ENHANCING YOUNG LEARNERS' ENGAGEMENT

IN ENGLISH CLASS

A THESIS

**Presented to the Graduate Program in English Language Studies
as Partial Fulfillment of the Requirements
for the Degree of *Magister Humaniora* (*M.Hum*)
in English Language Studies**

by

FLAVIANUS BATAN

156332041

**THE GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
SANATA DHARMA UNIVERSITY
YOGYAKARTA
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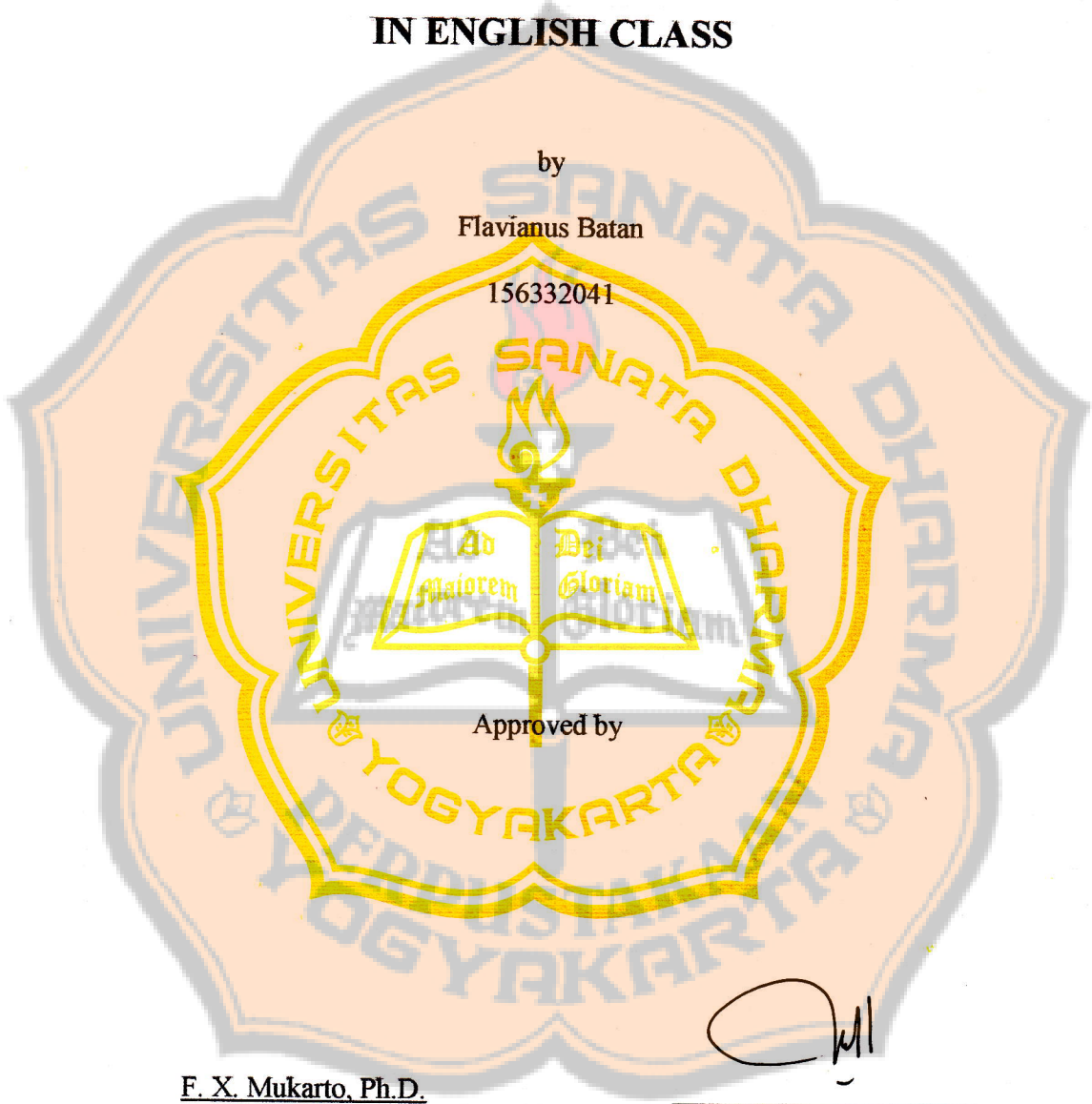SANATA DHARMA UNIVERSITY
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Approved by

F. X. Mukarto, Ph.D.
Advisor

Yogyakarta, 2 October 2017

ii

A THESIS

ENHANCING YOUNG LEARNERS' ENGAGEMENT IN ENGLISH CLASS

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Flavianus Batan

Student Number: 156332041

Was Defended in front of the Thesis Committee
and Declared Acceptable

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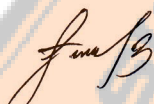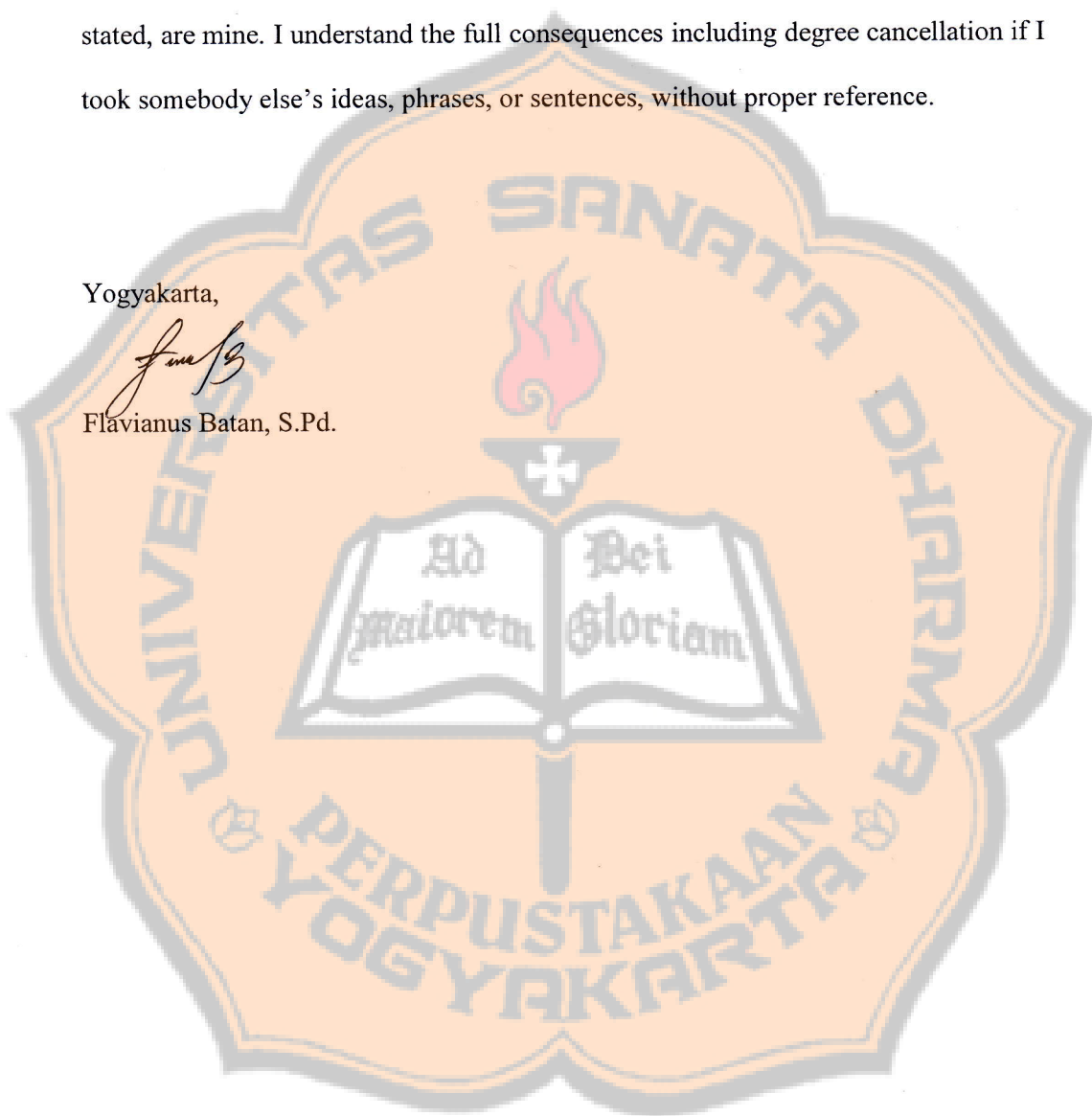Sanata Dharma University

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iii

STATEMENT OF ORIGINALITY

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iv

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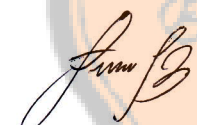*ENHANCING YOUNG LEARNERS' ENGAGEMENT IN ENGLISH CLASS*

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Flavianus Batan, S.Pd.

ABSTRACT

Batan, Flavianus. 2017. **Enhancing Young Learners' Engagement in English Class.** Yogyakarta: English Language Studies. The Graduate Program. Sanata Dharma University.

Young learners are dynamic and, most of the time, unpredictable in terms of characteristics. Based on some studies, their engagement in the classroom is proven to be responsible for their success in language learning. Thus, it is necessary for educators to understand how to maintain or even enhance their engagement level.

Therefore, a study was conducted in order to find how learner engagement of young learners is enhanced. Then, after conducting an observation, the researcher chose an English classroom from Kanisius Demangan Baru 1 Elementary School namely class C grade three. There are two formulated research questions in this study; *1) What is the level of learner engagement in young learner English class? 2) How is learner engagement enhanced in young learner English class?*

A case study was employed as the research method and four instruments were applied in this study, namely learner engagement checklists, observation checklists, field notes, and interview. The results of the learner engagement checklists and observation checklists show the level of learner engagement in the young learner English class was medium (48% medium, 22% low, 14% high, 12% very high, 4% very low engagement level) and it was being enhanced into high (48% high, 34% medium, 18% very high, 0% low and very low engagement level). According to the findings from field notes and interview it was found that learner engagement in the English class was enhanced by changing the teaching techniques and learning resources to be more engaging and collaborative for the young learners.

In conclusion, this study proves that young learners are communities whom need constant variations in order to engage better in the classroom activities. This study reveals that by changing the teaching technique to be more collaborative, the English teacher could enhance learner engagement of the young learners. For that reason, this study encourages English teachers to be more aware about young learner characteristics who demands constant variations in teaching and learning process.

Keywords: Young learners, learner engagement, case study.

ABSTRAK

Batan, Flavianus. 2017. Enhancing Young Learners' Engagement in English Class. Yogyakarta: Kajian Bahasa Inggris. Program Pascasarjana. Universitas Sanata Dharma.

Dari sisi karakteristik, perlajar muda (young learners) sangatah dinamis dan tidak mudah ditebak. Berdasarkan beberapa penelitian, keterlibatan mereka didalam proses belajar mengajar sangatlah berpengaruh dalam kesuksesan mereka dalam sebuah mata pelajaran.

Oleh sebab itu, penting bagi para pendidik untuk mengerti bagaimana cara menjaga atau bahkan meningkatkan tingkat keterlibatan mereka didalam proses belajar mengajar. Atas dasar itu, sebuah penelitian yang lebih dalam perlu dilakukan untuk menemukan cara meningkatkan keterlibatan pelajar muda. Peneliti merangkum dua pertanyaan dasar penelitian ini, antara lain; 1) Pada tingkat apakah keterlibatan pelajar muda di dalam kelas Bahasa Inggris? 2) Bagaimana meningkatkan tingkat keterlibatan pelajar muda di dalam kelas Bahasa Inggris?

Demi menjawab kegelisahan peneliti tersebut, peneliti menggunakan studi kasus sebagai metode penelitian dan beberapa instrumen yang kiranya sesuai dengan kebutuhan penelitian. Ada empat instrumen yang digunakan dalam penilitan ini, antara lain daftar keterlibatan siswa, lembar observasi, catatan lapangan, dan wawancara. Hasil dari penelitian menunjukan bahwa tingkat keterlibatan siswa di kelas Bahasa Inggris adalah sedang (48% sedang, 22% rendah, 14% tinggi, 12% sanggat tinggi, 4% sangat rendah) kemudian meningkat menjadi tinggi (48% tinggi, 34% sedang, 18% sangat tinggi, dan 0% untuk rendah dan sangat rendah). Tingkat keterlibatan pelajar muda tersebut ditingkatkan dengan cara mengganti teknik mengajar dan menjadi lebih interaktif dan menarik bagi pelajar muda secara berkala.

Penelitian ini membuktikan bahwa pelajar muda adalah komunitas yang sangat membutuhkan variasi cara belajar agar dapat ikut serta lebih aktif di dalam kelas bahasa Inggris. Penelitian ini juga membuktikan bahawa dengan mengganti teknik mengajar guru bahasa Inggris dapat meningkatkan tingkat keterlibatan pelajar muda. Atas alasan tersebut, penelitian ini mengajak seluruh guru mata pelajaran Bahasa Inggris untuk pelajar muda, agar lebih mau memahami karakteristik pelajar muda yang selalu menuntut variasi belajar di dalam kelas.

Kata kunci: Pelajar muda, tingkat keterlibatan, studi kasus.

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Flavianus Batan

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

YLs   : Young Learners

TEYL : Teaching English to Young Learner

ICLE   : International Center for Leadership in Education

PBL   : Positive Body Language

CF   : Consistent Focus

VP   : Verbal Participation

SC   : Student Confidence

F&E   : Fun and Excitement
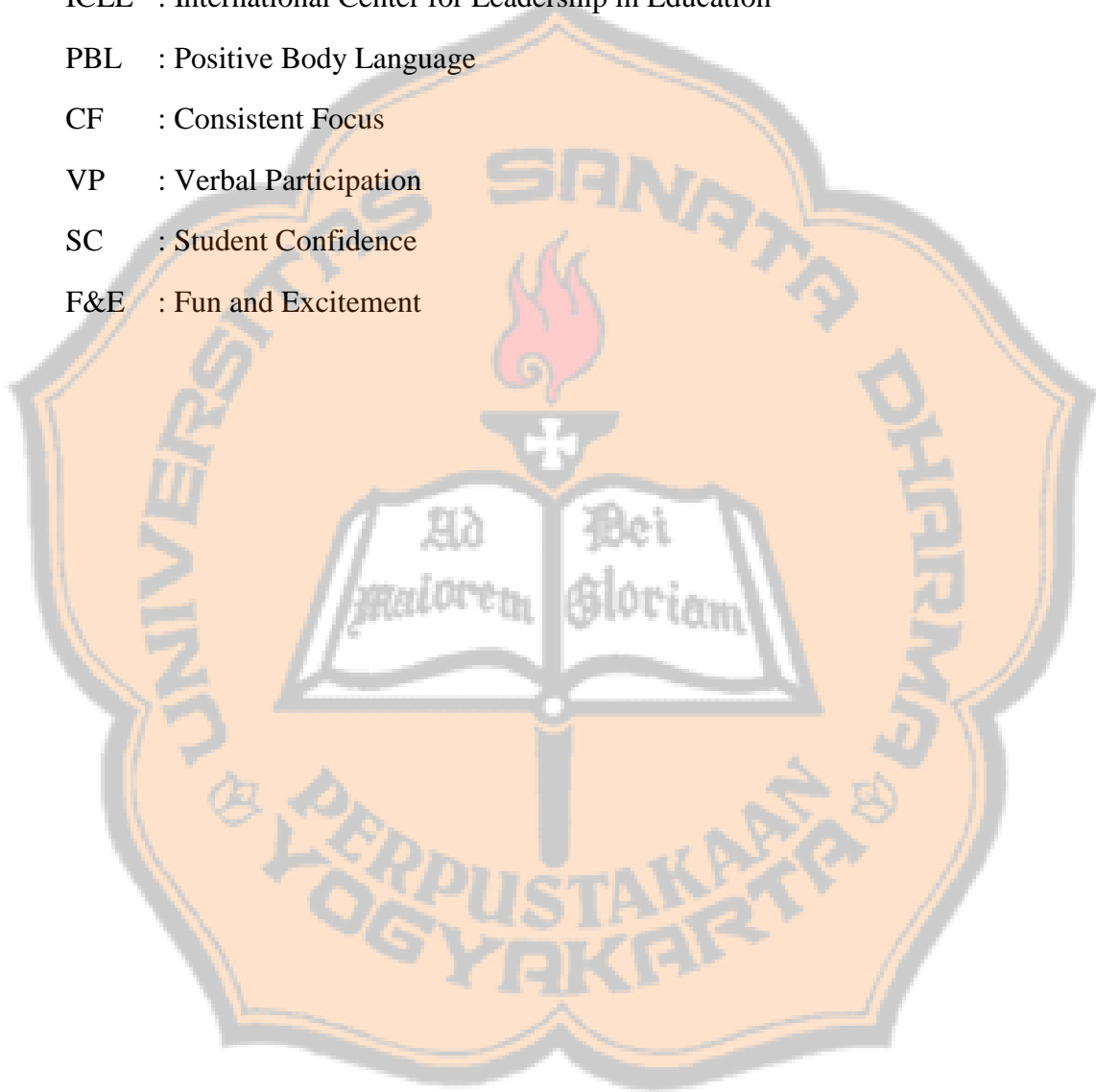
CHAPTER 1

INTRODUCTION

This chapter introduces the field and backgrounds of the study. It is divided into four parts that present the basic information of the study. Those are research background, delimitation of the study, problem formulation, research goals, and research benefits. The sections will be discussed one by one in order to give a clear picture about the background of the establishment of the study.

1.1   Research Background

Engagement plays significant roles in learners' learning development, self-esteem, and sense of belonging in the class. One of the parts of engagement is participation. Learners' participation in the classroom should be considered as one of most expected outcome from a teaching activity. There is an increasing evidence indicating that higher levels of participation in school are linked to greater academic achievement, lower rates of school dropouts and delinquencies (Simeonsson, Carlson, Huntington, McMillen & Brent, 2001). Moreover, engagement is also related to the learners' interest, time on a task, and enjoyment in learning. Those indicators could be the keys of enhancing learners' engagement level. By observing about learners' interest, time on a task, and their enjoyment in learning, a teacher could find a better treatment to the learners. Moreover, in learning a foreign langue the learners need to focus most of the time to be able to absorb the new information given. However,

1

teacher's inability to see learner engagement as something crucial, often times restrict the language learners to engage more in classroom activities.

