. When students designed Curriculum Vitae (CV), students asked the teacher about what does suggestions or ideas that should be included in the CV design so that, the CV becomes enticing. students were not active in discussing because this task was done individually. However, sometimes students asked the teacher and classmates in discussion about how to do the task with using application Canva. Also, in the third observation to the end, students showed engagement with Asking Question when doing task.

Furthermore, In the first to the second observation in class X AKL, students engaged in doing academic task by asking questions during discussions after teacher gave instruction. When doing the assignment, many students asked one by one from each group to the teacher about the assignment. Students listened to the teacher is instruction that is compiling descriptive text in random sentences. At 25.07 minutes the students asked the teacher ;

S.b : apakah tugasnya dibuat paragraf atau kalimat miss?

T : write adjective saja

S.c : seperti like fat, small, tall

T : yess.. fat, tall minsalanya slim atau short maybe

The researcher considered that case above is students behavioral engage in doing academic task by asking questions about instruction given by the teacher. Then on doing task about descriptive text at 31.46 minutes the students raised their hands to ask the teacher:

S : miss apakah langsung dikerjakan di kertas (LKPD)?

T : do on plain paper, so that there are no streaks so it looks neat.

While at minute 55.06, students asked

S : berapa banyak baris dalam satu paragraph miss?(how many lines in one paragraph?)

T : satu paragraph harus lebih dari satu kalimat, biasanya terdiri dari 5 kalimat.(one paragraph must be more than one sentence usually consisting of five sentences)

All activity above showed that students have an engagement in doing task because the students can contributed in asking questions related to the instruction by the teacher.

In the third observation to the end, it was same as before, that is students asking question related instruction. They showed nonverbal form like a nodding when after got the information from the teacher. Then, a few minutes later, the teacher surrounded the students. All of students asked and answered questions from the teacher. Students asked teacher about what idea would chosen in design menu, and whether the design is correct or not. The students checked assignment by asking question to the teacher because the task seen by students' creativity. On writing memo, students often asked about how the sentence they made. They also asked about how to make memo, same as the previous study.

4. Contributing to class discussion.

Contributing to class discussions, Such as exchange of ideas, information, opinions, which aims to find a conclusion or an agreement. Giving ideas in discussion about task with fellow student or teacher, student responds to task related question of the teacher or a fellow student (both verbal and non-verbal)- listening to teacher's task-related explanation. volunteering information, sharing ideas, or manipulating materials, (van Braak et al., 2021).

On the first observation to the end in class XII MM₂, Students tried hard to do well in English class. When the teacher explained, students contributed to class discussion. Shareing

ideas about how to design a Curriculum Vitae, using a laptop or cellphone. Students discussed with classmates how to design a CV in the Canva application, students who understand more about the Canva application provided information to their friends about how to take pictures in the application without having to download it on Google. Then, when writing a job application letter assignment, students discussed how to make a good job application letter, some students shared ideas about a job application letter that they find on google.

Whereas in class X AKL, students showed an attitude of contributing in class discussions. The students discussed their assignments with the teacher and the teacher responded it well. Then, the students discussed with their group mates for the distribution of group assignments. Students and teacher discussed the dialog of expressions about congratulation. It can be seen from the response of students who nodding and directly discuss with their peers. At 41.11 minutes, the teacher asked, there is a conversation between students and teacher :

- T : sebutkan contoh expression kalimat congratulation*
S : Congratulations, happy wading,
T : Ada lagi? Respond nya apa aja selain thank you
S : i am glad thank you

In the case above, students provided information and shared ideas when the teacher asked one of the students then added another student with a new idea.

The next day in class X AKL students listened to material from the teacher about descriptive text, students were asked to do assignments in groups to describe people. students listen to the teacher instruct the task of composing a descriptive text in random sentences. at 25.07 minutes students asked;

- S.b : apakah tugasnya dibuat paragraph atau kalimat miss?*
T : just the adjective (hanya tulis adjective saja)
*S.c : like **fat, small** (in response to other students)*
T : yes... fat, tall, for example slim or short maybe

The researcher considered that in that case, students asked about assignments, this showed that students focused on listening to tasks explained by the teacher and other students added ideas to statements made by the teacher by giving examples; such as "**fat, small, tall**". This is also related to the contribution of students in class discussions. Next, students directly discussed with their friend for the division of tasks in doing group work. Several groups were seen discussing with the teacher. Third meeting until the end of the class, students showed contributing to class discussions. When the material about describing someone, some students were seen explaining their ideas to their group. They were discussing about whether these opinions could be accepted or not in their group. Also students shared ideas with the group when describing someone and adding English vocabulary. Students Helped they group to solve the assignment by searching the ideas from Google. On next meeting, the material is about design menu. Students were seen giving ideas to each other in discussing the name of the restaurant they chose for their group. Students searched more information on the internet and then discussed it with the group. Then students discussed about what menus they wanted to put on their menu designs. the teacher also contributed during class discussions by giving suggestions and ideas that they should use when making menu designs.

The researcher concluded that in class XII MM₂ and X AKL, they have behavioral engagement when working on task with contributions to class discussion. Such as giving information and sharing ideas to the group work. Students gave effort to class discussion that showed on students discussion in class to get a group agreement in discussing the task given by

the teacher.

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 (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.

