

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In learning process, students' engagement is very important. Ganeshini & Kanthan states that when students are engaged during their learning in school, a positive attitude towards learning is instilled; students will enjoy their lessons and appreciate the content taught.<sup>1</sup> It means that engagement of students is needed in learning process in order to create positive attitude, enjoyment and good understanding of the lesson. One of factors which influence the student's engagement is classroom environment. Research in varied areas has documented that characteristics of classroom environments have an impact on student motivation and engagement.<sup>2</sup> So, a good classroom environment may be one of the ways to engage students in class. In addition, Classrooms should be physically comfortable for students with respect to temperature, space, furniture, and structural organization.<sup>3</sup> So the environment including physical of the classroom has a big role to provide the students

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<sup>1</sup> Ganeshi & Kanthan: "*Strengthening student engagement in the classroom*". (Singapore: National University of Singapore). [www.math.nus.edu.sg](http://www.math.nus.edu.sg).

<sup>2</sup> Allinson M Ryan, Helen Patrick, "The Classroom Social Environment and Changes in Adolescents: Motivation and Engagement during Middle School". *American Educational Research Journal*. Vol. 38 No. 2. Summer 2011, 437–460.

<sup>3</sup> Richard D. Jones, *Student Engagement: Teacher Handbook*. (New York: International Center for Leadership in Education, 2009).

with enjoyable and comfortable atmosphere in class and when the students enjoy the class, it may increase their engagement toward the class activity.

In addition, there are some previous studies ensuring that the environment has contributed to the establishment of students' engagement. This is supported by Armbruster's research finding arguing that classroom environment influences students' engagement and motivation.<sup>4</sup> This study shows that classroom environment can enhance the students' engagement during the teaching and learning process at school. Moreover, Lester carries out a research and points out the difference of students' engagement level among different academic environments or different academic majors.<sup>5</sup> Those previous studies indicate that there is a connection between environment and students' engagement. In this research, the researcher analyzes the students' engagement level between outdoor class and indoor class which differ in terms of classroom setting.

A preliminary research has been done by the researcher on 9<sup>th</sup> July 2013. It showed that MA. Bilingual Krian has two different classes. They are indoor class and outdoor class. They have different environment of

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<sup>4</sup> Ashley Armbruster: "*Student Engagement and Motivation: Research Analysis of Influences and Effects on Student Achievement*". (USA: Webster University, 2007).

<sup>5</sup> Derek K. Lester: "*Environmental engagement demand differences within and among Holland academic environments*".(Las Vegas: University of Nevada, 2011).

the classroom. The researcher has interviewed some students there. They are Elfith, Yusuf and Miftah who are the students of the first grade at MA. Bilingual Krian. They stated that almost all students in that school like studying in outdoor classes. They said that the environment of outdoor class is good, in the other hand, Miss Lucy, one of the teachers at MA. Bilingual Krian, stated that some teachers get a problem with the students' engagement in class. They find the students do not focus to the class activity because they look around the environment. In this case, the level of students' engagement in outdoor class may be higher than in indoor class or in vice verse. Based on this information, the researcher analyzes the students' engagement level in outdoor class and in indoor class. Then, how the difference the students' engagement level of those two classes.

MA. Bilingual has an extra class for the students of the first grade and the second grade. It is English Intensive Grammar class. Mr. Kholiq, one of the teachers in MA. Bilingual Krian, stated that English intensive grammar class is held to improve the student's ability in speaking skill; the lack of the students is they can't speak well in terms of grammar, so that almost the material of English intensive class is about learning grammar. In this context, they have learnt grammar as the main subject in class and they also learn grammar in intensive class as an extra class. So it may be bored for them. The researcher has interviewed some of the

students there; they said that they were getting bored in English intensive class. Because of this condition, the researcher uses this class in measuring the level of the students' engagement.

### **B. Research Questions.**

1. How is the students' engagement level in indoor class?
2. How is the students' engagement level in outdoor class?
3. What is the difference between students' engagement level in indoor class and students' engagement level in outdoor class?

### **C. Objectives of The Study**

The objective of this study is to measure the students' engagement level of the students who study in outdoor class and indoor class at MA. Bilingual Krian. How the level of the student's engagement in those classes is. In specific, the researcher objectives are;

1. To describe the students' engagement level in outdoor class for English intensive grammar class at MA. Bilingual Krian.
2. To find out the students' engagement level in indoor class for English intensive grammar class at MA. Bilingual Krian.
3. To know the difference between students' engagement level in indoor class and students' engagement level in outdoor class.

### **D. Significance of The Study**

The significance of the study is:

1. To the teacher

It will give the teacher real description about their students' engagement level. After the teacher has already recognized the benefit of the results of this research, they can apply these results to their classroom. They can employ the appropriate classroom management in order to boost the students' engagement in indoor and outdoor class.