Taylor and Parsons (2011) state that learner engagement has basically and historically focused upon increasing achievements, positive behaviors, and students' sense of belonging, that succeed them to remain in school. It seems that learner engagement issue has been in the spotlight in the last few years. Over time, learner engagement strategies were further developed and more widely implemented as a way to deal with classroom behaviors issues. Recently, learner engagement has been built with a hope of enhancing all students' abilities to learn how to learn or to become lifelong learners in a knowledge-based society (Gilbert, 2007). However, the fact found from an observation conducted by the researcher is somehow in reverse and disappointing; there are numerous studies reporting disengagement issues in the education fields.

These disengagement problems had been notified to be dire in frequency. The consequences of not engaging students in learning are reportedly disconcerting (Prensky, 2001; Tapscott, 1998; Gilbert, 2007; Willms, 2003; & Claxton, 2007). It is disconcerting because disengagement issue has been frequently reported in researches in the last few years. Thereby, there were numerous researches reporting such issue. "Some educationists consider engaging disengaged pupils to be one of the biggest challenges facing educators, as between 25% (Willms, 2003) and over 66% (Cothran & Ennis, 2000) of students are considered to be disengaged" (as cited in Harris, 2008, p. 57). It signifies that disengagement has become one of the most problematic issues to be solved by the educators. It is possible if disengagement issues are not taken

seriously, there might be more students who will stop engaging in the learning activities and might dropping out from the school.

Therefore, this study aims to bring up the matter that disengagement has become one of the worst enemies of English teachers, and enhancing learner engagement is a critical need and the responsibility of all educators. Disengagement is widespread (Bundick, Quaglia, Corso, & Haywood, 2014), thus, if there is a symptom of disengagement in an English learning community, it has to be stopped immediately. Numerous studies have been reporting the efforts of how to engage the students in general but there is still few examining about how to engage the young learners in specific. This issue reaches researcher's attention when he conducted an observation in a young learner class. What the researcher has found from the observation that there was a similar case in a community, specifically in an elementary school, in which the members are young learners having engagement issues.

During an observation which were held on October 15th and 22nd in 2016/2017 academic year in an English third grade class C in Kanisius Demangan Baru 1 Elementary School, it was found that there were some students who were lacking in engagement level, interest, time on task, and enjoyment in learning English. This consideration was based on a relevant study the researcher did in his third semester in Teaching English for Young Learners (TEYL) subject. The researcher was appointed to conduct an observation in a young learner class to observe the classroom activities and the English teacher.

The observation results indicated that more than half of the students in the classroom have disengagement issues. At that day, there were thirty students attended the class and four of the students were running around the class during the classroom activities, six students were talking about something unrelated with the lesson given by the English teacher, and six other students folded their hands and put their heads against the desk; these behavior clearly indicate disengagement. What the teacher did at that time was scolding the students who misbehaved. The reaction of the students was silent for a while, but some minutes after that they started to repeat the similar behaviors. After the classroom activities, the researcher interviewed the English teacher in the school's common room. In the interview, the English teacher admitted that she had a problem in maintaining students' attention. She also mentioned that motivating the students to engage in her classroom activities was difficult. This source of data, then, became the main attention and background of this study. Considering the fact that the students of this class having engagement issues, the researcher then decided to conduct a study to see how the English teacher of the class manage to enhance the engagement of the students.

1.2 Delimitation of the Study

To avoid giving any misleading and unnecessary information to the readers, the researcher limits the study only to focus on two subject matters. This study will be limited in finding out the engagement level of students in third grade class C in Kanisius Demangan Baru 1 Elementary School and how the English teacher manages to enhance their engagement level. This study will also be focusing on the discussion

of the case that happens in the learning process in the young learners English class. Therefore, in the next section, the researcher formulates the research problems into two research questions.

1.3   Problem Formulation

In order to answer the issue about enhancing learner engagement of young learners in Kanisius Demangan Baru 1 Elementary School third grade class C, two research questions were formulated. They are stated in the form of questions, as follows:

1) What is the level of learner engagement in the young learner English class?

2) How is learner engagement enhanced in the young learner English class?

1.4   Research Goals

The main purposes of this study are to find out about the learner engagement level of students of Kanisius Demangan Baru 1 in grade three class C and to find out how is learner engagement enhanced in the young learner English class. Specifically, this study aims to gather quantitative data of engagement level of young learners in third grade class C and to find how the English teacher of the class manages to enhance the young learners' engagement level. Moreover, the goal will reveal the collaborative relationships between young learners and the English teacher in order to create a more convenient learning atmosphere for young learners. Therefore, data collected from this study would be classified as quantitative and qualitative data.

Furthermore, this study would examine behavior of specific students. It means the data would also be collected from the specific students and furthermore, the

learner engagement enhancement of the students would also be measured in order to give evidence of the succession of the treatment given by the English teacher. Through this research, we could examine how to measure learner engagement of young learners, enhance the learner engagement, and understand more about young learners' characteristics.

1.5   Research Benefits

As matter of fact, the result of the study may contribute to the scientific and practical benefits. It means that the study will contribute to academic purposes and English teachers' performance in teaching English to young learners. The following details will describe the benefits of the study in terms of scientific and practical views.

This study will help the readers, especially those who are looking for more references about young learners and learner engagement through this research. The readers could also learn more about young learners and learner engagement from the study. Therefore, the future researcher will be able to see one of the adequate sources of reference. The future researchers could find what is necessary to be done with similar kind of study for their own purposes. This study will supply the collections of literature about young learners, learner engagement and case study.

This study will also fulfill the demand of practical benefits. It means that the result of this study could help English teachers, especially those who have difficulties to engage disengaged young learners to participate in the classroom activities they provide. Furthermore, this study encourages English teachers to learn from the case in

this study and adopt/adapt some teaching techniques for their own practical needs. English teachers could also use the teaching technique and learning resource which will be discussed in this study for their own purposes. Moreover, English teachers of Kanisius Demangan Baru 1 Elementary School can learn about the characteristics of the young learners in the English class and give even better treatments to their students in the future.
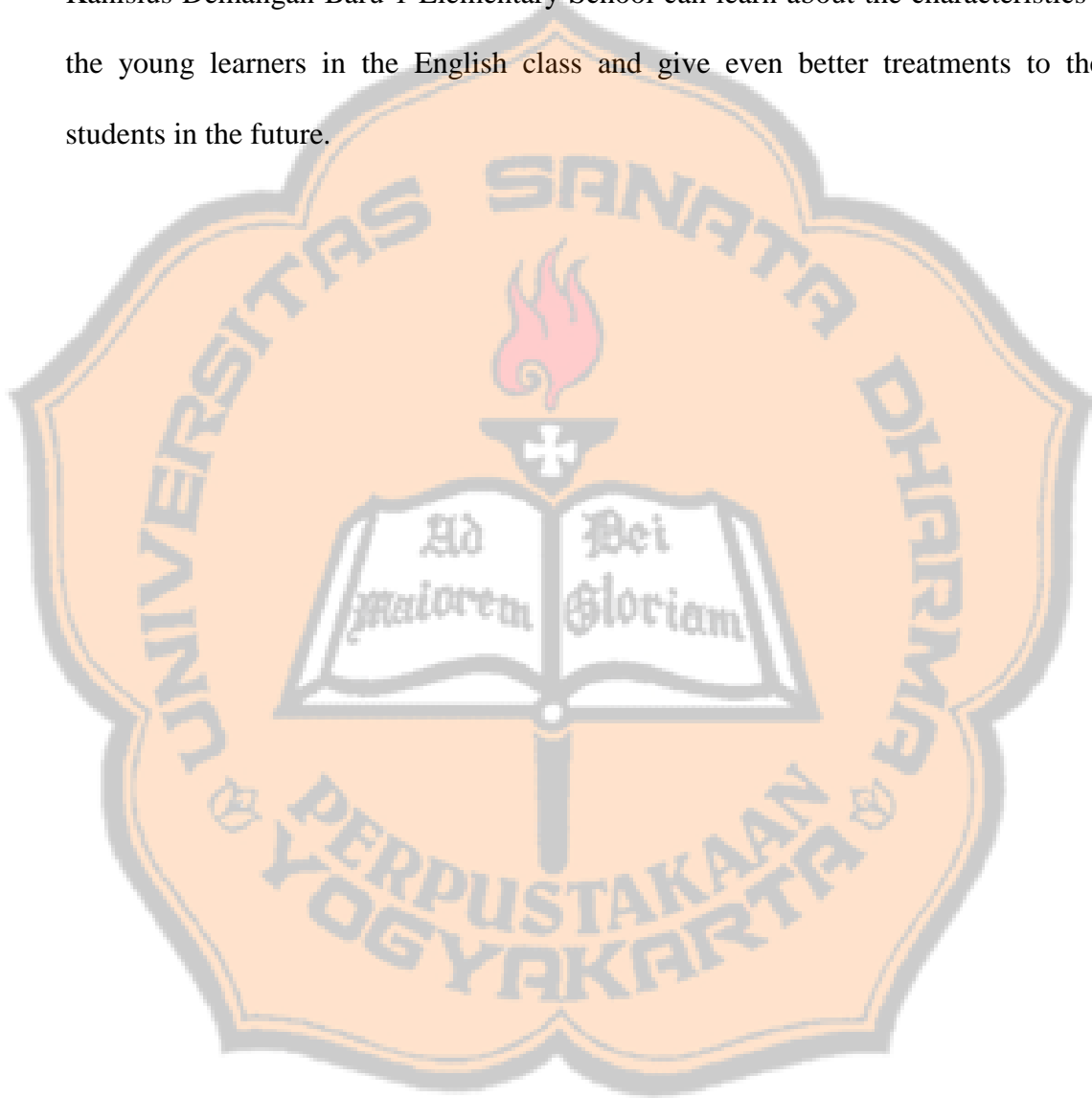
CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter will present three sub-chapters of discussion. The first sub-chapter is the discussion of the theories related to this study, which is represented in theoretical review. The second sub-chapter is the collections of relevant researches which have been done before the study. Then, the third sub-chapter contains theoretical framework which describes the relevant relationship between the theories and the implementation of the research in a form of brief summary.

2.1 Theoretical Review

This section will discuss four fundamental theories that related to the study. They are young learners in language learning, teaching English to the young learners, learner engagement and case study. Those theories will be discussed as the fundamental reasoning of the application of the study.

2.1.1 Young Language Learners

Young language learners or young learners (YLs) are learners who start their learning process in early age and they need supervision from a teacher. In this case, they are learners in a school aging 7-14 years old who are learning English as foreign language (Cameron, 2005). In the proficiency level they are classified as the beginner, because YLs are learners who just have passed acquisition process and start learning. Since they are learners who start learning English as their foreign language in the very early steps, they need a stimulus and positive experiences when they start

8

it. Therefore, the English teachers are demanded to make extra efforts to teach them, especially in maintaining their attention to the lesson given.

As we know, language learning is a process by which a human develops language capability. In this case, the language that YLs learn is English. In the process of learning the language, YLs may require different ways of learning based on their age. The characteristics of YLs are complex because the term YL itself could be divided into some parts. For example, there is a group of YLs who, in learning a language, could engage better in a classroom activity when it is combined with melodies or rhythms. Cameron (2005) also states that younger children (7-8 years old) or younger children seem to pay more attention to sound and prosody whereas older aged YLs (12-14 years old) are more attentive to cues of word order (Harley, 1995). It is possible if younger children are given a material that does not contain melodies and rhythms, they would be less engaged in the classroom activities. In the other hand, older aged YLs would find no problem with the existence of melodies and rhythms in the learning process. The YLs who are not categorized as younger children nor older aged children are called middle aged YLs (9-11 years old). According to Cameron (2005), middle aged YLs are generally less able to give selective and prolonged attention to features of learning tasks than adults, and are more easily deflected and distracted by other pupils. Middle aged YLs are also in the transition phase from younger to older children, meaning they need a balance proportion of melodies and rhythms material and cues of word order material. This characteristic could affect the YLs, especially the middle YLs, to engage more in the classroom. However, the occurrence of the problem could be suppressed by providing

them a teaching technique that could fill the needs of balance proportion of material as stated previously.

Another unique thing about young learners is they could learn language easier during their golden age. Therefore, teaching and learning activities of English in elementary school should embody learners' English language competencies in the golden age, the age that YLs can learn anything easily (Sukarno, 2008). Those statements are based on the Critical Period Hypothesis (CPH) which proposed that young learners are capable in learning language quickly. The CPH, as proposed by Lenneberg (1967), holds that primary language acquisition and learning must occur during a critical period which ends at about the age of puberty with the foundation of cerebral lateralization of function. It means that even during their learning process, YLs are still managed to use their acquisition skills. It also means that YLs are at their best of language acquisition and learning until the age of puberty (14 years old). Therefore, the English teacher should expose the YLs with correct English forms without underestimating YLs' capability to comprehend them during this period because YLs are capable of learning in a way like adult learners never could. A commonly drawn corollary of the CPH is that any language learning which occurs after the age of puberty will be slower and less successful than normal first language learning (Krashen, 1975). It means, at the post puberty ages (above 14 years old), the YLs are not learning as fast as when they are at the critical periods anymore. Therefore, YLs should be introduced with a lot of modeling exposures to enable them to learn the correct and proper language forms.

2.1.2   Teaching English to the Young Learners

In teaching English to young learners (TEYL), in this case the learners in an elementary school, the teachers must first comprehend the difference of concept of acquisition and learning. Acquisition can be defined as a process of having language naturally or sub-consciously. On the other hand, learning is a process of having language consciously and understanding the structure of the language. Krashen and Terrell, (1983, p.18) state that, "Acquiring a language is 'picking it up', i.e., developing ability in language by using it in natural, communicative situations". The term picking it up which is being used by Krashen and Terrell means that, in learning a language, YLs could easily acquire the language by simply observing and copying the information given. They, most of the time, do not pay attention to the grammar or structure of the words. Thus, instead of understanding the form and grammar, YLs acquire their first language, and most probably, second languages as well. The problem elevated from that fact is not all English teachers are well trained or informed about the nature of YLs. It might cause misunderstanding between the English teacher and the YLs. The English teachers might think that their students simply misbehave, out of nowhere, and do not want to cooperate in the classroom activities given by them.

Teaching English to the YLs must also contain a collaborative activity between the English teacher and the YLs. As discussed in the previous section, YLs could be divided into three sub-categories. In this case, the YLs who are going to participate in the research are middle aged YLs. As stated by Cameron (2005), middle aged YLs is known to be prone to distractions, such as bothering friends and some

other factors. Thus, the English teachers are demanded to be proactive in making various and interesting teaching technique. One of the most important essences of teaching YLs is a collaborative activity, an activity which enables both the learner and the English teacher to participate in it. Though, providing those kinds of materials might be challenging even for the experienced teachers. Because, in formulating the materials the English teachers should put themselves into the action, and not all of the English teachers are prepared for that. Young substitute teachers for example; most of the young substitute English teachers are those who are still in the process of learning and lack of experience. That kind of English teacher might find a problem in preparing a collaborative activity for YLs. Moreover, even if they can provide it, they would find it difficult to manage the classroom after they implemented the activity, because a collaborative activity tends to cause a lot of noise. Thus, teaching English to YLs is something that English teacher should never underestimate. They must have well physical and mental preparation for it. According to Unianu (2012), specifically, primary school teachers who had significant teaching experience were confident in their ability to accommodate for students' needs; the need to be involved in the classroom activity. It implies that young and inexperienced English teacher might find it difficult to accommodate YLs needs. Therefore, they need to consult with their seniors or someone who is considered as experienced by themselves about how to accommodate those needs.

In using a combination of a material and melodies and rhythm, an English teacher needs to be able to neutralize the outcome that might happen during the implementation of the technique, such as noises and debates among the students, by

13

making rules before he or she proceed the teaching technique. If the English teacher could not manage the classroom well, there is a big chance that the classroom might be in chaos because of the impulsive excitements from the students. Thus, an English teacher should first prepare some rules for the activity that is going to be implemented. The English teachers should also recognize the characteristics of their students before the implementation in order to prevent the possibility of cheatings and chaos during the implementation of the teaching technique.

As we know, teaching technique is a way of doing something by using special knowledge or skill in order to deliver a material to the learners. Therefore, a teacher needs to practice their teaching techniques frequently without focus only with one technique. YLs require special treatments in which, in this case, related with a variation of teaching techniques. Gallagher, Bennett, Keen, and Muspratt (2017) state that, in formulating a teaching technique, lesson content and learning activities should be meaningful and relevant to students, and students should have choice. The teaching technique should contain a material that is relevant to YLs world. In instant, the material should contain contents which relatable for nine years old YLs or they will find it unnecessary for their life and ignore the given materials. Since one of the characteristics of YLs is being easily distracted (Cameron, 2005), the YLs should also have a choice of materials; meaning the English teacher should constantly providing YLs new teaching techniques in order to avoid boredom. With a variation of teaching techniques the YLs will be exposed with different ways of learning in which enables them to explore their own interests and develop their own learning strategies.

In the other hand, language learning is different from acquisition. Language learning is about knowing the rules, for example having a conscious knowledge about grammar. It appears that formal language learning is not nearly as important in developing communicative ability in second languages as previously thought in line with children's development in acquisition and learning, the teaching of English to YLs at elementary school requires situations in which the students acquire language abilities; by means of acquisition rather than learning. It means that the YLs acquire language naturally and communicatively. In the teaching-learning process, the English teachers must know various kinds of language learning resources for YLs. Sukarno (2008) describes his findings about the learning resources as follows:

"Learning resources are not additional materials for practicing only but main materials which are ordered and learned as interesting activities which children usually do in their daily lives; Learning resources for children must be appropriate for children's aptitude, will, world, and so forth. Therefore, ideal English teachers to YLs are those who are familiar with English songs and games in English. Therefore, they are able to manage those materials to be the interesting ones; There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources." (Sukarno, 2008, p.59)

It is clearly described that teaching technique and learning resources are two completely different things in teaching. However, they should be collaboratively assembled in every learning activity. As discussed previously, in teaching English to YLs, English teachers should provide various teaching technique in order to avoid boredom. However, Sukarno (2008) states that learning resources should be considered as main materials in teaching YLs. In composing learning resources English teachers should consider YLs' aptitude, interest, relevance, etc. Those

indicators should be considered in choosing appropriate leaning resources in order to make the materials more interesting for YLs.

In teaching English to YLs at elementary school, the English teachers need to comprehend language learning principles. One of the language learning principles is to understand that YLs learn through experiences by manipulating surrounding objects. It means they absorb information that is relevant to their world. Piaget, in Hudelson (1991), states that children in primary or elementary school are usually in a phase what is called the 'concrete operational stage of cognitive development'. It means that they learn through hands-on experiences and through manipulation of objects in the environment. Accordingly, it is important that the English teachers use media or realia in delivering the materials in order that the students are able to understand easily. Moreover, YLs learn through social context, in groups in which they know with one another. Vygotsky, in Hudelson (1991), states that YLs learn in social contexts and in groups where some group members know more than others. Therefore, the English teachers should make their teaching situations similar to YLs' social contexts.

