

CHAPTER I

INTRODUCTION

This chapter presents seven topics related to the study. Those topics cover background of the study, formulations of research problem, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of The Study

During teaching and learning process, teacher should clearly understand what problems faced by students in the term of measuring their engagement. The problem is mostly being found are hesitation and anxiety to make mistakes, being not confident because they worry they cannot do well as their friends, or being nervous and blank because they suddenly come as the center of attention for entire class. Considering this case, Anggraini et al., (2014:2) says that this condition makes them loose their self-confidence to use English. She added that the loose of self-confidence directly influent the quality of their engagement in learning process, then finally, the classroom engagement becomes low. However, a lively class is the one that consist of many students involved in it. Those, students themselves take a much greater control in attacking their difficulties of being engaged in a class.

Concerning the issue of having to be engaged in learning English activity, student engagement is holding a critical role. Some students or even all of students have been completely understood this rule actually. With the

inclusion of students, it can be known as far as the students concentrate and capture the material that has been delivered by teacher. It deals with the definition of Christenson (2012:3) who says that student engagement is the glue, or mediator, that links important contexts—home, school, peers, and community—to students and, in turn, to outcomes of interest. Furthermore, Harper and Quaye (2009a: 5) argued that engagement is more than involvement and participation – it requires feeling and sense – making as well as activity. Hence, student engagement is not only about the presence of students in the classroom, rather it involves students' willingness and effort to let them getting engaged as an active participant.

On the other hand, it is back to their doubts and fears of being involved in a classroom activity, especially for English. Anggraini et al., (2014:3) stated that some students have good competence in using English, they can produce the word correctly, use English in correct grammatical structure, and comprehend what they speak. However, there are still some students who decided to keep silent and make a big space from the term of participation as long as the class is running. In this case, the writer focused on the students who have been categorized as intrapersonal intelligence. Gardner and Walters (1995 cited in Lawrence (2015) notes how intrapersonal thinkers are most private. It tells that they are not interested to be a center or being the limelight one. People with this type of intelligence feel that they know themselves, so they think independently and prefer to work for themselves or have thought a lot about it. Accordingly, Fagella and Horowitz (1990) states how

intrapersonal thinkers work alone and prefer individualized projects and having their own space. By those statements above, it is thoroughly appropriate being said that those intrapersonal people are mostly introverts.

However, the role of teachers in giving motivation, encouraging, and supporting every progress that have done by students may have played a significant role. Appreciating and giving a feedback in the end of students' performance of their engagement in English class can be the example. It can make students feel being respected every time they speak up though they are not perfect in English. However, knowing that the writer focused on the students with the typical of intrapersonal thinkers, hesitation and anxiety are commonly included as themselves. The factors they are not engaged actively during teaching learning process may not only from the outside. It could be themselves who take much influence to undermine their courage to engage in every English activity.

Apart from those issues, intrapersonal thinkers have a high self-awareness. They are good in correcting and knowing themselves. According to Piechowski (1997: 370) who defines that introspective individuals who are keenly and accurately aware of their own emotional life are characterized by intrapersonal intelligence or self-knowledge. They know what they are capable of and what they are not. Gardner (1986:252) cited in Piechowski (1997:370) included in his formulation of intrapersonal intelligence a *“continued development, where an individual has an option of becoming increasingly autonomous, integrated, or self-actualized ... the end goal of*

these developing processes is a self that is highly developed and fully differentiated from others". Depart from this point of view, intrapersonal thinkers have their own way to reduce their doubts and fears to force themselves to be engaged as an active participant during learning English class.

There are three dimensions found in concerning student engagement. Archambault et al., (2009:653) propounds that student engagement encompasses behavioral, affective, and cognitive dimensions. Behavioral dimension of engagement refers to student conduct that is beneficial to psychosocial adjustment and achievement at school includes student attendance, compliance with rules, and rating of social skill. Affective dimension of engagement refers to feelings (i.e., hesitation and anxiety), interests, perceptions, and attitudes toward school. Meanwhile, the last dimension of engagement is cognition that addresses student psychosocial investment in learning and the use of self-regulation strategies by students. It covers perceptions of competency, willingness to engage in learning activities and to engage in effortful learning, and establishing task-oriented goals (i.e., performance, mastery, and performance-avoidance goals) (DeBacker & Nelson, 2000 cited on Archambault et al., (2009:634)).