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. In persistence, when learning process, students did not give up to their ability to receive information from their teacher. When the students had a problem in understanding the task because they had lack of vocabulary. Students did not give up to their weakness. While at the first meeting the students did not show some forms of persistence such as the students checked the task until the task was correct, because students felt the task was easy did not gave more effort to did it. Students did not show an attitude such as keep trying even though it was difficult and if students did not understand the task at first, the student continues to do it until he can (van Braak et al., 2021). So the form of persistence did not appear on learning. But it did not mean that students did not want to be serious or did not effort in doing task. Because, the researcher showed the task is considered easy based on students action and by the result of the task of students was got good grade. So they did not need to show maximum effort. In this meeting, students just only showed an attitude of wanting to do it but did not do it with maximum effort. Then, their willingness to face challenges was not very visible because the task not too challenges. However, in the class, it was still said to be persistence because students did their assignments on time and after the researcher checked the results of the task students got good grades on the task. So, there was no needed to showed persistence because according to students the task can be done easily.

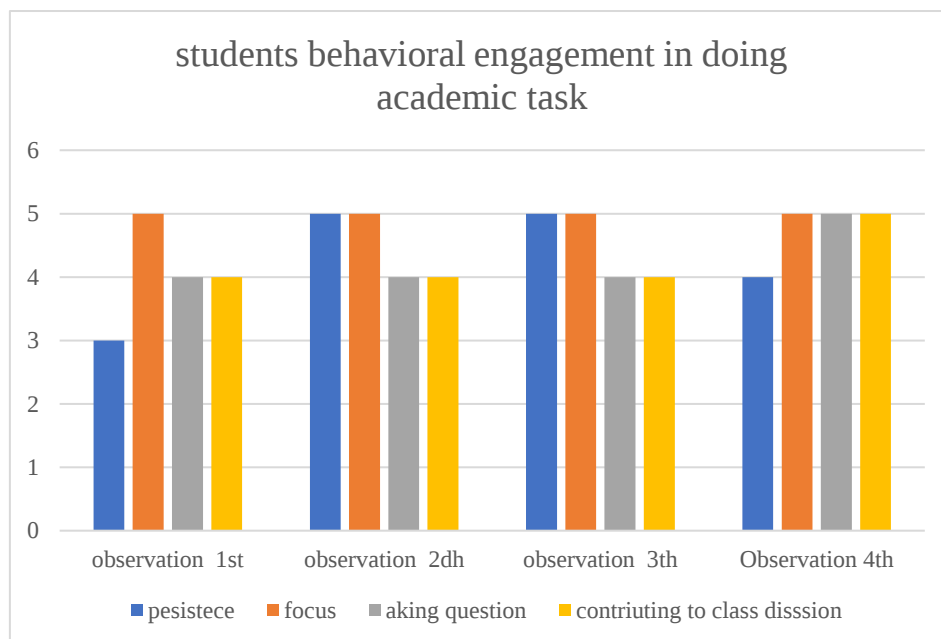


Figure 1. Students behavioral engagement in doing their academic task of class XII MM₂

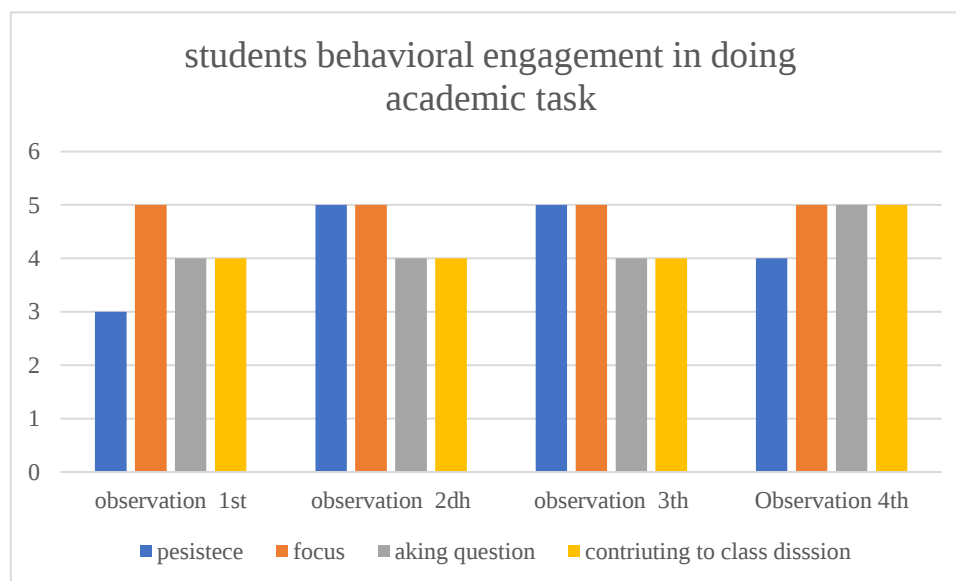


Figure 2. Students behavioral engagement in doing their academic task of class X AKL

Behavioral engagement of students in doing academic task was looks consistent, students showed their positive behavioral engagement. On charts 4.1 and 4.2 of class XII MM2 and X AKL, 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 chart 4.1 that the graph is highest and consistent in students because students 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. Then on the fourth observation the students had an increase chart when asking questions and contributing to class discussion. It can be seen from explanation on data analysis above.

Conclusion

Behavioral engagement is engaged with student activity and participation in school. Behavioral engagement can prevent the students of dropout. In this research, the researcher analyzes the students' behavioral engage in doing their academic task at twelve and ten grade students of vocational high school 1 Bungo. As mentioned in the chapter I, the purpose of the research is to describe students' behavioral engagement in doing academic task for student at SMK N 1 Muara Bungo. The instrument in this research are observation.

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.

Conflicts of Interest

The authors declare no conflict of interest

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