Acquisition takes place when learners comprehend how the language is used. Vygotsky, in Hudelson (1991), states that acquisition occurs through learners figuring out how the language works, through learners making and testing out hypotheses about the language. In this case, the English teachers should use English correctly when interacting with YLs, although if they employ short sentences in return. Moreover, acquisition takes place in YLs' social interactions. It means while the YLs interact with the other learners or English teacher using English, they are in a process

of acquisition. Vygotsky, in Hudelson (1991), states that language acquisition occurs through social interaction. It means that the teacher should use English in the classroom naturally as if they were in their society. This action will make YLs feel challenged to communicate with the correct forms and willing to engage more into more interactions with the English teacher.

2.1.3 Learner Engagement

Chen, Gonyea, and Kuh (2008) state that learner engagement is the degree to which learners are engaged with their educational activities and that engagement is positively associated to a host of expected outcomes, including high grades, student contentment, and perseverance. In the other words, learner engagement refers to the degree of curiosity, interest, attention, optimism, and passion that students exhibited when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Taylor and Parsons (2011) mention that there are several types of engagement were renowned; they are academic, cognitive, intellectual, institutional, emotional, behavioral, social, and psychological to name a few. In this case, the study is going to focus only to measure behavioral, emotional and cognitive aspects of learner engagement. Taylor and Parsons (2011) also state that to be classified as engaged learners, one do not need to function in all arenas of engagement for successful learning to take place. There is strong evidence that student engagement holds an essential part in promoting a range of positive outcomes such as academic achievement, reduced rates of school dropout, achievement of post-compulsory education, and higher status occupations (Abbott-Chapman, Martin,

Ollington, Venn, Dwyer, & Gall, 2014). Successful learning is the goal of every teaching process and learner engagement is proven to be able to accommodate it when its needs fulfilled. It could be deduced that higher level of the learner engagement is responsible to the successful language learning.

The study about learner engagement is broad and to be able to see learner engagement it needs to be focused on specific aspects. It has been proposed (van Uden, Ritzen, & Pieters, 2014) that there are three aspects that contribute to the concept of learner engagement in English learning; they are behavior, emotion, and cognition. The behavioral engagement could be measured by observing YLs behavior during the classroom activities. Behavioral engagement is also present when there is participation and effort during lessons and assignments. Emotional engagement is apparent when students are enthusiastic, interested, and exhibiting positive expressions during the learning process. Cognitive engagement occurs when students formulate their own learning goals, self-regulate, and strive to achieve. Therefore, in this study, the researcher is going to use those aspects as the basis of the idea in formulating the data gathering instruments. Therefore, engagement level of the YLs could be measured by observing their behavioral, emotional and cognitive aspects during the classroom activities.

A research by Gentry, Steenbergen-Hu, and Choi (2011) indicates that teachers' enthusiasm, feedback, and content knowledge are keys to student motivation, learning, and engagement. YLs could notice their English teacher's enthusiasm and content knowledge during the teaching and learning process. What they expect from their English teacher is feedback of the action they have done in

order to know their own strengths and weakness. This kind of treatment is often being misunderstood by English teachers as merely giving score to their tasks. The kinds of feedback they could give are various; one of them is verbal or written feedback. Instead of giving them scores in form of numbers only, English teachers could also give comments, suggestions or even complements to YLs in the form of verbal or written feedback. By providing feedbacks after the learning process, it would help YLs to feel appreciated, and supported. Moreover, it might also enhance their engagement level. Moreover, classrooms are complex social systems and relationships and interactions between teacher and students are also complex, multicomponent systems, and the nature and quality of relationship interactions between teachers and students are fundamental to understanding student engagement (Pianta, Hamre, & Allen, 2012, p.365). Therefore, it could be concluded that the teacher-students relationships are necessary to be made. The reinforcements, suggestions, advices and attention from the English teacher could engage and motivate YLs to elaborate in the English classroom.

Disruptive behaviors and suspension are indicators of behavioral disengagement. In the one study examining the disengagement, and also could be used to formulate the ways on engaging the students (Wang & Eccles, 2012). Those behaviors could be seen from how the YLs behave during the classroom activity and the English teachers should constantly ask themselves; do they (the YLs) constantly paying attention to me or do they disrupt their friends during the classroom activity?; Do they cooperatively engage in the classroom activity or do they get suspended frequently due to misbehaving in the classroom activity. Then, after answering those

questions, English teachers should reflect their own preparations and performance during the classroom activities in order to prepare a better treatment for teaching the YLs.

2.1.4 Case Study

This study employs a model based on Yin (1984). Case study in terms of their outcomes is divided into three types. The first model is exploratory case study. In exploratory case study, case study is used as the guidance to answer research questions. This step includes selecting cases, defining the problem formulation or research questions and developing theories. The second model is descriptive case study. In the descriptive case study, the lived experiences would be described in the form of narrative. This step includes preparing the research instruments, collecting data by conducting an observation and interview. It is where the individual report will be taking place. The last one is explanatory case study model. In the explanatory case study, analysis and tests of the theories of the observation will be discussed. This type of case study will mainly explain the analysis result and drawing conclusion. Since this study aims to give a detailed picture of what happened during the whole observations. Therefore, this study will use the 'descriptive case study' to answer the research question number one because it enables the researcher to observe the young learners without the need of researcher's interference. Then, in answering the research question number two, the researcher will adopt 'explanatory case study'. The reason is because, in explanatory case study, the researcher could draw conclusions from the data collected from the observation to answer the research question number

two. Thereby, this study will adopt two of Yin's case study model, namely descriptive case study and explanatory case study.

Thus, in this study, the researcher will put himself as an observer. Meaning the researcher would not interfere with the classroom activities. The whole inquiry will be about the case and the case itself. As Yin (1984) state that the purpose of case study is not to be regarded as the world, but to represent the case. This study cannot be used to generalize the similar cases as the same issue. However, from case study, one can draw meanings from the findings of the study. Furthermore, case study has been one of important research methodologies in the category of empirical study. Thus, this methodology will describe the lived experiences of a young learner community and the English teacher in an Elementary School.

2.2   Review of Related Studies

In the past ten years, learner engagement has been discussed by a lot of researchers. It proves that the study about learner engagement is considered critical to be discussed. The closest research related to this study was done by Taylor and Parsons (2011). Their study was about improving learner engagement; In this case, they were focused on reviewing about the engagement of learners in general. Their research goal was practical: In order to make educators successful in using their pedagogical knowledge to engage students better in learning. The result of the study explains that teacher-students collaboration and technology could engage students in a way like traditional learning resources never could, as they state in their study, "…improving learner engagement, the themes and ideas that surface most often in the

literature are: embedded collaboration, integrated technology, inquiry-based…"
(Taylor & Parsons, 2011). It implies that embedded collaboration between teacher-
students and students-students, the use of technology, and the employment of inquiry-
based tasks in the learning process are responsible for the enhancement of the learner
engagement.

Tiffany, Gallagher, Bennett, Keen, and Muspratt (2017) also have conducted
consimilar study about learner engagement. In their study, they discussed about the
capabilities of a teacher in improving students' learner engagement, the importance of
helping teachers to understand about learner engagement, and how to see students'
perception about learner engagement itself. Gallagher, Bennett, Keen, and Muspratt
(2017) state that teacher's reflective habit has the potential to raise teacher awareness
of some of the strategies they can use to facilitate student engagement. They
formulated a questionnaire for students to see what they were expecting from the
learning to be able to engage more in the learning process. The findings showed that
the instrument they used in their study, questionnaires about students' perception
about engagement, was proven to be beneficial to enhance teachers' awareness about
students' needs in order to engage in the classroom activity.

Another related study was done by Quinn (2016). The study discussed about
the relation between learner engagement, disengagement, teacher-students
relationships, and adolescents. The research was focusing in explaining the
importance of the teacher-students relationships to the betterment of learner
engagement in learning. The results of the study showed that teacher-students

relationship could be observed to have an important-predictive association with multiple important indicators of learner engagement.

Although there are numerous other researches about learner engagement, there are still few discussing about how to enhance learner engagement of the young learners. Therefore, in this study, the researcher would like to put himself aside from other subject matters than learner engagement and young learners in order to avoid unnecessary attempt of study. This study will give as help to the understanding of the learner engagement of young learners which will be collaborated with case study. The result of this study will also contribute to Kanisius Demangan Baru 1 Elementary School as a reference for their English teachers. The teachers could relate the study with their own problems in engaging the young learners, especially the students of third grade class C.

2.3   Theoretical Framework

First of all, the researcher would like to invite the reader to evaluate this study critically to help the betterment of the understanding about the subject matters. As matter of facts, this study is connected to the existed studies done by experts. However, this study has exclusivity in studying about young learner engagement level in a specific elementary school; meaning, this study focuses on examining a case and a case only. The case which occurred in the elementary school observed was disengagement. According to the findings from other studies, disengagement is dreadful in frequency (Prensky, 2001; Tapscott, 1998; Gilbert, 2007; Willms, 2003; & Claxton, 2007) and it is responsible for the students' dropouts (Simeonsson,

Carlson, Huntington, McMillen & Brent, 2001; Rumberger & Rotermund, 2012). Therefore, this study was conducted in order to see how the English teacher manages to fight disengagement and enhance young learners' engagement level to avoid the worst possibility which could happen to the school; dropouts.

In order to conduct the study, the researcher selects case study as the research method. The reason of the selection is because the research methodology provides flexibility in observing the young learners during the classroom activities in English class and because it could provide the researcher the data needed. Therefore, in order to solve the research questions number one: What is the level of learner engagement in the young learner English class? The researcher will employ some instruments based on learner engagement theories. Those theories underlie the selection of engagement kinds that will be measured and also to provide the study information about how to measure learner engagement. Then, to answer the research question number two: How is learner engagement enhanced in the young learner English class? The researcher employs some instruments based on YLs and TEYL theories. The enhancement of the learner engagement result will be shown by elaborating the related theories and research data.

Therefore, the reviewed theories in this study are going to be employed to support this study. This study will focus on finding out about the young learners engagement level in third grade class C in Kanisius Demangan Baru 1 Elementary School and how the English teacher enhance it. Learner engagement will be discussed throughout the study in order to show the readers about its relationships with learners' succession on learning language. As Rivers (1972) states that learning is

not a passive chaining of adjacent items, but requires instead an active analytic mode of response; it implies that the success on learning language could not be seen only through the students' grades, but also from their engagement as well. Therefore, in order to give the readers a clear picture about how the theories are employed in this study, the researcher provides a map of the theoretical framework. Next, the construct of the theoretical framework map is presented as follows:
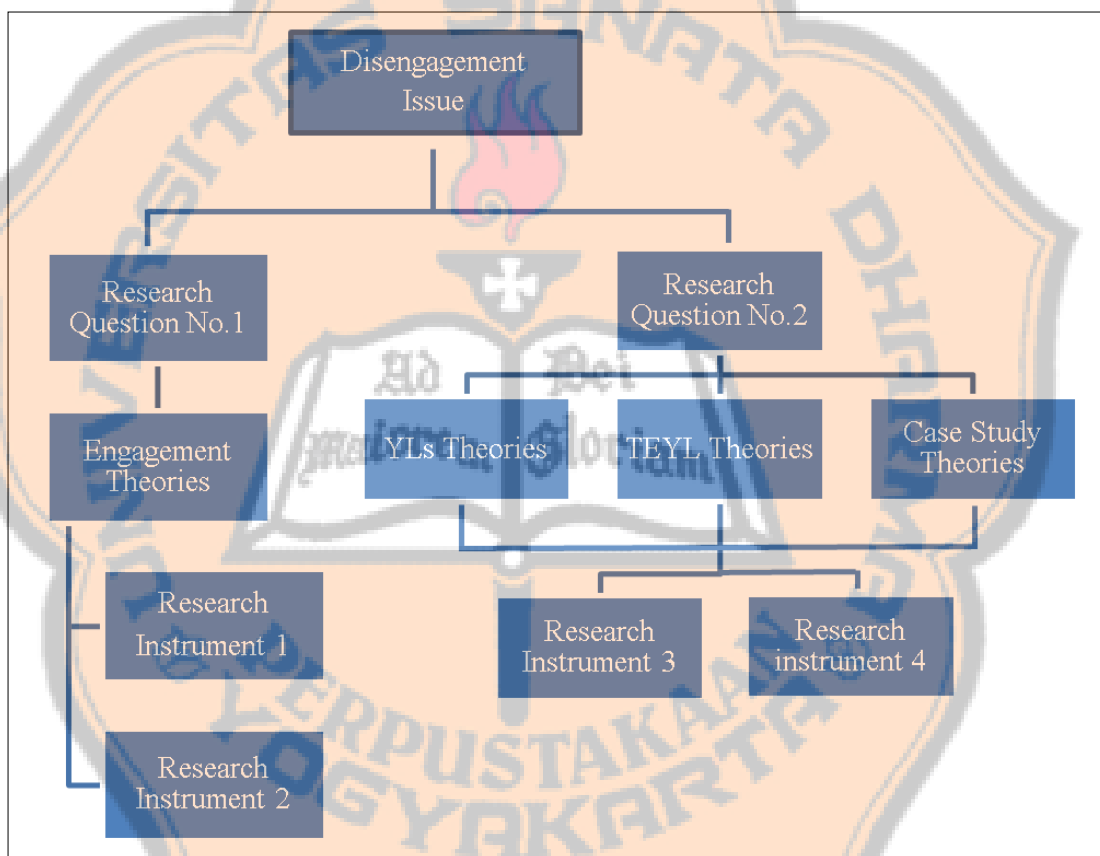
Figure 2.1 Framework of Pre-Understanding

CHAPTER 3

METHODOLOGY

This section explains the methodology employed in this study. This chapter consists of five parts, which are, research method, nature of data, research setting, research instruments and data gathering technique, data analysis technique, and research procedure.

3.1 Research Method

After passing thorough some considerations, it is determined that the most suitable research method for this study is case study because it enables investigation of interaction between the YLs and English teacher and observes the changes in YLs engagement level from more subjective point of view. Moreover, in education research, case study, labeled as one of the three approaches to the problem of verification and accumulation of educational knowledge, seeks to comprehend and interpret the world in terms of its actors and may be finally described as interpretative and subjective (Cohen et al., 2000). It proves that the behavior of actors of the research could be understood and interpreted using this research method. Even though, some data analysis would be necessarily conducted to answer the research questions.

Yin (1984) defines the case study research method as an empirical investigation that inquires a fashionable phenomenon inside its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in

25

which multiple sources of evidence are used. Therefore, this research employs case study in order to find out decent specified answers about the formulated research questions. Moreover, case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects (Cohen, Manion & Morrison, 2000).

Since case study allows observer to monitor the whole classroom activities without interference needed, this method is considered as a suitable and effective way to observe the research respondents. Overall, the main purpose of this case study model is to portray 'what it is like' to be in a particular situation, to catch the close-up reality and 'thick description' (Geertz, 1973) of participants' lived experiences of, thoughts about and feelings for, a situation. Therefore, by using Case Study as the research method, the researcher can observe the whole classroom activities in the English class and draw meanings from the real life experiences.

3.2 Nature of Data

The source of data is from an English classroom in Kanisius Demangan Baru 1 Elementary School. Class C third grader students were chosen because their class was the only available and convenient class for the research with some additional considerations such as schools' permission and the limitation of time. The class is classified as a mixed ability class, since the class provides the students with sets of English skills instead of single language skill. Moreover, the students in this class were aged 8-9 year old which are classified as young learners. Thus, after conducting

an observation in the class, it was found that there was a case that needed to be investigated.

The classroom consisted of 30 students. However, in this study, only ten students were chosen as the research participants. The sampling method is random sampling. It means the ten students were chosen randomly without any specific criteria. The purpose is to see whether the effect of learner engagement enhancement could equally reach all the students. Then, the students were marked by using love-shaped colored pin attached to their shirt. Their activities in the classroom were recorded by using video recording device. By using the video, it would be easier to monitor students' behavior and collect more accurate data for this study. Therefore, the researcher could implement the data analysis on the research instruments.

The English teacher is the source of data for research question number two. She was a new female English teacher in the school who had been teaching for less than a year. She was a student of seventh semester from an English Language Education department. She was being appointed by the headmaster of the school to help the researcher to collect data from her class. Therefore, the researcher had to conduct observations and interview with her for the sake of data triangulation.

Therefore, the method used to solve the research questions in this study which are: (1) What is the level of learner engagement in young learner English class? and, (2) How is learner engagement enhanced in young learner English class? By identifying the level of learner engagement in the young learner English class, the English teacher of the English class could reflect and identify his/her teaching performance. Thus, he/she could provide a better learning experience for the young

learners in the next meeting. Next, by identifying how learner engagement is enhanced in young learner English class, the English teacher could understand about the characteristics of the students and how to teach them properly in the future. Therefore, the study is classified as qualitative and quantitative research. The quantitative one focuses on finding out what is the level of learner engagement in YLs English class (research question number 1) and the qualitative one focuses on finding out how is learner engagement enhanced in YLs English class (research question number 2).

3.3   Research Setting

This study was held in Kanisius Demangan Baru 1 Elementary School grade three, class C. There were ten of thirty students who were chosen to be the research participants of the study. The research was held from March to April 2017. There were two days of observations. In order to be focused in implementing the research instruments, the first day of the observation was conducted on April 3, 2017. It was dedicated to answer research question number one. The second day of the observation was conducted on April 10, 2017. It was dedicated to answer research question number two. In short, there were two research instruments implemented on the first meeting and four instruments on the second meeting.

3.4   Research Instruments

In this section, the research instruments will be explained. The instruments employed in this study are students' engagement checklists, observation checklists, field notes and interview. The research question number one is answered by

analyzing the data of students' engagement checklist and observation checklists because the data is quantitative and relevant to research question number one. Those instruments were formulated by referring to learner engagement theories which have been discussed in the previous chapter. On the other hand, Field notes and interview were focusing more on the English teacher and they were also meant to answer research question number two. Those two instruments were designed by referring to young learners and teaching English theories. Therefore, data gathered from these instruments would be written in a form of qualitative data.