Consequently, with regard to be engaged in a class, students are proposed to be motivated and have clear confidence for measuring their good performance. Mullen & Schunk (2012: 219) states that motivation affects student engagement, or how their cognitions, behaviors, and affects are energized, directed, and sustained during academic activities. According to

Bandura's social cognitive theory, *self-efficacy* (perceived capabilities for learning or performing actions at designated levels) is a key cognitive variable influencing motivation and engagement. Motivation is a complex process that can be affected by contextual and personal factors. By properly motivating themselves, students are expected to be able to develop great confidence. Here, with the focus on introspective thinkers, motivation comes not only from other aspects of themselves. These kinds of individuals are capable of pushing, appreciating, and motivating themselves in order to make sure that they themselves are also capable of doing what other people can do.

There are many literature reviews conveyed about a very fundamental relationship between academic self-efficacy and students' engagement. Cited in Mullen & Schunk (2012:220), some experts explain that a higher sense of self-efficacy can positively affect learning, achievement, self-regulation, and motivational outcomes such as individuals' choices of activities, effort, persistence, and interests. Conversely, they added, a lower sense of self-efficacy for learning and performing well in school can negatively affect students' motivation and engagement, increasing the risk of underachievement and dropout. Nevertheless, in previous study, the researchers have conducted this kind of research without giving a critical specification in taking subjects. They did not concern a certain attention to students' condition, motivation, or their personality.

Considering this case, the researcher wants to find out the correlation between academic self-efficacy and student engagement in English

department toward specific character of subjects concerning their intelligence or personality which have been included as intrapersonal intelligence thinkers and find out how far academic self-efficacy contributes their engagement in English department.

B. Statement of Research Problem

1. Is there any correlation between academic self-efficacy of intrapersonal intelligence students and their engagement in English department?
2. How far academic self-efficacy contributes intrapersonal intelligence students' engagement in English department?

C. Objectives of Research

1. To find out the correlation between academic self-efficacy of intrapersonal intelligence students and their engagement in English department.
2. To find out how far academic self-efficacy contributes intrapersonal intelligence students' engagement in English department.

D. Research Hypothesis

1. Alternative Hypothesis (H_a)

There is positive significant correlation between academic self-efficacy of intrapersonal intelligence students and their engagement in English department.

2. Null Hypothesis (H_0)

There is no significant correlation between academic self-efficacy of intrapersonal intelligence students and their engagement in English department.

E. Significances of The Research

This research is expected to be able to give contribution either for the students, teachers, and writer.

1. Students

Knowing that the writer focuses on the intrapersonal introvert students, this research can help them to give more attention to themselves in order to understand what actually they are capable of and what they are not. Furthermore, these kinds of students who have high self-awareness are able to reduce their hesitation and anxiety to speak up. They will know how to increase confidence to speak up in front of a lot of people or even motivate themselves to have a bigger leap of faith in every English activity since they will find out that everybody has their own academic self-efficacy.

2. Teachers

The research findings are expected to be used as a consideration that in teaching English class, teachers are supposed to not to lapse into students' condition, motivation, and also their personality. It will help teacher to get closer to the students in order to measure their engagement in English class.

3. Writer

The study can give information about the correlation between academic self-efficacy of intrapersonal intelligence students and their engagement in English department.

F. Scope and Limitation of The Research

Based on the formulation of the problem, the scope of this study is academic self-efficacy and its contributions for student engagement in English activity towards the specific character of subjects which are intrapersonal intelligence students. Furthermore, this research is focused on the correlation between students' academic self-efficacy and their engagement in English activity with the limitation is coming up from the strength itself that this research is only going to observe intrapersonal intelligence students on C class of 4th semester of English Education Department students in IAIN Tulungagung.

G. Definition of Key Terms

To avoid misunderstanding and misinterpretation, there are some key terms defined as follow:

1. Academic Self-efficacy

According to Bandura's social cognitive theory, *self-efficacy* (perceived capabilities for learning or performing actions at designated levels) is a key cognitive variable influencing motivation and engagement. It can be called as a sense of belief, so that academic self-efficacy is a scale to measure the aptitude of self in academic performance.

2. Student Engagement

Harper and Quaye (2009a: 5) argued that engagement is more than involvement and participation – it requires feeling and sense – making as well as activity. So that, student engagement is not only about the presence

of students in the classroom, rather it involves students' willingness and effort to let them getting engaged as an active participant.

3. Intrapersonal Intelligence

According to Piechowski (1997: 370) who defines that introspective individuals who are keenly and accurately aware of their own emotional life are characterized by intrapersonal intelligence or self-knowledge. These kinds of individuals understand what they are capable of and what they are not. They know how to correcting and managing themselves in order to deal with people.