

CHAPTER I

INTRODUCTION

A. The Background of the Study

In teaching and learning process, students' engagement is including as an important and influential aspects in boosting students' progress in learning. Leah and Jim (2011) states that, *student engagement is the most important aspects and historically focused on increasing achievement, encouraging positive behaviors, and giving children a sense of belonging so they would continue attending school.* It means that the participation of students is essential for increasing their success because if they participate in the learning process, they will enjoy the class and have an optimistic result on studying. Students will also be motivated and committed to learning if they are actively involved in the educational process.

In line with Genshini and Kanthan's (2014) said that when students engage in learning at school, a positive attitude towards learning instilled, students enjoy the lessons and appreciate what they have been taught. It imply that students engagement required in teaching and learning process in order to establish positive attitude, enthusiasm, and good comprehension in the learning process.

Then according to Trowler on Rahayu (2014) about students engagement said that the interaction between the time, effort, and other resources used by students and their institutions to maximize the students' experience and improve learning outcomes, students development, the performance, and reputation of the school. It refers that students' engagement involves time, effort, and many sources

between students and school that influence the result of study and school reputation.

Students' engagement has three variables; behavioral engagement, emotional engagement and cognitive engagement. Further, Parsi on Kurnia (2020) explains that behavioral engagement is about positively and negatively related when they discuss about learning. Then, emotional engagement is related to students' interest in learning and level of boredom. The last is cognitive engagement is related to the students' comprehension of the material.

Based on the basic concept of students engagement from theories above, it refers to students' participation, students conduct in the classroom, effort, time, also involving class atmosphere, learning sources means that student's engagement influenced by some aspects. Learning English in Indonesia, there are some important aspects as guidance that students need to learn, such as there are the skills students need to master, vocabulary, grammar, genre of the text and the use of media to support teaching and learning process.

Focusing on English skills, there are certain skills that students need to learn, namely: listening, speaking, reading, and writing. Listening and reading skills that part of receiving messages are regarded as receptive skills. Speaking and writing skills part of language production is considered to be productive skills.

Writing includes the skills in English language learning that the students should achieve. For students, writing is not only a tool for communication, but it also serves as a means for learning, thinking, and organizing knowledge or ideas.

By writing, the students learn how to express their ideas in the form of writing. In the English learning and teaching process, writing is referred to as the most complicated skill in mastering English. According to Westwood (2008), writing is the most challenging skill to master since it requires for the efficient coordination of cognitive, linguistic, and psycho-motor processes.

Seen the important role of writing in the process of learning a language, in Indonesia, Recount, Narrative, Procedural, News Item, and Descriptive are some of the text kinds that students should understand in order to be able to write various text types. According to Ginting (2020), a descriptive writing is one in which the author attempts to visualize the subject being described. A specific thing or object, location, or person is described using the description. And to support the learning process, teacher may use media in teaching descriptive text.

In addition, seen that skills and media being use are including as factors which influence the students engagement, there are some previous studies documented related to both factors. This supported by Krishnapatria (2019) in his article entitled Engaging Students in Writing Recount Text through Google Maps in Karawang, Indonesia, shows the result of the observation of the process of teaching and learning using online Google Maps application can enhance students' writing and promote their engagement. Data from interviews shows positive responses from students in learning English through the Google Maps application to develop their writing skills. Moreover, Kurnia (2020) carried out a research about students' behavioral engagement in reading comprehension through Kahoot, where the result showed that the use of Kahoot made students understand the

lesson better, can manage time well, and feel happy when filling out quizzes on the Kahoot application. Those previous studies show that there are connection between the skills and the media being use with students' engagement. In this research, the researcher analyzes the students' engagement especially levels of students engagement (theories that suggested by Trowler (2010) and Jones (2009)) to discover connection between the skills and the media being use.

A preliminary research has been done by the researcher, the data obtained that based on interview with the English teacher in SMAN 1 Pegajahan, Serdang Bedagai, Sumatera Utara, about the media that teachers use to teach the descriptive text. Teachers said she uses picture as a media in teaching descriptive text which learning implementation has been arranged in the lesson plan. Then, based on observation the use of picture as a learning media in English class, the involvement of students showed various characteristics, some students showed that they follow teachers' explanation and do not behave in disruptive manner, showed effort in learning, and showed interest, and some others showed vice versa.

Then, based on data above, the role of students' engagement is to measure how much students involvement in teaching and learning process analyzed with characteristics that shows by the students. In line with Krause and Coates on Rahayu (2014) engagement is the quality of effort students themselves devoted to educationally purposeful activities that contribute directly to desired outcomes". Therefore, the level of a student's effort in a class that automatically produces a learning result can be described as their level of engagement.

Considering to background stated above, the researcher interest conducted research entitled "Students Engagement in Writing Descriptive Text trough Picture as a Learning Media", considering that, by looking at the involvement of students in learning descriptive text with pictures, the media used by the teacher at SMAN 1 Pegajahan, researchers and teachers can see how much involvement students have in the process of learning that not only focus on high academic achievement.

B. The Problem of Study

Based on the background, the problem of the study is formulated as:

What students' engagement levels do the students show in writing descriptive text through picture as a learning media?

C. The Objective of the Study

Based on the problem of the study above, the objective of the study is:

To uncover the students' engagement levels in writing descriptive text through picture as a learning media.

D. The Scope of Study

This study focuses on the research of students' engagement levels that characteristics show by students in writing descriptive text through picture as a learning media. This study is limited to one English teacher of SMAN 1 Pegajahan and tenth-grade students in SMAN 1 Pegajahan.

E. The Significances of the Study

Both theoretical and practical contributions from this investigation are expected.

1. Theoretically, the results of this study are expected to contribute to an understanding of how to use media in the classroom to engage students to study English as a second foreign language.
2. The study's practical implications include the following:
 - a. Teachers can use the information as additional resources while teaching senior high school learners in development of their English writing skills.
 - b. Students: This study will assist students in developing their writing abilities and get them engaged in knowing English, particularly in terms of developing writing abilities.
 - c. Regarding the other researchers: This study is expected to serve as a guide for those who intend to do additional research on the use of pictures as media to engage students in language teaching.