3.4.1 Learner Engagement Checklists

This instrument, however, focused only on observing ten selected students as the research respondents. As stated in the nature of data, the students were chosen randomly. This study adapted International Center for Leadership in Education (ICLE)'s Student Engagement Walkthrough Checklist by Jones (2009) because it was considered as the most suitable model of checklists needed. The checklists consisted of five aspects which are related with learner engagement such as: (1) Positive Body Language (PBL); students exhibited body postures that indicate they were paying attention to the teacher and/or other students. (2) Consistent Focus (CF); students were focus on the learning activity with minimum disruptions. (3) Verbal Participation (VP); students expressed thoughtful ideas, reflective answers, and questions relevant or appropriate to learning. (4) Students Confidence (SC); students exhibited confidence and initiative, and completed a task with limited coaching and could work in group. (5) Fun and Excitement (F&E); students exhibited interest and

30

enthusiasm and used positive humor. Those indicators would be examined to define the engagement level of YLs in the English class.

As stated previously, this instrument was collaborated with a video recording device. Meaning that in order to process the data, the researcher would need to observe the classroom activities using the video recording. The checklists were meant to observe the ten selected respondents' activities in general. The researcher examined the behaviors of the students in the video and gave a ✓ (check) mark on every relevant indicator. The sample of the checklist could be seen in Table 3.1., as follows:

Table 3.1 Learner Engagement Checklists

OBSERVATION	Very High	High	Medium	Low	Very Low
Positive Body Language					
Students exhibit body postures that indicate they are paying attention to the teacher and/or other students.					
Consistent focus					
All students are focused on the learning activity with minimum disruptions.					
Verbal Participation					
Students express thoughtful ideas, reflective answers, and questions relevant or appropriate to learning.					
Student Confidence					
Students exhibit confidence and can initiate and complete a task with limited coaching and can work in group.					
Fun and Excitement					
Students exhibit interest and enthusiasm and use positive humor.					

3.4.2 Observation Checklists

In the other hand, the observation checklists were valid for the ten selected students individually, meaning that the data was specific from each student.

Moreover, what made this instrument different from Learner Engagement Checklists was this instrument collected the learner engagement level based on students' perception instead of their interpersonal activities. Thus, it strengthened both the findings of Learner Engagement Checklists and Observation Checklists.

This instrument also adapted from ICLE's model by Jones (2009). The checklist consisted five aspects such as (1) Individual Attention; it observed the learners in way whether the student felt comfortable seeking help and asking questions. (2) Clarity of Learning; the student could describe the purpose of the lesson or unit. It was not the same as being able to describe the activity being done during the classroom activity. (3) Meaningfulness of Work; the student found the work interesting, challenging, and connected to learning. (4) Rigorous Thinking; students worked on complex problems, created original solutions, and reflected on the quality of their work. (5) Performance Orientation; Students understood what quality work was and how it was assessed. They also could describe the criteria by which their work will be evaluated. The use of this instrument is to triangulate the results of the first instrument. However, in this instrument, the analysis will be thorough and focusing on each individual. The actions of the students were being monitored by referring to the observation checklists that researcher did during the learning process and also video recording. Similar to Learner Engagement Checklist writing method, the researcher examined the behaviors of the students and gave a check mark on each indicator which meets students' actions. The sample of the Observation Checklists could be seen in Table 3.2, as follows:

Table 3.2 Observation Checklists

OBSERVATIONS	Very High	High	Medium	Low	Very Low
Individual Attention					
The student pays attention to teacher's instruction and feels comfortable seeking help and asking questions.					
Clarity of Learning					
The student can describe the purpose of the lesson or unit.					
Meaningfulness of Work					
The student finds the work interesting, challenging, and connected to learning.					
Rigorous Thinking					
The student works on complex problems, create original solutions, and reflect on the quality of their work.					
Performance Orientation					
The student understands what quality work is and how it will be assessed.					

3.4.3   Field Notes

Field note was employed because this instrument could supply detailed and accurate data of the real condition in the classroom. Field Notes was meant to describe specific action made by the English teacher. The purpose of this instrument was to answer the second research question. In writing Field Notes, the data will be written by referring to Field Note guidance adopted from Chiseri-Strater and Sunstein (1997) and the collections of YLs and TEYL theories (see Appendix 3).

3.4.4   Interview

An interview was conducted after the observations were done. In formulating the question for the interview, the researcher was referring to case study, YLs, and

TEYL theories. Wortham, Mortimer, Lee, Allard and White (2011) state, "… interview narratives are one promising site for studying interactional positioning that might yield evidence of interviewees' characteristic social action." From the statement, we could see that interview is a decent method in collecting evidences for a case study. Therefore, the researcher formulated ten questions based on the curiosity of research question number two and the theories of case study, YLs, and TEYL.

The interview was done in depth, which means the interview was focusing on interviewees' perception or self, life, and experience, and expressed in her words. Thus, when necessary, the researcher asked further question(s) to the interviewees to dig more about their perceptions about the related matter. Since the interview was conducted with the English teacher only, it was being applied outside the classroom activity. The interview consisted of some questions related with the English teacher's perspective about her teaching method, technique, and belief. It also contained some questions related with her opinion about the students. Therefore, the interview questions were formulated, as follows:

Table 3.3 Interview Questions

No.	Questions
1.	How do you feel after knowing the engagement level of your student for the first time?
2.	You did some changes in your teaching technique in the second meeting, what was the consideration?
3.	What are your objectives in those activities? How is the result?
4.	What factor does affect the students to be low-motivated in the class?
5.	In your opinion, what factor does affect the improvement of learner engagement?

No.	Questions
6.	Please tell me about the problems you encountered when you implemented the teaching activities?
7.	How do you feel after the implementation of the new teaching technique?
8.	How do you think the best way to teach English to grade 3 C students in the future?
9.	Tell me more about teaching technique you implemented?
10	From the scale 1 to 10, how satisfied are you with your teaching?

3.5   Data Analysis Technique

The researcher analyzed the data in order to answer the formulated questions. The researcher used a data triangulation to make sure validity of the data in this research. According to Cohen (1996), "Data Triangulation involves the collection of data from multiple sources with the intent to obtain diverse views of the studied phenomenon with the purpose of enhancing the validity" (as cited in Ziyani, I., King, U., & Ehlers, V. 2004, p. 12). Thus, it would help the researcher to obtain the data from different perspectives and evidences in order to get the validity. Then, the researcher divided the data analysis from the instruments into some categories which will be discussed in following sub-sections.

3.5.1   Learner Engagement Checklists Analysis Technique

The researcher analyzed the data from the students' participation checklist by observing students' behavior during the classroom activities. Then, the researcher will classify their engagement level based on their behavior in the class. The classification is based on the engagement checklists and learner engagement theories which have been discussed in chapter two (see also Table 3.1).

Then, the date would be converted into numbers. The numbers is based on the times of a student meet certain indicator. Next, the data would be combined and tabulated into percentages. The calculation can be seen in the following illustration:

$$P = \frac{fo}{n} \times 100\%$$

P = Percentage

fo = Frequency observed/Number of score (1-50)

n = Number of maximum score (5x10 = 50)

After getting the percentage of the Engagement Checklist, then, the data will be summarized in a form of chart. Then, the data from the chart will be discussed based on every research participant's performance during the observation. The scores later will be accumulated and tabulated into percentage. If the total of the score is 20% and below it means that the engagement level of a student is considered as very low. The total of the score is 21% - 40% means that the engagement level of a student is considered as low. When the total of the score is 41% - 60% it means that the engagement level of a student is considered medium. If the total of the score is 61% - 80% it means that the engagement level of a student is considered as high. The score of 81% - 100% means that the engagement level of a student is considered as very high.

3.5.2 Observation Checklists Analysis Technique

The researcher analyzed the data from the observation checklists by focusing on observing 10 specific individuals. All the data measurement will be based on observation checklists indicators (see Table 3.2). The data then converted into numbers, tabulated, and given score. The score was based on the students'

performances during the classroom activity. Very high will give the students score of 5, high will give the students score of 4, medium will give the students score of 3, low will give the students score of 2, and very low will give the students score of 1.

The scores later will be accumulated and tabulated into percentage. The calculation method is the same with learner engagement checklists. If the total of the score is 20% and below it means that the engagement level of a student is considered as very low. The total of the score is 21% - 40% means that the engagement level of a student is considered as low. When the total of the score is 41% - 60% it means that the engagement level of a student is considered medium. If the total of the score is 61% -80% it means that the engagement level of a student is considered as high. The score of 81% - 100% means that the engagement level of a student is considered as very high.

3.5.3 Field Notes Analysis Technique

In this study, the researcher will use the field notes to get the data to answer question number two. The data will be taken during the teaching and learning process and will be observed again in the form of video recording. The researcher will note the behavior and actions done by the YLs and the English teacher which occurred in the English class. The field notes will be analyzed by relating the theories of YLs and TEYL with the activities in the English class. Next, the data collected will be analyzed by the researcher by drawing meanings and conclusion. The analysis will be collaborated with YLs theories and TEYL theories from chapter two.

3.5.4 Interview Analysis Technique

The researcher conducted interviews with the English teacher of class C grade C in Kanisius Demangan Baru 1 Elementary School, Yogyakarta. Some questions offered in the interviews were related to the students' problems in the class and English teacher's perceptions about those issues. Researcher will ask the English teachers in depth in order to get detailed information. Meaning that the researcher will prepare some questions related with the study and the English teacher is free to answer the question. The English teacher's answers became the basis of the consideration of the analysis. Moreover, for the validity reasons, the researcher will not correct teacher's grammar mistakes in the interview. All the data gathered from the interview would be analyzed and collaborated with relevant researches. Therefore, the researcher could find meaning and make a conclusion from the result of the interview.

3.6 Research Procedure

Since this research is a Case Study, in implementing the research methodologies, there are few steps that have to be done. There were four steps in conducting this study. They were (1) asking for research permission from the school principal, (2) conducting observation, (3) analyzing the data, and (4) reporting the result. The explanation was presented as follows:

3.6.1 Asking for Research Permission from the School Principal

The permission was given by the school principal to conduct a research in Kanisius Demangan Baru 1 Elementary School Yogyakarta. In this step, the school

principal did not ask researcher for a permission letter from *Dinas Pendidikan* Yogyakarta, because the observation was done alongside with observation task of Teaching English for Young Learners subject in the semester three.

Therefore, the observation could be conducted directly with the permission of the school headmaster instead. Next, the researcher brings a cover letter from his university to the school. The cover letter from the university could be seen in Appendix 1. Thus, after getting the permission from the school headmaster, an English teacher and an English class were assigned as the research associates.

3.6.2 Conducting Observation

The study was conducted in Kanisius Demangan Baru 1 Elementary School Yogyakarta. It was suggested by the school principal to observe the third grade students by the school principal. The English teacher agreed to conduct an observation in her class; in the Kanisius Demangan Baru 1 Elementary School Yogyakarta, third grade class C.

The observation focused on seeing the situation in the classroom when the teacher delivered the materials and the English teacher's actions to teach the students. There were six meetings being observed in this study, however, only the last two meetings which were observed using the research instruments. This decision was based on the fact that all the other four meetings could be used as the reasoning for the researcher making meanings from the data taken. Moreover, there was an interview with the English teacher of third grade class C outside the classroom activity to answer research question number two. Next, after collecting the data from

39

the school, the researcher was given a cover letter from the school's headmaster for the university, as the proof that the researcher had finished the research in the school. The observation was done in six weeks, however only the fifth and sixth meetings were selected to be collected as research data. The letter could be seen in Appendix 2.

3.6.3 Analyzing the Data

This section tabulates the quantitative data such as students' engagement checklists and observation checklists. After that, the data was displayed one by one to be discussed. Then, the data from the interview and field notes was analyzed and written in the form of qualitative data. The data analysis of interview and field notes was referring to the young learners theories and teaching English theories. It was scripted into narrative texts and the interview data was synthesized, in order to draw meanings from the data.

3.6.4 Reporting the Result

In this step, the researcher analyzed the collected data through those instruments. After analyzing the data, the researcher drew meanings from his experience during the observation and drawing conclusions about the research result in the form of quantitative and qualitative data report. The report as presented in a proper thesis form and hopefully could contribute to the academic collections of sources.

CHAPTER 4

RESEARCH RESULT AND DISCUSSION

This chapter is presented in two major sections: research results and discussion on the first day and research results and discussion on the second day. This chapter presents the research results and discussion in the case study conducted in class 3 C of Kanisius Demangan Baru 1 Elementary School to answer the two research questions. The observation was conducted in two days; on April 3 and April 10, 2017. Then, the interview was done alone outside the classroom activity on April 17, 2017.

4.1   Results

The result section would be divided into six parts, namely: learner engagement checklist result from the first meeting, observation checklists results from the first meeting, field notes results, learner engagement checklists results from second meeting, observation checklists results from the second meeting, and interview results. As we know, the aim of the observation on learner engagement is to find out the engagement level of third grader students in class C. Therefore, as planned in the previous chapter the researcher would measure their engagement level by observing their responses using students' engagement checklists and observation checklists. Thus, the analysis of the two instruments would be done by analyzing the transcript of video recording of the classroom activity.

40

The first day of the study was conducted on April 3, 2017. The class was started in the morning at 9.30 a.m. As for a typical elementary school, the students are making noise before and after the teacher entered the room. The teacher then introduces the researcher to the students. At first the teacher introduces the researcher to the students and there was a short meet and greet session. Soon after that the researcher distributes the colored pins with two different shape options.

The love - shaped pins are for the research respondents and square-shaped pins are for the other students who are not going to be observed. As we discussed in chapter three, there were only ten students who were observed, therefore, only ten students who received the love-shaped pins. In this chapter, the respondents will be marked as Student 1 to Student 10. Researcher's consideration to give the square-shaped pins to the other students is to make them feel secure about themselves; they have equal chance to choose their own pin shape without knowing the real function of it. After getting the pins, the students were asked to stick it on their upper left chest. By giving the pins, the researcher could monitor their activities during the classroom activity. This observation was also done using the aid of video recording device in order to monitor the whole classroom activities, from the beginning of the class until the end of it. The duration of the recording was more than an hour and it had been analyzed by the researcher by using two research instruments that have been prepared well, as had been discussed in chapter three. Therefore this section will be divided into two sub-sections; learner engagement checklist result and observation checklists result. As a point of information, the main purpose of the first day of observation is to answer the research question number one.

4.1.1   Learner Engagement Checklist Result from the First Meeting

As mentioned previously in chapter three, in order to process the data, the researcher gathered the data in general measurement, meaning the result of this instrument is only valid for the students of class 3 C in general. Since the sampling was random and the ten students are the part of the class, their behaviors could represent of the whole class members. However, to get the generalized data of the class, firstly, the researcher had to measure the students individually. Then, after that the students' individual data would be combined and measured in the general perspective. After watching the classroom activity in the form of videos multiple times, the researcher then filled the checklist for the ten selected respondents. This measurement was done by referring to the Learner Engagement Checklist guidelines as we can see in the chapter three. Then, the data were tabulated and presented in the form of tables (see Appendix 4).

The results of the instrument show that Student 1 exhibited a very low positive body language by laying his head on the desk, frequently covered his face using a hoodie, and he rarely looked at the teacher. His consistent focus was also low, because he was playing a dinosaur toy and disturbing his friends. Presumably, this student was bored with the activity given by the English teacher. His verbal participation was considered low because even though he talked a lot during the classroom activity, he did not talk about anything related with the material given. Instead, he talked with his friend about something unobservable. His confidence was also low, since he did not do the task given by the teacher because he was upset with her taking out his dinosaur toy. His fun and excitement was also very low because he

was grumpy all day; he even cried when his dinosaur toy was taken by the English teacher.

Student 2 was a respondent who sat behind Student 1. During the classroom activity, she exhibited more or less the same behavior with student 1, but a bit better. Her positive body language was considered medium since she sat in a proper manner and she consistently paying attention to the teacher. Her consistent focus was also medium because she was hardly disrupted by her friends' teasing. However, her verbal participation is low since she mostly talked about something that was not related with the material given. Her confidence was also low because she did not work on the task given. Instead she talked with her friends about something only third grader would understand. Fortunately, this respondent was moderately enjoyed the class by showing some positive humor with her friends; though, she did not seem to enjoy the task given, since she did not do her assignment.

In contrary with Student 1, Student 3 exhibited a very good and positive body language during the observation. Her body postures signify a perpetual attention to the teacher and other friends who answered teacher's questions. This respondent consistent focus was considered high because she could finish her task without getting disrupted by her friends' jokes. However, her verbal participation was medium because she was rarely responding to the teacher questions. She seemed to be shy to ask or answer questions; at least, she did not talk with her friends about something unrelated with the material given. Her confidence was considered medium since she could finish the task with the assistance of the English teacher. Her enjoyment in the class was considered tmedium since she rarely laughed or making a

positive humor with her friends or the teacher, but seemed to be very excited with lesson and the task given.

Student 4 sat beside the previous respondent. He displayed a very high positive body language by maintaining his focus on the teacher. His body postures exhibit an enthusiasm with the lesson given. However, his consistent focus is just considered as medium, since he was distracted couple of times with the existence of the researcher in the classroom; he was even making face to the camera few times. However, he did not talk much to his friends and more attentive to what the teacher said. He spoke up when necessary but also sometimes he talked with his friend about something unrelated with the material given; for that, his verbal participation was considered as medium. When given a task, he could finish his task without minimum coaching by himself, for that reason his confidence was considered high. He exhibited a very good enthusiasm in following the classroom activities. Moreover, he frequently smiled and often made positive humors with his seatmate during the classroom activity. However, the respondent used his humor not for the sake of the learning but mostly just to tease his seatmate. For that reason, his fun and excitement was considered high; instead of very high.

Student 5 was a girl sitting two rows behind respondent number three and four. She had a very positive body postures and paid attention to the teacher most of the time. She seemed to be very excited about the materials and hardly disrupted by her friends. For that reason her positive body language and consistent focus were considered very high. However, this respondent seemed to be shy to ask or answer any questions. She preferred to speak up if it was extremely necessary for her and for

that reason her verbal participation was considered medium. Despite of her decent positive body language and consistent focus, she was lack in confidence especially when she had to finish the task by herself. She did not talk much and prefer to be a silent observer in the classroom. Therefore, her confidence was considered low for this criterion. Then, her excitement in following the classroom activities was medium because she seemed to be moderately enjoyed the lesson and the task given. She was not extremely excited but also did not seem to be the delightful with the material given by the teacher.

Student 6 was an absolutely moderate character. Most of his actions in the class were only for something that was extremely essential. All of his engagement indicators were marked as medium because he did not seem to be very excited with the lesson but he still managed to pay attention to everything the teacher said. The only engagement indicator that was considered as low was his verbal participation. He was exceptionally silent in the class when it comes to question and answer. However, he did talk with his friends about irrelevant topics. For that reason, his verbal participation was considered as low.