2. To the students.

They will know how their level of engagement in class. It can motivate the students' learning and lead to development of their achievement.

3. To the researcher

Considering the researcher who will be a teacher, the result of this research will give much benefit to the researcher. The researcher will know how to deal with students' engagement, and it is important to be known by a teacher.

#### **E. Scope and Limit of The Study**

This research focuses on measuring the level of students' engagement in different classroom physical environment. It takes place at MA. Bilingual Krian. The researcher analyzes the students' engagement level in English intensive grammar class. The researcher uses both outdoor class and indoor class. In addition the researcher takes the

students of the first grade which has an outdoor class. There are 4 classes. They are the students of X1, X2, X3 and X4. Based on the recommendation of the teacher, the researcher takes X2 for an outdoor class and X4 for an indoor class which consist of 30 students in each class.

#### **F. Definition of Key Terms**

The writer wants to avoid misunderstanding by defining the key terms of this study as follows:

1. **Students' engagement:** Jones, Clark & Beer (cited in Bulger, Mayer, Almeroth & Blau) define engagement in terms of interest, effort, motivation, time-on-task and they suggest that there is a causal relationship between engaged time, that is, the period of time in which students are completely focused on participating in the learning task, and academic achievement.<sup>6</sup> This means that students engage in learning when they have a motivation, effort, enjoyment and focus during the period of their study. Then, in this research students' engagement means students' involvement to the class activity. The students have a sense of belonging at school or class in which they have positive behavior, good emotion and cognition during the period of their study.

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<sup>6</sup> Bulger M. E, Mayer R. E, Almeroth K. C & Blau S. D:” *Measuring Learner Engagement in Computer-Equipped College Classrooms*”. (University of California Santa Barbara, CA USA: University of California, 2008) .

2. **Students' engagement level:** Trowler indicates three dimension to students' engagement that can measure the students' engagement level, they are behavior, emotion and cognition.<sup>7</sup> Then, the definition of students' engagement level in this research is the level of students' engagement that can be measured from the behavior, emotion, and cognition of the students.
  
3. **Outdoor class:** Dillon, Morris, Donnel define an outdoor class as those spaces where students can experience familiar and unfamiliar phenomena in the classroom.<sup>8</sup> It means that in outdoor class the students get familiar or unfamiliar experience in studying. Moreover Kimbro state that an outdoor class is educational facility of outdoor program that can be developed into a natural study grounds for educators, students and anyone who interested in the natural environment.<sup>9</sup> So the study is related with the environment. Then, the definition of outdoor class in this research is the classroom associated with environment. The outdoor class of MA. Bilingual is the same as the common class, it is like classroom but there is no wall, so they can see environment around them, they

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<sup>7</sup> Vicki Trowler, *Students' Engagement Literature Review* (Department of Educational Research: Lancaster University, 2010).

<sup>8</sup> Justin Dillon, Marian Morris, Lisa O'Donnel, at all: "*Engaging and Learning with the Outdoors – The Final Report of the Outdoor Classroom in a Rural Context Action Research Project*". (National Foundation for Education Research, 2005)

<sup>9</sup> Creig Kimbro, *Developing an Outdoor Classroom to Provide Education Naturally* (University of Tennessee: UT Extension, 2006)

can see the other class activity. In this class they get a good atmosphere because it involves with the environment.

4. **Indoor class:** Bruce cited in Saroja and Lim state that the indoors can support the learning of science in the most appropriate room layouts and organizations unlike the outdoors.<sup>10</sup> It means that indoor class is different with outdoor class including the room layouts and the organization. Then, the definition of indoor class in this research is the classroom that the same as the other common class including the setting arrangement, the condition of classroom, etc.
5. **English intensive grammar class:** Accrediting Council for Continuing Education and Training (ACCET) defines English Intensive Program as English language courses or programs which is held for vocational purposes to the students, for example: to improve the students' language skill, to prepare them for studies at college.<sup>11</sup> Whereas English intensive class in this research is English Intensive Grammar Class which is an extra class for the first and the second grade of MA. Bilingual Krian. Mr Kholiq, one of the English teachers in MA. Bilingual, stated that the purpose of this class is to

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<sup>10</sup> Saroja Dhanapal & Cally Cheng Yee Lim, "A comparative study of the impacts and students' perceptions of indoor and outdoor learning in the science classroom": *Asia-Pacific Forum on Science Learning and Teaching*. Vol. 14. Issue 2. Article 2, Dec 2013.

<sup>11</sup> Accrediting Council for Continuing Education and Training. "Intensive English Program (IEP)" *ACCET Document*, (<http://docs.accet.org>, accessed on March 02, 2014)



improve the student's ability in speaking skill. The students' weakness is they can't speak well in terms of grammar, so that most of the materials talk about grammar.