Student 7 was another story. She paid attention to everything teacher said, and seemed to be very excited with the lesson given; it could be seen from her body postures which exhibit an enthusiasm. She was not easily disrupted; however she sometimes lost her focus because of her seatmate who was always making face in front of the camera. Similar to the previous participant, she talked when necessary and she chose to be quiet in the classroom. For those reasons her consistent focus, verbal participation and confidence were considered as medium. Fortunately, she

seemed to enjoy the classroom activity by showing a frequent smiles and laugh. Moreover, she also worked on the task given happily. It could be seen from her act; asking the teacher about the task given something she did not understand.

As we can see on the Appendix 4.1., Student 8 exhibited an excellent body language and focus during the observation. Thus, her positive body language and consistent focus indicator was considered as very high. Despite her excellent performance on the two engagement indicators, she had a low verbal participation. She could hardly speak up in the class when she seemed to need a help from the English teacher. Most of the time, she was quiet and could barely speak with other students. Then, when it came to the task, she could do the task with assistance from the English teacher. Therefore, her confidence during the observation was considered medium or moderate. Even though she did all tasks given and paid attention to teacher's explanations, from her facial expressions, the researcher could claim that she was not delightful nor enjoy the lesson and the tasks given. Therefore, her enjoyment in following the classroom activity was considered as low.

The next respondent, Student 9, had a high level of positive body language and consistent focus. However, she did not participate enough in verbal activity by sitting still and being extremely quiet. Thus, her verbal participation was considered as low. Then, this respondent exhibited a medium level of confidence and excitement. She was confident enough to work on her task even though sometimes she asked for a coaching from the teacher. She did not seem to have problem with the material given but also did not seem to be most excited about it.

At last, Student 10, was the last respondent of this observation. She exhibited more or less the same behavior as Student 6. Most of the engagement indicators showed that her engagement level was moderate. Her positive body language, consistent focus, verbal participation and confidence were medium. She did everything for the sake of formality. What was extremely unfortunate was she seemed to be bored with the material given. It could be seen from her facial expressions and her silence in the classroom activity.

Therefore, after analyzing the respondent learner engagement individually, the researcher tabulated the data in numbers. The tabulation of learner engagement checklists could be seen in Appendix 4.2. As we can see on Appendix 4.2, *PBL* stands for Positive Body Language, *CF* stands for Consistent Focus, *VP* stands for Verbal Participation, *SC* stands for Student Confidence, and *F&E* stands for Fun and Excitement (see also the list of abbreviations). There were 4 participants who have very high PBL, 2 participants who have high PBL, 3 participants who have medium PBL, and 1 who had very low PBL. This data exhibits that most of the participants did not have a serious problem in maintaining good body postures during the observation.

Then, there were 2 participants who have very high CF, the other 2 have high CF, 5 other participants have medium CF, and there was only one who had low CF. This prove that most of the participants did not have significant problem to maintain their focus. Next, there are 5 participants who exhibited medium VP and 5 other have low VP. This data displays there are a serious problem in verbal participation of this community. Whether it was caused by the lack of opportunity to speak up or the

48

students were shy to express themselves in verbal interaction with their teacher is not certain.

Then, about the confidence, there was only one participant who showed a high SC. There were 6 participants who have medium SC, and there were 3 students who have low SC. This data proves that there were moderate problems related with confidence in this class. The cause was uncertain; it could be affected by the teacher's teaching technique which was not providing enough reinforcement to the students or the characteristics of the students who were lack in confidence. The last indicator is fun and excitement (F&E). The data tabulation shows that there were 2 participants who have high F&E, 5 participants who have medium F&E, 2 participants who have low F&E, and there was 1 participant who has very low F&E. This data indicates that the community has a balanced mood during the observation.

Therefore, after tabulate the overall data of the 10 learners' engagement level it is shown that there are 6 (12%) very high engagements behavior combined, 7 (14%) high engagements combined, 24 (48%) medium engagements combined, 11 (22%) low engagements combined, and 2 (4%) very low engagements combined. To increase the clarity to observe the data then it was tabulated into a chart, as follows:
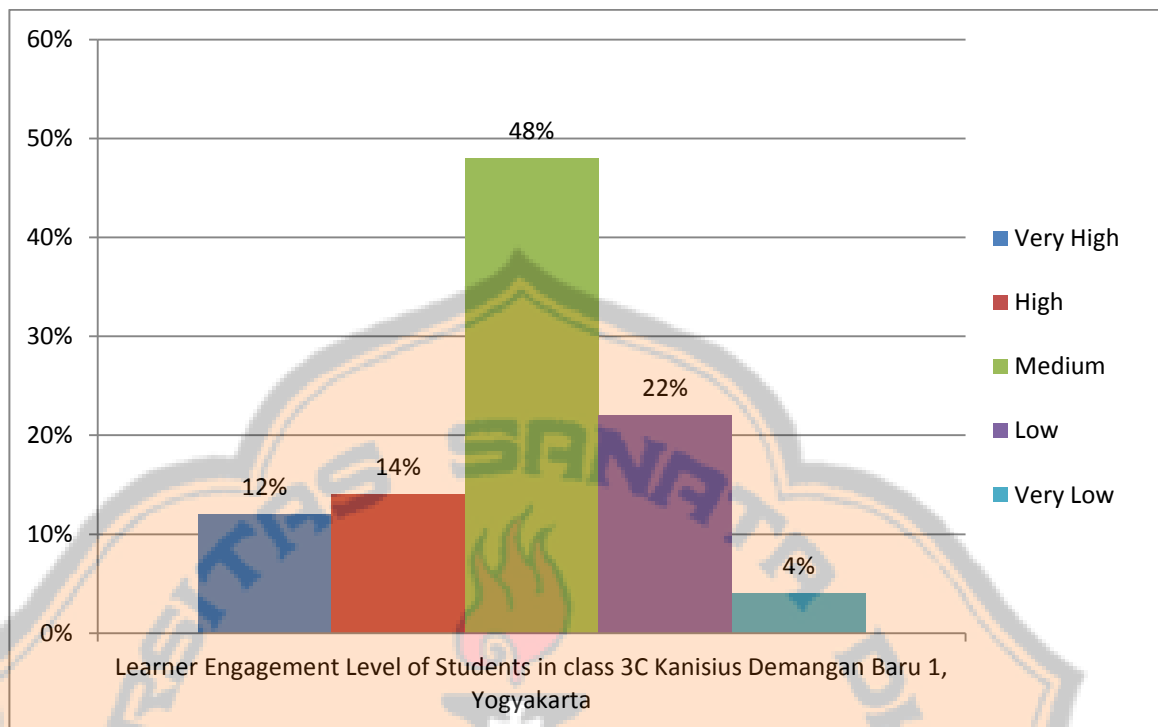
Figure 4.1 Chart of Learner Engagement Checklist Results

From Figure 4.1, it could be seen that the prominent behavior of students of class C learner engagement level is medium (48%). However, the low engagement was still became the number two of majority of the students' behavior (22%). Despite of that fact, there were some respondents who showed great promise by having high (14%) and very high (12%) learner engagement though, and there was still a respondent who needed a great help because his learner engagement was considered very low (4%).

4.1.2 Observation Checklists Results from the First Meeting

As an aide-mémoire, observation checklists was done to describe the individual characteristics of the respondent. The description about the instrument

could be seen in chapter three. After processing the data, the researcher then tabulated the data. The raw data of Cbservation Checklists could be seen on Appendix 5.

In terms of individual attention, Student 1 had a critical issue in paying attention to the teacher. Thus, it affected his clarity or learning, meaningfulness of work, rigorous thinking and performance orientation. All of his engagement indicators were considered as very low. As stated previously, this respondent did not participate at all in the classroom activities. He lied down his head on the desk most of the time and did not follow any instruction given by the teacher. In fact, this student absolutely disengaged with the classroom activity given by the English teacher. Therefore, his engagements in the class were only 20% (very low), the rest of his actions in the class were considered as disengagement behaviors.

Student 2 had a medium individual attention. She had slightly problem in maintaining her attention to the teacher and the lesson given but she was comfortable enough to seek for help from the teacher. However, her clarity of learning was considered low because she did not seem to be able to tell what she was learning that day. It could be seen from her silence when the teacher asked what they have learned that day. Her meaningfulness of work was considered medium because she did all the tasks given but she failed to see the task as something interesting. Presumably she was only following the other students who work on the task. For that reason, her rigorous thinking and performance orientation were affected. She did not do the task because she found the task challenging or interesting, she did it because she think she had to. Thus, her rigorous thinking and performance orientation were considered as low. Therefore, her engagements in the class were only 48% (low).

Close with her result on Learner Engagement Checklist, Student 3 had a very high individual attention. Thus, she paid attention to teacher's explanation and comfortable to ask questions to the teacher. However, the rest of her engagement indicators were marked as medium since she was averagely engaged in those indicators. In the observation checklists data, this respondent had medium clarity of learning, meaningfulness of work, rigorous thinking, and performance orientation. Meaning, this respondent neither showed any progressive nor negative actions towards the material given by the English teacher. For those reasons, 68% (high) of her actions were considered as engagements.

Student 4 had high individual attention because he was capable in maintaining his attention to the English teacher most of the time. However, he sometimes he got distracted and forget to keep his attention to the teacher. Thus, the rest of his engagement indicators were marked as medium. Unlike his great accomplishments in Engagement Checklist, this respondent seemed to have a moderate interest toward the material given by the English teacher. For those reasons this respondent engagements in the class were 64% (high).

Similar to Student 4, Student 5 showed high individual attention because he paid attention to teachers' explanation and hardly disrupted. Though this respondent rarely to ask any questions when he seemed confused with the task. When the teacher asked what they were learning, the respondent was willing to respond. This respondent was also willing to do the task given by the teacher. It shows that this respondent understand the importance of the task for his good. However, he did not seem to be very excited with the activities given by the English teacher neither he

52

rebelled. Though he did the task given by the teacher, did not seem to be able to answer all the questions. Presumably, this respondent did not realize his quality of work and do everything based on obligation. For those reasons, this respondent exhibited medium meaningfulness of work, rigorous thinking and performance orientation. Thus, his engagements in the class were 68% (high).

Surprisingly, in the Observation Checklists, Student 6 exhibited equal behaviors as Student 4. Her individual attention was high and the rest of the engagement indicators were medium. She seemed to be secured enough to ask questions to the teacher and paid attention to her most of the time. However, this respondent emerged to be moderate in terms of her understanding of the material given, understanding of how to do the task, and understanding of what a good work should be. It could be shown from her frequent act to ask the teacher for help, though she still emerged to be lost. Thus, this respondent was considered having medium clarity of learning, meaningfulness of work, rigorous thinking and performance orientation. Therefore, this respondent engagement in the class was 64% (high).

Student 7 had medium level in all aspects form the observation indicators. This respondent seemed able to maintain focus during the class but sometimes got distracted. The students' Engagement total score was 15 (60%) and it is considered as medium. Student 8 and 10 had all medium behavior just like Student 7, for that reasons her engagement level was also considered as medium. Last, Student 9 had two high indicators and three medium indicators. The total score was 17 (68%, high).
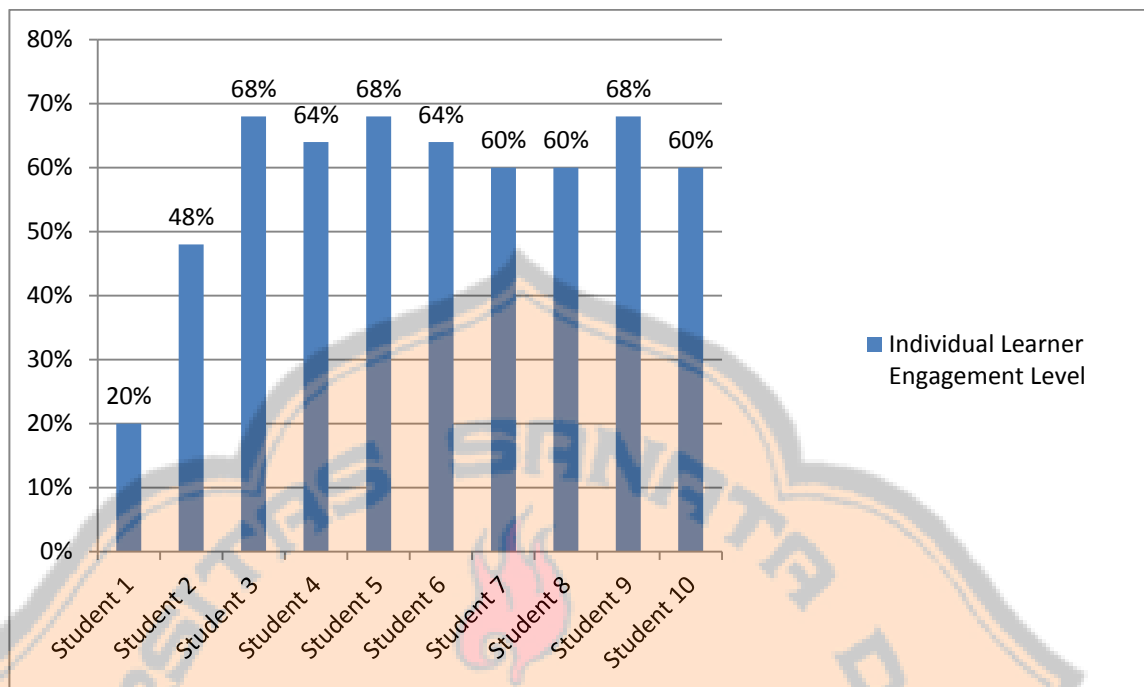
Figure 4.2 Chart of Observation Checklists Results

4.1.3   Field Notes Results

The instrument was conducted on second meeting of the observation, on April 10, 2017. The class was started at 9.30 AM after the first break. It took place in class 3 C of Kanisius Demangan Baru 1 Elementary School, Yogyakarta. There were 25 of 30 students attending the class. However, all the respondents from the first meeting were present. When the researcher entered the room the classroom was dark because the English teacher planned to use the projector to show some videos to the students. At that day, the English told the researcher that she got flu and she lost her voice; she could barely speak. Therefore, she did not talk much during the classroom activity. Thus, she said that she was going to use videos that she downloaded from *YouTube* as her learning resources that day. At the beginning of the class, she explained her

54

condition to the students and asked them to be less noisy. However, only the students who sat in the front lines listened to her; the other students were ignoring her. Then, the English teacher told the students that they have freedom to change their seats with their close friends. The students responded it happily and immediately left their seats and sat with their close friends. The students seemed to feel comfortable to sit next to friends they wanted to sit with.

After that, the English teacher started the class by playing videos of her materials using a projector which is provided by the school. The videos were about a lesson of things in the classroom. The video introduced some vocabularies related with the topic of the lesson which is 'things in classroom'. The students were surprisingly attentive to watch the video. At first, the researcher thought that such videos will not be interesting enough for them because at the first day of the observation, most of them seemed to be disengaged with the learning materials. However, unlike the first day, they were quietly paying attention to the video.

The videos contained songs and chants about things in the classroom. The actors and actress in the videos were dancing while singing and chanting. Therefore, the English teacher asked the students to sing and move their body just like what people did in videos displayed. The English teacher went to the front of the students and started to move her body. When it comes to singing and dancing all the students stood up and sing and dance along with the English teacher. Surprisingly, the students who show disengagements in the first meeting, like as Student 1 and Student 2, looked excited to sing and dance. It could be seen from their facial expressions and body language. Moreover, some students gave positive testimonies about the

55

classroom activity. As we can see in students' testimony on the first learning activity, as follows:

Testimony 1

Student 4 : *"Miss, lebih seru kaya gini daripada kaya kemaren"*. (Today activities is better than the previous one, Miss)

Student 7 : *"Videonya lucu, lagunya lucu banget"*. (The video and the song is very funny)

Student 8 : *"Miss.* Keyword *untuk cari videonya apa? Aku pengen nonton sendiri di rumah"*. (Miss. What is the keyword to find the video? I want to watch it by myself at home)

After the singing session, the English teacher asked the students to play a game. She put them into groups of two and three. The class was in quite a chaos when the students were moving to their team mates' desk. After all the students stepped into their groups the English teacher started to tell them the rules of the game. This time, the students paid attention to the English teacher's explanation. The game was about asking for things in the classroom. The rule was simple; a student should ask his or her friend whether they have a certain thing or not (e.g. "Do you have a pencil?" – "Yes, I have. There you are" or "No, I don't. Sorry"). If his or her friend had the thing their friends asked, he or she should give the thing to them. Then, the students were asked to take turns; presumably, it was done to ensure all the students have sufficient and equal chance to practice their English. Soon after the rules being explained, the students started the game immediately and practicing their new vocabularies by asking and responding to questions. During the game, the teacher walked around the class, checking whether the students understood about how to play the game or not. Even though the students seemed to be highly engaged to the activity given, the class was in an absolute noise during the game session. The following

positive testimonies were noted from the marked students (respondents) during the second learning activities:

Testimony 2

Student 3 : "*Miss, besok main apa lagi?"* (What we are going to play tomorrow, Miss?)
Student 6 : "*Miss, kalo barangku udah habis gimana? Aku kalah gitu?"* (What if I run of things to give? Does it mean I'm losing?)
Student 10 : "*Aku sih lebih suka (belajar) kaya gini daripada kaya biasanya."* (I prefer to learn this way rather than before)

After the game session, the English teacher asked the student to work individually on a written assignment in their textbook. She asked the students to return into their original seats. The, the students left their groups and returned to their own seats. Though, there were some students who were still playing the games and ignored the English teacher's new instruction. In this session, some of the students made a lot of noise in the classroom. Some of them did not do the task; instead, they talked with their friends about something irrelevant to the task given. The English teacher then walked around the class to ensure they understood how to do the task. She asked the students if they have any problem working on the task given one by one. However, not long after she gave the task, the English class session was over.

The English teacher did a good performance during the second meeting. It could be seen from the results of the field notes. As we can see in the Appendix 3, there are twelve indicators of positive behaviors in teaching English to the young learners. The indicators were formulated based on the case study, YLs and TEYL theories which have been discussed repeatedly in the previous chapters. Those indicators are the key to enhance learner engagement of YLs. Then, the indicators

will be discussed one by one in order to give clear understanding about the English teacher performances on the second day of observation.

First indicator observing English teachers' empathy towards YLs needs by asking whether the students understood or having a question. In the previous descriptions, it was shown that the English teacher asked the students frequently whether they understand with her instruction or not. That behavior is a sign of positive teacher-students relationship which is believed to be responsible to the enhancement of YLs (Pianta, Hamre, & Allen, 2012).

The second indicator is whether the teacher called students by name or not. In matter of fact, she did call her students by names. The English teacher recognized all the students in the classroom since she had been teaching them for almost a year. This fact shows another positive behavior in teaching English to YL. A student who was being called by name seemed to response the English teacher quickly and most likely paying attention to her instructions.

The third indicator is about to find out whether the English teacher gave questions about what they were learning or not. During the observation, the English teacher seemed to forget to ask the students about what they have learned. Instead, she only asked whether the students have done the task or not. Perhaps, it was caused by the limitation of time or time management.

The fourth indicator seeks whether she help the students who found difficulties in working on the assignment. In matter of fact, she did help the students. As we can observe in the descriptions about the classroom activities, she walked around the classroom to ensure the students understand about the task she had given.

58

The fifth indicator wants to see if the teacher states insulting words during teaching: e.g. stupid, moron, etc., or not. From the descriptions about the classroom activities we can see that she did not state any unnecessary insulting words to the students. Moreover, from how the students interacted with her, it could be seen that they highly respect her instead of hate. It indicates that the English teacher had been maintaining the mentioned behavior before and during the observation.

The sixth indicator: The teacher treats all the students equally in terms of giving chances to answer questions, or responding to the students' answers. As we can see in the narrative about the classroom activity, it is reported that the English teacher asked the students to take turn in playing a game about asking and answering question related to things in the classroom. This action shows that English teacher understood the YLs' need of being included in an activity (Krashen and Terrell, 1983).

The seventh indicator seeks to understand whether the teacher maintained a contact with the passive students or silent students not only to the active students. In matter of fact she seemed to be more attentive to silent or problematic students. She approached students who seemed to be disengaged in her English class and helped them to understand about how to do it. This behavior also displays teacher-students relationships which is essential to the development of learner engagement of YLs.

The eighth indicator: The teacher frequently asking the students if they have any question, or let the students know that it was ok to fine question. During the observation, the teacher asked the students twice whether they have questions or not;

it was before she gave the students a game and a task. However, she did not inform the students that it was fine to ask question.

The ninth indicator is about to find out whether the English teacher arranged the students to work in groups or not. In matter of fact, she did put the students in small groups of two and three. This is teaching technique, grouping the students, is proven to be effective to enhance YLs engagement level because YLs need to be put into groups. Therefore, as stated by Vygotsky, in Hudelson (1991), they can interact with other students who know more and practice their English with them.

The tenth indicator is: The teacher reinforced the students to participate in the classroom activity. In the narrative of the classroom activity we could see that the English teacher sang and danced with the students. She also helped and encouraged students who found problems in doing the task given.

The eleventh indicator: The teacher gives compliments if the students participate well in the classroom activity. The English teacher did give compliments to the students. Furthermore, in giving compliment she did not exaggerate it. She gave compliments personally, one by one.

The twelfth indicator seeks to understand whether the classroom interactions reflect collaborative working relationships among students and between teacher and students; the teacher and the students work together in solving the assignment. From what we have been found, it is crystal clear that the English teacher was successfully reflected collaborative working relationships with her students. However, she did not give the students enough opportunity to solve problems together.

4.1.4 Learner Engagement Checklists Results from Second Meeting

The researcher observed the video recording of the classroom activities on the second meeting and found out that there were some improvements on the learner engagement of class 3 C students. On the second meeting all the respondents were present. The data of Learner Engagement Checklists on the second day of observation is illustrated in the form of table (see Appendix 6).

I could be seen from Appendix 6 that most of the students exhibited positive engagement behaviors during the second meeting. Student 1 for example; in the first meeting he displayed severe disengagements for most of his engagement indicators were considered as very low and low. However, in the second meeting, event this respondent exhibited improvements in terms of engagement level. In the second day observation, there were no students who exhibited low engagement because there was not low and very low engagements level on the checklist. This could be caused by the new activity given by the English teacher. Then, the data then tabulated into percentage as follows:

From Appendix 6, we could also notice there was significant enhancement on students of class 3 C engagement levels. In the second day of observation, there are 9 (18%) very high engagement behavior combined, 24 (48%) high engagement behavior combined, 17 (34%) medium engagement behavior combined, and zero percent of low and very low engagement behavior. Therefore, it is summarized as the following chart, as follows:
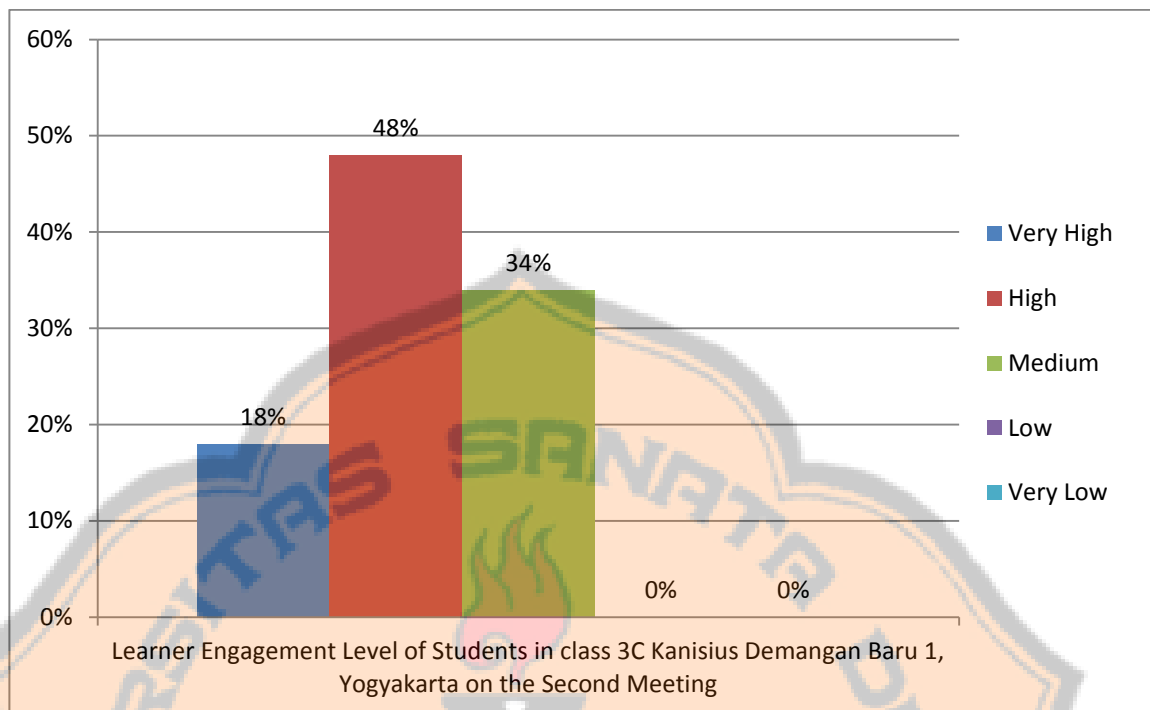
Figure 4.3 Chart of Learner Engagement Checklists Results

From Figure 4.3, we can see that the prominent engagement behaviors of class 3 C students were high (48%). It was enhanced by 34% from the last results (14% on high behaviors). The second position fell to medium behaviors (34%), it was reduced by 14% compared from the last results (48% on medium behaviors); this is considered as an improvement because very high and high engagement behaviors are better than medium engagement behaviors. Then, the third position fell to very high behaviors (18%), it was enhanced by 6% compared from the last results (12% on very high behaviors). At last, both low and very low engagement behaviors were reduced into 0% in the second meeting. So we can conclude that there were some positive enhancements on the young learner engagement level on the second meeting.

4.1.5   Observation Checklists Results from the Second Meeting

After observing the video recording of the classroom activities on the second day, the researcher found out that there were some improvements on the individual learner engagement. The data was taken from the ten respondents by referring to video recording of the second day observation. The data was illustrated in the form of the table (see also Appendix 7). In this section, the researcher would like to describe the respondents' data of observation checklists from the second day observation and their learner engagement improvements compared to the first day observation:
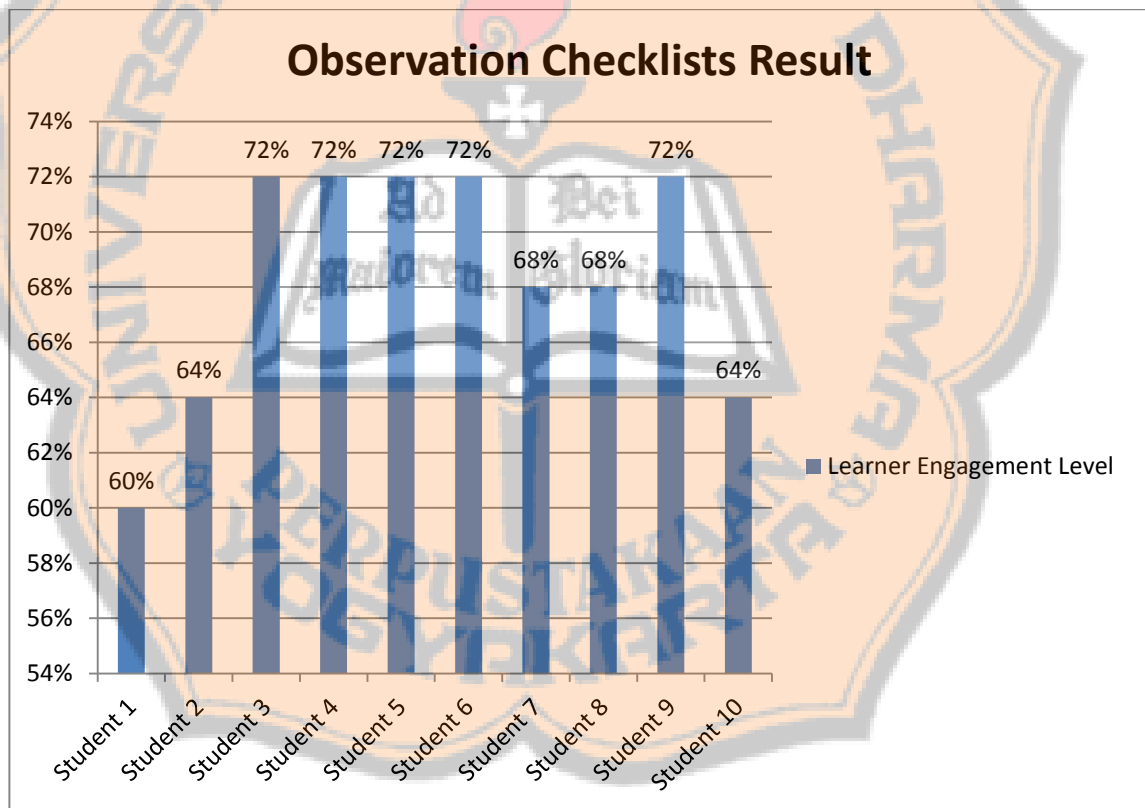
Figure 4.4 Chart of Observation Checklists Results

From the data of Figure 4.2, we could see that there were some enhancements on the individual learner engagement percentages. The most visible enhancement could be seen from Student 1. This respondent's engagements in the second meeting were 60%, it was enhanced 40% compared to the previous meeting (20%). Student 2 was also exhibited some improvements on her engagements. This respondent's engagements in the second meeting were 64%, it was enhanced 16% percent compared to the previous meeting (48%). Student 3, 4, 5, 6 and 9 were also showing a slight improvement on their engagements. Their engagements in the second meeting were 72%. Student 3, 5 and 9 engagements in the class were enhanced 4% compared to the previous meeting (68%). In the other hand, Student 4 and 6 were showing moderate enhancement. Their engagements in the second meeting were enhanced 8% compared to the first meeting (64%). Student 7 and 8 were showing a slight enhancement on their engagements. Their engagements in the second meeting were 68%; it was enhanced 8% compared to the first meeting (60%). At last, student 10 was also showing a slight enhancement on her engagement. Her engagements in the second meeting were 64%; it was increased 4% compared to the first meeting (60%).

4.1.6 Interview Results

After finishing all the classroom activities, an interview with the English teacher was conducted in order to find more data related to the research question number two. The interview was conducted on April 17, 2017 in the schools' common room at 7 o'clock. There were ten questions given related to the classroom activities

during the observations to the English teacher (see Appendix 8). The interview results show the experiences and point of view of English teacher of Kanisius Demangan Baru 1 in class C grade three about her own performance and students behaviors during the observations. In this section, the researcher drew meanings from the answers of English teacher and presented them one by one in order to give detailed analysis of the research instrument result.

The first question was, "How do you feel after knowing the engagement level of your student for the first time?" She answered:

Interview Answer 1.1:
"Ok. For the first time I felt surprised. Because, ya umm… My students not really... Umm, not really have motivation to study…".

From her response, it could be observed that she felt surprised with the result of her students' engagement level in the first meeting. Presumably, she had higher expectation that her students would have higher engagement level result. Moreover, when being asked what made her felt disappointed, she said:

Interview Answer 1.2:
"… No. I felt disappointed with myself I think, because I can't make them to… I can make them to motivate to study yet. So… Like that."

From the interview answer 1.2, we could see that she was aware of her own performance and weaknesses in managing the classroom. She also felt disappointed with her teaching performance during the first day of observation. Then, when she was given a next question about what caused the students to behave such way, she answered:

Interview Answer 1.3:

"Because of me and also because of… Them. Because there are so many things that make them busy with themselves."

From the Interview Answer 1.3, it could be observed that the English teacher believed that the cause of disengagement in the classroom were from the both sides; the students' nuisances and her inability to engage the students. When the English teacher was asked second question, "You did some changes in your teaching technique in the second meeting, what was the consideration?", she answered:

Interview Answer 2:
"The first one, because… you know, that my voice was… Ya, because I lose my voice. So I changed the teaching method. I used *YouTube* video. Uh... And also to make them motivate to study, so I have to change my teaching technique to… Get them."

From those statements in Interview Answer 2, it could be seen that the first reason of the teaching technique changing was because she lost her voice due coughing and it affected her teaching performance. She could not speak aloud in the classroom so she used a media as a substitution. The second reason was because she intended to motivate her students to follow her classroom activity. It could also mean that by changing her teaching technique by using a video player media she believed that it could motivate her students to be more engaged in the classroom activities. When she was asked the third question, "What are your objectives in those activities? How is the result?" She answered:

Interview Answer 3.1:

"Okay. My goal. To… Yeah... The first one, uh... Of course, to get them participation and also to motivate them to study, because… Yeah you know children in eight-nine under, uh… They still want to play in the class and then chit chat with their friends. So, my goals to make them… Uh… Ya, to make them pay attention to my… To my teaching activities."

From her answer in Interview Answer 3.1, basically, the English teacher simply wanted to motivate her students to engage in her classroom activities and to get her students' attention. She did not expect her students to perform a magnificent performance in the classroom whatsoever. It implies that she realized that the main problem in the classroom is the lack of engagement. Therefore, she aimed to engage the students as the priority above other teaching goals. Next, the researcher asked her opinion about the result of her teaching performance. She answered, as follows:

Interview Answer 3.2:
"The second day? The second day I… Uh… The second day I'm… Ya, ya. I'm happy, because I can get their participation and I think that I can make them motivate to study, but the s… First day. Ya, I disappointed with myself because can't get participation from them."

From Interview Answer 3.2, we can observe that, in the English teacher's point of view, her teaching technique was successful. She thought she could motivate the YLs to study English more. She also thought that she could increase the YLs engagement level. However, she thought that her teaching performance at the first meeting was not successful.

At the fourth question, the researcher asked the English teacher, "What factor does affect the students to be low-motivated in the class?" She responded, as follows:

Interview Answer 4:
"Ok. Maybe, the first from my teaching activity or from my teaching technique that uh... Not really creative. Maybe. And then the second, uh... The character of children... And… *Apa?* The characters of the student because they are still in the nines years old under… So they, they… Still busy with themselves."

From her responses in Interview Answer 4, we can see that she used the word 'maybe' frequently to answer the questions. She was also being stammered in

answering the questions. This response might indicate hesitation in answering the questions. The hesitation might also have occurred because she was carefully deciding her choice of words in answering the question. Whatever it is, her hesitation in answering the question is a proof of lack of confidence in answering the question. However, her statement about her teaching technique or teaching activity as something that caused the students to be less-motivated leads us to a conclusion that she admitted her lack of reference in teaching young learners. Though, at the end, she also stated that the occurrence of such behavior was also caused by the nature of the young learners themselves.

At the fifth question, the researcher asked English teacher's opinion regarding the learner engagement: In your opinion, what factor does affect the improvement of learner engagement? Her testimony proves that she believed by changing teaching technique or teaching activity to be more interesting and collaborative, she could enhance students' engagement level. The following is her statement in the Interview Answer 5.1, as follows:

Interview Answer 5.1:
"Ya. Ok. Um… To make them participate… I think I have to change my teaching technique or teaching activity so they really interesting to study."

Furthermore, when the researcher gave a following question about how often should an English teacher change their teaching technique or activity, she answered:

Interview Answer 5.2:
"No. Change it frequently maybe. Ya, frequently."

The answer in Interview Answer 5.2 indicates that she believed there was a critical need of teaching technique or activity changing for young learners English

class. The word 'frequently' here might imply that the changing of teaching technique or activity should be applied on every meeting. She might have thought, based on her own experiences, the YLs in her English class were type of learners who could get bored easily with a monotonous teaching technique.

In the sixth question, the researcher asked the English teacher about what she considered as problem during the observation, as follows, "Please tell me about the problems you encountered when you implemented the teaching activities?" Then, she responded, as follows:

Interview Answer 6:

"Ok, ya. Like I said before, maybe because the characteristic of the students that really difficult to focus on just one minute, maybe."

The response from Interview Answer 6 indicates that she believed that the most crucial problem she encountered was disengagement of YLs. However, in this statement, she reticently believed that the characteristics of the young learners which caused the disengagement itself, not because of anything she had done. This answer is contradicted with the previous answer in which she admitted that her actions did affect the young learners' engagement level. However, the point of asking the question was to find out about her perceptions about the problem of the English class and it was fulfilled and answered through her response.

In the seventh question the researcher asked about her feelings toward her new teaching technique, as follows, "How do you feel after the implementation of the new teaching technique?" She responded:

Interview Answer 7:

"Ok. I felt uh… Happy enough because... Ya, happy. Because… Ya, I can get their participation and they also motivate to study and motivate to learn about my topic."

From her response we could see that, at first, she stated 'happy enough' instead of 'happy". Soon after that she stated that she is happy with the new teaching technique results. It implies that she did not really think her teaching technique was the best effort she could do. It seems that she expected something more than students' participation and motivation from the results. This response described that the English teacher thought she was successful enough in enhancing the young learners' engagement. The eighth question was intended to see the English teacher's opinion about how to engage the young learners in English class as follows, "How do you think the best way to teach English to grade 3 C students in the future? She responded:

Interview Answer 8:

"Maybe… Ya, we have to change our teaching technique… Um… Like give them some videos and then uh… With playing cards or maybe game, something like that so they… They will not feel bored in class."

From her statement, it could be seen that the English teacher believe that by changing her teaching technique, the students will find the lesson more engaging. The English teacher thought that, by changing the teaching technique, the young learners will be more enthusiastic in following her lesson. Presumably, the English teacher also thought that the boredom is one of the problems in the English class she taught. At the ninth question the researcher asked the English teacher about have she done during the second meeting, as follows, "Tell me more about teaching technique you implemented?" Then, the English teacher responded:

Interview Answer 9.1:

"Ya, I used videos and then sometimes I also used games to get them participate and then I also using cards… Cards…"

Since the answer was not satisfactory for the question, the researcher asked the English teacher to tell him about what she had done during the second meeting of the observation. Then she answered:

Interview Answer 9.2:

"Oh, ok. The first, because the topic is about things in the classroom. So… Ya… So I search the video about things in classroom and then… Ya, like objects, ruler, pen, pencils something like that, and also I want them to learn about the vocabularies. Ya, the vocabularies that there are in classroom. Ya. So, I choose the videos that maybe… Can make the students uh… More… More… Know deeper about the topic."

Her answer implies that she comprehend about the relationships between materials and students' world; she elevated a topic which is relatable with young learners. Teaching vocabularies by using words that young learners recognize would make them easier to identify the meaning. Moreover, she used videos in presenting the materials. As we discussed in the chapter two, young learners find songs and chant interesting and it was also being mentioned that the use of technology in teaching language is proven to be engaging for learners. Cameron (2005) states that younger children (7-8 years old) or younger aged YLs seem to pay more attention to sound and prosody. Thus, since the English teacher was stammered in stating her reason of the use of videos as the learning resources, the researcher asked her a following question about why did she used videos as the learning resources. She answered:

Interview Answer 9.3:

"Because, uh… Ok. If the student just… Just… Heard my voice there are no pictures, there are no song or there are no videos, they will get bored, so they will busy with themselves and so they will um… Busy with their friends."

From her statement, it could be seen that she used videos as learning resources because she was acquainted with the characteristics of the young learners in her English class which are easily get bored with monotonous learning resource. Her statement implies that she knew that the young learners in the English class will find videos as engaging way to learn about new vocabularies. It also implies that she had learned about the characteristics of her students.

At the tenth question, the researcher would like to find out about the English teacher's satisfaction about her teaching performances in the second meeting. Therefore, the question was, "From the scale one to ten, how satisfied are you with your teaching?" She simply answered:

Interview Answer 10:
"How satisfied? From one to ten? Still seven. I have to improve it."

From her answer we could see that the English teacher was able to evaluate her own performance in teaching English to the young learner English class. We can also see that she intended to improve her teaching performance. This is a good sign of self-consciousness which enables her to provide a better teaching technique.

English teachers' capability to reflect their own performance in teaching English is proven to be essential. That capability is one of the sign of teacher-students relationships and it is also considered as collaborative relationship. We already discussed about the quality of the teacher-students collaborative relationships and its relation with students engagement in chapter two. Pianta, Hamre, and Allen (2012)

stated that the nature and quality of relationship interactions between teachers and students are fundamental to understanding of learner engagement. Then, according to the interview, it could be concluded that the English teacher of class C grade three has shown her understanding about learner engagement.

4.2 Discussion

This section discusses the interpretation of the results of the study. This section is divided into two parts, namely learner engagement of the young learners and enhancing young learners' engagement. The interpretation of the data is supported with the theories which have been discussed in the previous chapters and the research results.

4.2.1 Learner Engagement of the Young Learners

As discussed in the research methodology, the research was done in two meetings. On the first meeting, there were two instruments implemented namely Learner Engagement Checklists and Observation Checklists. The results from Learner Engagement Checklist show that, at the beginning, the learner engagement of students of class C grade three was medium (48% medium). The results are different than researcher's suspicion that the students in the class were having a low engagement level.

The results from individual measurement in Observation Checklists show that the engagement level of the students in the class were mostly high (with a score of 5 high, 3 medium, 1 low, & 1 very low). The data from the two instruments indicate that the young learners in class C grade three of Kanisius Demangan Baru 1 have

medium learner engagement in terms of positive body language, consistent focus, verbal participation, students confidence, and fun and excitement. However, they have high learner engagement in terms of individual attention, clarity of learning, meaningfulness of work, rigorous thinking, and performance orientation. As we could observe, the indicators from Learner Engagement Checklist are external factors and the indicators from Observation Checklist are internal factors. Thus, it could be interpreted that the cause of any disengagement on the first meeting are the external factors.

On the second meeting the results of Learner Engagement Checklists show that the engagement level of the young learners was enhanced from medium (48% medium) to high (48% high). The results of Observation Checklists also show that the engagement level of the young learners was enhanced (9 students with high and 1 with medium engagement). As we discussed in chapter two van Uden, Ritzen, & Pieters (2014) state that there are three aspects that contribute to the concept of learner engagement in English learning; they are behavior, emotion, and cognition. Thus, Learner Engagement Checklists have represented students' behavior and emotion and Observation Checklists have represented students' cognition. It could be interpreted that on the second meeting students' learner engagement was enhanced.

4.2.2 Enhancing Young Learners' Engagement

By referring to the results of the Field Notes and Interview, the researcher interpreted the meaning of the data. The results of the Field Notes show positive testimonies towards second day learning activities given by the English teacher. The

English teacher was also successfully reflected collaborative working relationships with her students. The English teacher gave the students a lot of opportunities to interact with their friends and also with the English teacher using English language. The English teacher was also including herself into the classroom activities like singing and dancing sessions. As Taylor & Parsons (2011) states that embedded collaboration between teacher-students and students-students, the use of technology, and the employment of inquiry-based tasks in the learning process are responsible for the enhancement of the learner engagement. Thus, the English teacher had provided the two aspects of the embedded collaboration teaching technique but she did not augment the inquiry-based task into her teaching performance during the day of the data collection.

The results of the interview indicated that the English teacher believed that she successfully enhanced her students' engagement level. She stated that by changing the teaching technique and learning activities she could enhance the students' engagement level. However, referring to the Field Notes results, it seemed that the engagement levels of the students were enhanced, more, because of her collaborative teaching, relevancy of the material with the nature of YLs, the use of media, and her positive interactions with the students. As being discussed in previous chapters, young learners need to feel included in the classroom activity. They also need to have a lot of opportunity to interact with other young learners and the teacher in order to practice their English more often. It could be proven by referring by students' testimonies (1 & 2) in the Field Notes results, and the analysis of the Field

Notes. Thus, it could be concluded that YLs', in class C grade three of Kaninisus Demangan Baru 1, engagement level was enhanced by providing a collaborative learning activities, embedded media, and material relevancy with the young learners world. It implies that no matter how frequent the English teacher changes her teaching technique, if it is not embodied collaborative relationships, the engagement of the young learners in the class would not enhanced as much as what have been conducted.
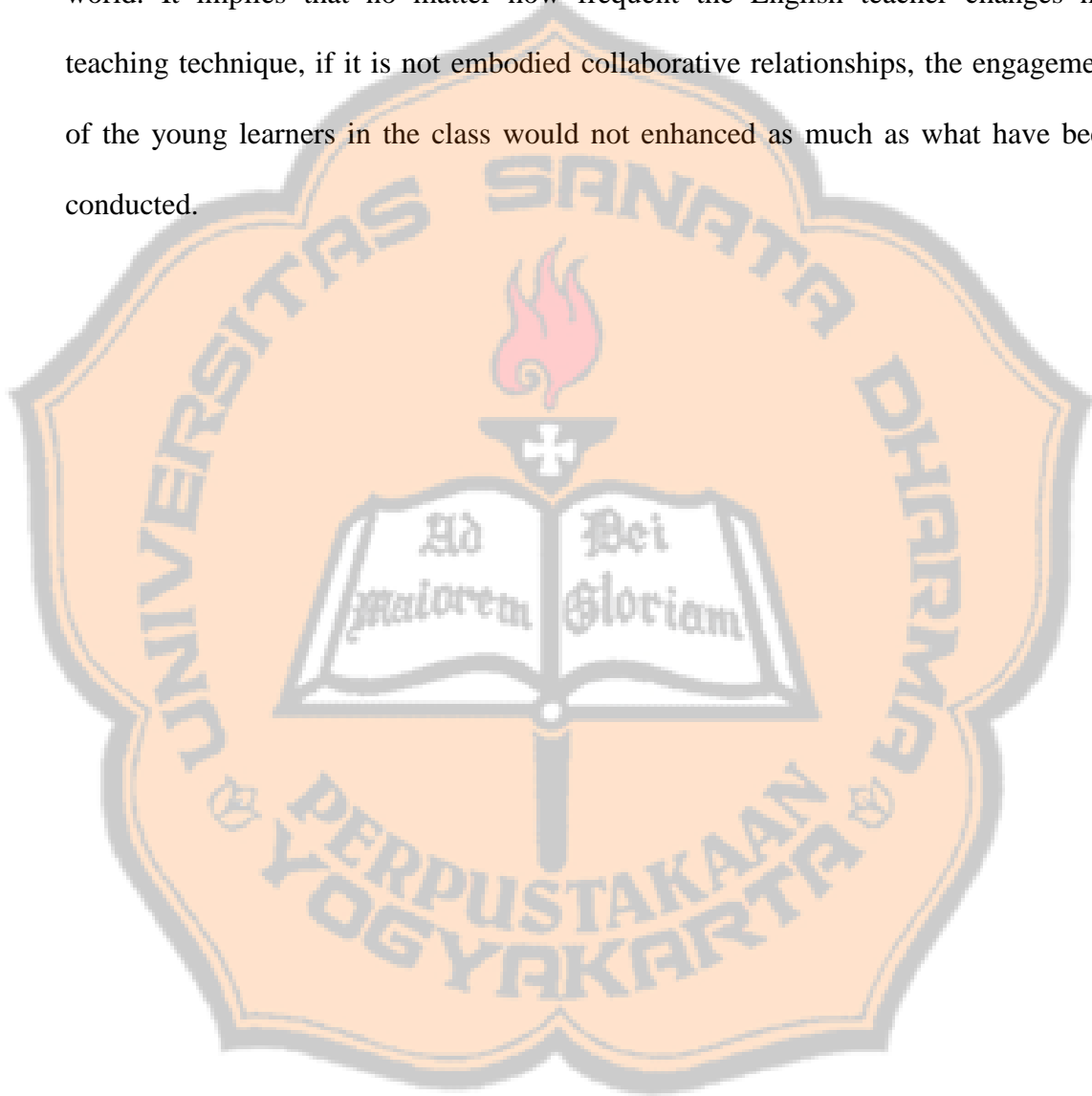
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the research conclusions and the recommendations. The conclusions contain the summary of the findings based on the research questions: (1) What is the level of learner engagement in young learner English class? (2) How is learner engagement enhanced in young learner English class? In the following parts, the researcher proposed suggestions for English teachers, and future researchers.

5.1 Conclusions

The study has found that the engagement level of the students in grade three class C were medium in the first meeting. However, after the English teacher conducted her new teaching technique, using video and songs, the learner engagements of students, in class C grade three, were slightly enhanced. In the second day of observation, the prominent engagement behaviors of grade three class C students are considered as high (48%). It is enhanced by 34% from the last results (it was only 14% on high behaviors). Next, medium behaviors is 34%, the percentage is reduced by 14% compared from the last results (it was 48% on medium behavior). Even though it is reduced, it is considered as an improvement because very high and high engagement behavior is better than medium engagement behavior. Then, the very high behavior is 18%, it is enhanced by 6% compared from the last results (it was only 12% on very high behavior). At last, both low and very low engagement

behaviors were reduced into 0% in the second meeting. Thus, it could be concluded that the results show a positive sign of the enhancement of learner engagement.

Moreover, from the results and analysis of observation checklists, it could be seen that the enhancement of individual learner engagement is also significant. Student 1's learner engagement level in the second meeting is 60% (medium), it is enhanced 40% compared to the first meeting (it was 20% on very low indicator). Student 2's learner engagement in the second meeting were 64% (high), it was enhanced 16% percent compared to the previous meeting (it was 48% on low indicator). Students 3, 4, 5, 6 and 9 also exhibit slight improvements on their learner engagement. Their learner engagement in the second meeting is high (72%). Student 3, 5 and 9 learner engagement in the class is enhanced 4% compared to the previous meeting (only 68% on high indicator). In the other hand, Student 4 and 6 are showing moderate enhancements. Their learner engagement in the second meeting were enhanced 8% compared to the first meeting (only 64% on high indicator). Students 7 and 8 also exhibit slight enhancements on their learner engagement. Their learner engagement on the second meeting is high (68%). It was enhanced 8% compared to the first meeting (it was 60% on medium indicator). At last, student 10 also shows a slight enhancement on her learner engagement. Her learner engagement in the second meeting were high (64%); it is increased 4% compared to the first meeting (it was only 60% on medium indicator).

After analyzing and drawing meanings from data of Field Notes and Interview, the researcher concludes that YLs, in matter of fact, need variations in their learning process because at their age, they are difficult to maintain their

attention to something they consider irrelevant to their world. The researcher also concludes that there are significant necessities of teacher-students and students-students collaborative relationships in order to engage YLs more in the learning process. It could be proven by the second meeting activities. In the pre-activity, the English teacher danced and sang with the students and they felt secure to express themselves. It seemed that the gaps between the teacher and the students were gone. Even though the engagement level of the YLs was significantly enhanced (from medium to high), there is still a lot of space for the English teacher to improve her teaching performance.

5.2   Implications

The results of this study have some scientific and practical implications towards the importance of enhancing young learners' engagement level. First, the scientific one refers to the implication of the study upon young learners, learner engagement and case study. The results of this study will contribute to the readers' references about young learners and learner engagement through this research. The readers could also learn more about the characteristics of the young learners and the kinds of learner engagements. The future researchers could find what is necessary to be done with similar kind of study for their own purposes and this study will supply the collections of literature about young learners, learner engagement and case study.

Second, the practical one may suggest some implications of the study towards teachers/educators, students, and future researchers. The result of this study could help English teachers, especially those who have difficulties to engage disengaged

young learners to participate in the classroom activities they provide. Furthermore, this study encourages English teachers to learn from the case in this study and adopt/adapt some teaching techniques for their own practical needs. English teachers could also use the learning resources which had been discussed in this study for their own purposes. Furthermore, English teachers of Kanisius Demangan Baru 1 Elementary School can learn about the characteristics of the young learners in the English class and give even better treatments to their students in the similar cases. The last, for future researchers who are interested in Case Study, this study can be a consideration to examine a similar case in the future.

5.3 Recommendations

In this section, the researcher recommends some suggestions for English teachers who are dealing with YLs and also future researchers who would like to conduct a study on the similar topic. The suggestions are based on the findings of the study and researcher's considerations after finding the answers of the two research questions. The suggestions are presented in two sub-sections, as follows:

5.3.1 English Teachers

It is suggested to English teachers, especially those who are dealing with YLs and have problem in enhancing their students' engagement, to review this research. In matter of fact, it is necessary to regularly change the teaching techniques and learning activities in order to engage YLs. As we discussed in the previous chapters, YLs are prone to distractions and boredom. Thus, English teachers are demanded to provide collaborative learning activities which enable YLs to interact with their friends and

English teacher. It is also necessary for the English teacher to put some efforts to build a positive teacher-students relationship with YLs in order to understand their individual characteristics. In order to do that, English teachers can improve their teaching performance by referring to the Field Notes Checklists for English Teacher in Appendix 3. In the formulated checklists, there is guidance to the betterment of English teacher's teaching performance which is crucial for the enhancement of YLs engagement level.

5.3.2   Future Researchers

Future researchers who would like to conduct a study on the similar topic are welcome to use the data of this study. Moreover, it is possible if the future researchers would like to conduct R&D, CAR or other research methods on this kind of topic. By using the data from this case study, hopefully, the future researcher could find other essential findings related with young learners and learner engagement topic which the previous researcher might have missed.

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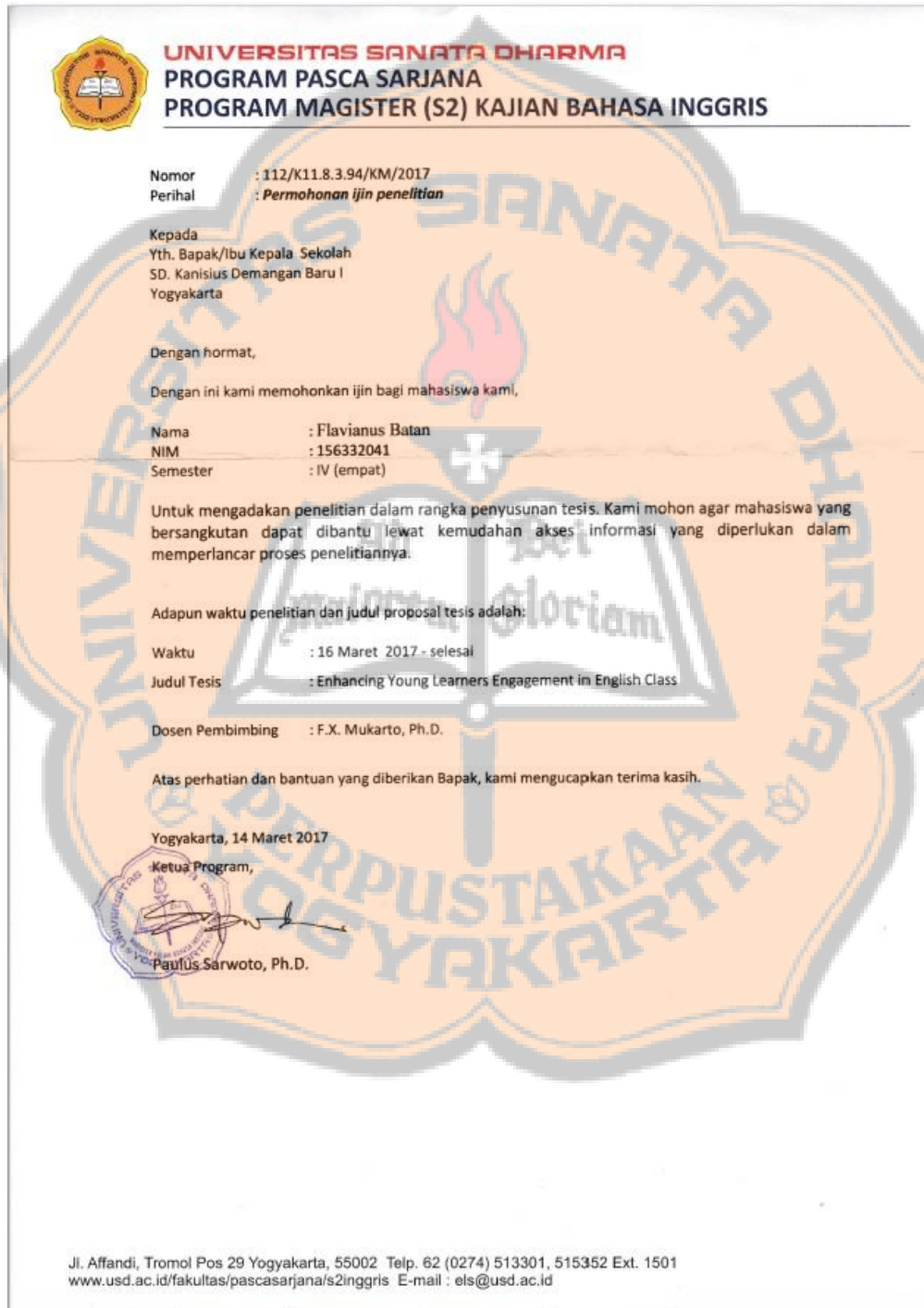
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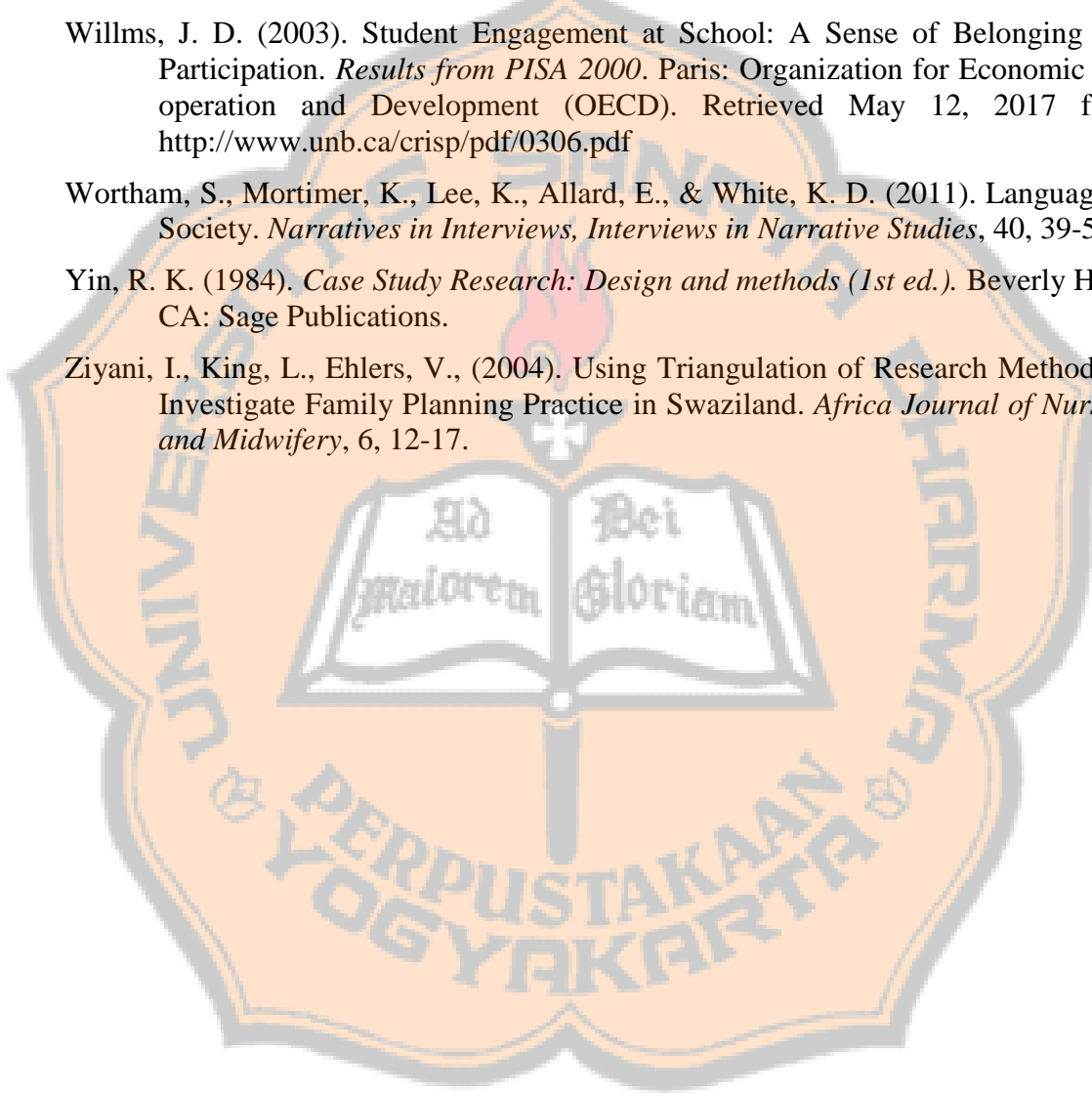
APPENDICES

APPENDIX 1: Cover Letter from the University

UNIVERSITAS SANATA DHARMA
PROGRAM PASCA SARJANA
PROGRAM MAGISTER (S2) KAJIAN BAHASA INGGRIS

Nomor : 112/K11.8.3.94/KM/2017
Perihal : *Permohonan ijin penelitian*

Kepada
Yth. Bapak/Ibu Kepala Sekolah
SD. Kanisius Demangan Baru I
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Flavianus Batan
NIM : 156332041
Semester : IV (empat)
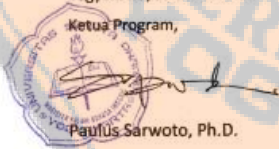
Untuk mengadakan penelitian dalam rangka penyusunan tesis. Kami mohon agar mahasiswa yang bersangkutan dapat dibantu lewat kemudahan akses informasi yang diperlukan dalam memperlancar proses penelitiannya.

Adapun waktu penelitian dan judul proposal tesis adalah:

Waktu : 16 Maret 2017 - selesai

Judul Tesis : Enhancing Young Learners Engagement in English Class

Dosen Pembimbing : F.X. Mukarto, Ph.D.

Atas perhatian dan bantuan yang diberikan Bapak, kami mengucapkan terima kasih.

Yogyakarta, 14 Maret 2017
Ketua Program,

Paulus Sarwoto, Ph.D.

Jl. Affandi, Tromol Pos 29 Yogyakarta, 55002 Telp. 62 (0274) 513301, 515352 Ext. 1501
www.usd.ac.id/fakultas/pascasarjana/s2inggris E-mail : els@usd.ac.id

APPENDIX 2: Cover Letter from the School Principal

YAYASAN KANISIUS CABANG YOGYAKARTA
SEKOLAH DASAR KANISIUS DEMANGAN BARU 1
Alamat : Jl. Demangan Baru No 22, Catur Tunggal, Depok, Sleman
TELP (0274) 517737, 545720 Yogyakarta 55281

SURAT KETERANGAN PENELITIAN
No : 076/SKP/K.DB/VII/2017

Yang bertanda tangan di bawah ini :

Nama	:	Y. Hariyanta, S.Pd
No. G	:	G. 9141
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SD Kanisius Demangan Baru 1
		Dinas Pendidikan Kabupaten Sleman.

dengan ini menerangkan bahwa :

Nama	:	Flavianus Batan
No Mahasiswa	:	156332041
Jurusan	:	English Language Studies (Kajian Bahasa Inggris)
Fakultas	:	Magister Kajian Bahasa Inggris
		Universitas Sanata Dharma, Yogyakarta

Telah mengadakan penelitian di kelas III dengan judul "Enhancing Young Learners Engagement in English Class pada tanggal 03 Maret s.d 20 April 2017.

Demikian surat keterangan untuk ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Sleman, 14 Juli 2017
Kepala Sekolah
SD Kanisius Demangan Baru 1

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APPENDIX 3: Field Notes Guideline

3.1 Narrative:

1. Date, time, and place of observation
2. Specific facts, numbers, details of what happens at the site
3. Sensory impressions: sights, sounds, textures, smells, taste
4. Personal responses to the fact of recording field notes
5. Specific words, phrases, summaries of conversations, and insider language
6. Questions about people or behaviors at the site for future investigation
7. Page numbers to help keep observations in order

3.2 Field Notes Checklists for English Teacher

1. Asking whether the students understand or having a question.
2. The teacher calls students by name.
3. Teacher gives questions about what they are learning.
4. Helping the students who find difficulties in working on the assignment.
5. The teacher states no insulting words during teaching: e.g. stupid, moron, etc.
6. The teacher treats all the students equally in terms of giving chances to answer questions, or responding to the students' answers.
7. The teacher maintains a contact with the passive students or silent students not only to the active students.
8. The teacher frequently asks the students if they have any question, or lets the students know that it is ok to ask question.
9. The teacher arranges the students to work in groups (are they in small, medium or large groups).
10. The teacher reinforces the students to participate in the classroom activity.
11. The teacher gives compliments if the students participate well in the classroom activity.
12. Classroom interactions reflect collaborative working relationships among students and between teacher and students (the teacher and the students work together in solving the assignment).

APPENDIX 4: Raw Data of Learner Engagement Checklists on the First Day of Observation

4.1 Learner Engagement Checklists results on the first day observation

Participants	Engagement Checklist				
	Positive Body Language	**Consistent Focus**	**Verbal Participation**	**Student Confidence**	**Fun and Excitement**
Student 1	Very Low	Low	Low	Low	Very Low
Student 2	Medium	Medium	Low	Low	Medium
Student 3	Very High	High	Medium	Medium	Medium
Student 4	Very High	Medium	Medium	High	High
Student 5	Very High	Very High	Medium	Low	Medium
Student 6	Medium	Medium	Low	Medium	Medium
Student 7	High	Medium	Medium	Medium	High
Student 8	Very High	Very High	Low	Medium	Low
Student 9	High	High	Low	Medium	Medium
Student 10	Medium	Medium	Medium	Medium	Low

4.2 Tabulation of Learner Engagement Checklists result on the first day observation

Engagement Checklist	**Very High**	**High**	**Medium**	**Low**	**Very Low**
PBL	4	2	3	0	1
CF	2	2	5	1	0
VP	0	0	5	5	0
SC	0	1	6	3	0
F&E	0	2	5	2	1
Total	6	7	24	11	2
Percentage	**12%**	**14%**	**48%**	**22%**	**4%**

87

APPENDIX 5: Raw Data of Observation Checklists on the First Day of Observation

Participants	Observation Checklists						
	Individual Attention	Clarity of Learning	Meaningfulness of Work	Rigorous Thinking	Performance Orientation	Total Score	%
Student 1	Very Low	Very Low	Very Low	Very Low	Very Low	5/25	20%
Student 2	Medium	Low	Medium	Low	Low	12/25	48%
Student 3	Very High	Medium	Medium	Medium	Medium	17/25	68%
Student 4	High	Medium	Medium	Medium	Medium	16/25	64%
Student 5	High	High	Medium	Medium	Medium	17/25	68%
Student 6	High	Medium	Medium	Medium	Medium	16/25	64%
Student 7	Medium	Medium	Medium	Medium	Medium	15/25	60%
Student 8	Medium	Medium	Medium	Medium	Medium	15/25	60%
Student 9	High	High	Medium	Medium	Medium	17/25	68%
Student 10	Medium	Medium	Medium	Medium	Medium	15/25	60%

APPENDIX 6: Raw Data of Learner Engagement Checklists on The Second Day of Observation

**6.1 Raw data of Learner Engagement Checklists on the second day of observation**

Participants	Engagement Checklist				
	Positive Body Language	Consistent Focus	Verbal Participation	Student Confidence	Fun and Excitement
Student 1	High	Medium	Medium	Medium	High
Student 2	High	Medium	High	High	Very High
Student 3	Very High	High	High	Medium	High
Student 4	Very High	Medium	Medium	High	High
Student 5	Very High	Very High	Medium	Medium	High
Student 6	High	Medium	High	Medium	Very High
Student 7	High	High	Medium	High	High
Student 8	Very High	Very High	Medium	Medium	High
Student 9	Very High	High	High	Medium	High
Student 10	High	High	Medium	Medium	High

6.2 Tabulation of Learner Engagement Checklist results of the second day of observation

Engagement Checklist	Very High	High	Medium	Low	Very Low
PBL	5	5	0	0	0
CF	2	4	4	0	0
VP	0	4	6	0	0
SC	0	3	7	0	0
F&E	2	8	0	0	0
Total	9	24	17	0	0
Percentage	18%	48%	34%	0%	0%

89

APPENDIX 7: Raw Data of Observation Checklists on The Second Day of Observation

Participants	Observation Checklists						
	Individual Attention	Clarity of Learning	Meaningfulness of Work	Rigorous Thinking	Performance Orientation	Total Score	%
Student 1	Medium	Medium	Medium	Medium	Medium	15/25	60%
Student 2	Medium	Medium	Medium	Medium	High	16/25	64%
Student 3	Very High	Medium	Medium	Medium	High	18/25	72%
Student 4	Very High	Medium	Medium	Medium	High	18/25	72%
Student 5	High	High	Medium	Medium	High	18/25	72%
Student 6	High	Medium	High	Medium	High	18/25	72%
Student 7	Medium	Medium	Medium	Medium	High	17/25	68%
Student 8	Medium	High	Medium	Medium	High	17/25	68%
Student 9	High	High	Medium	High	Medium	18/25	72%
Student 10	Medium	Medium	Medium	Medium	High	16/25	64%

90
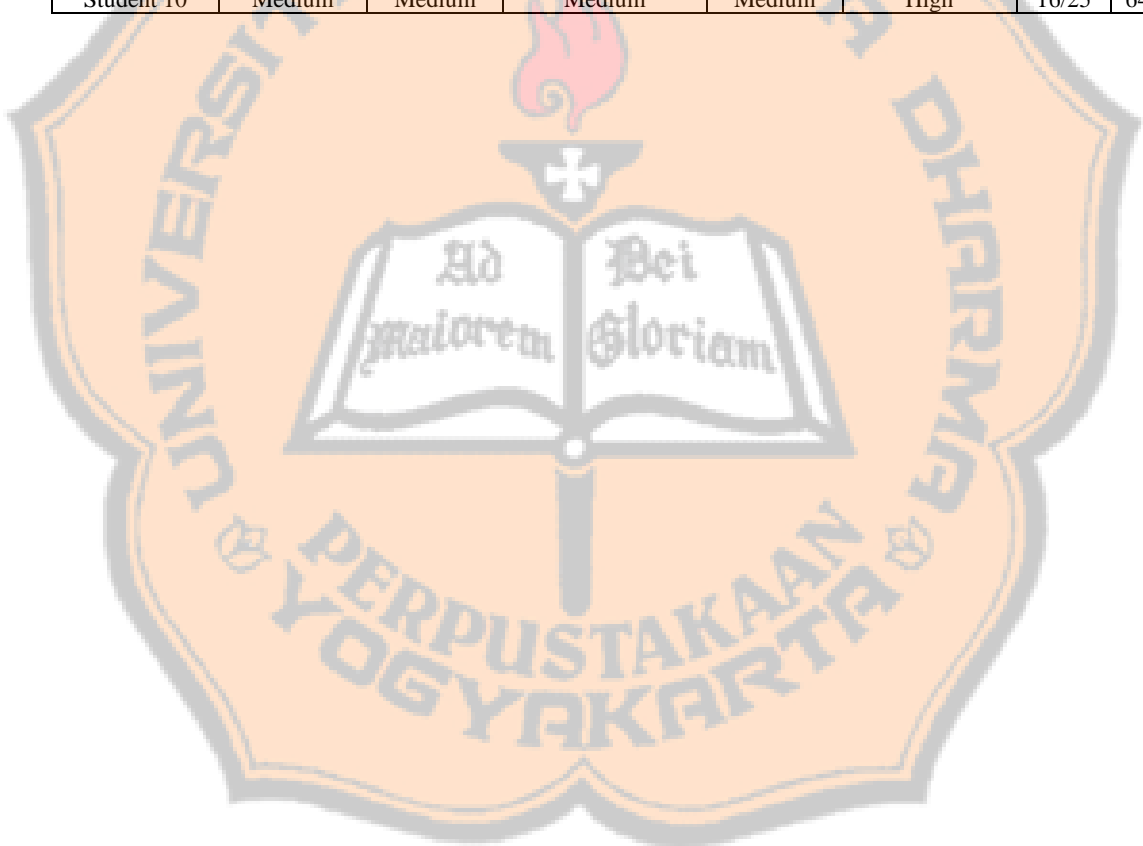
APPENDIX 8: Interview Transcript

The Interview with English teacher of Kanisius Demangan Baru 1 Elementary School Yogyakarta

1. How do you feel after knowing the engagement level of your student for the first time?

   Interview Answer 1.1: "Ok. For the first time I felt **surprised**. Because, ya umm… My students not really… Umm, not really have motivation to study, because… Ya, there are many… *Apa ya*… There are many… Umm… There are many things that, uh… Restrain them to study. Like, uh… Chit chat with another friends and then they busy. They are busy with their. With themselves. And then, they are also busy with a… What they play in class. So, I think my that student lack of motivation to study."

   Interview Answer 1.2: "Um… When the first one I taught here? Um… No. I felt **disappointed with myself** I think, because I can't make them to.., I can make them to motivate to study yet. So… Like that."

   Interview Answer 1.3: "Because of **me and also because of… Them**. Because there are so many things that make them busy with themselves."

2. You did some changes in your teaching technique in the second meeting, what was the consideration?

   Interview Answer 2: "The first one, because… you know, that my voice was… Ya, because I lose my voice. So **I changed the teaching method**. I used *Youtube* video. Uh… And also to make them motivate to study, so **I have to change my teaching technique** to… get them."

3. What are your objectives in those activities? How is the result?

   Interview Answer 3.1: "Okay. My goal. To… Yeah… The first one, uh… Of course **to get them participation** and also to **motivate them to study**, because… Yeah you know children in eight-nine under, uh… They still want to play in the class and then chit chat with their friends. So, my goals to make them… Uh… Ya, **to make them pay attention to my… To my teaching activities**."

91

Interview Answer 3.2: "The second day? The **second** day I… Uh… The second day I'm… Ya, ya. I'm happy, because **I can get their participation** and I think that I can make them motivate to study, but the s… **First** day. Ya, I disappointed with myself because **can't get participation from them."**

4. What factor does affect the students to be low-motivated in the class?

   Interview Answer 4.1: "Ok. Maybe, the first from **my teaching activity** or from **my teaching technique** that uh… Not really creative. Maybe. And then the second, uh… The **character of children**… And… *Apa?* The characters of the student because they are still in the nines years old under… So they, they… Still busy with themselves."

5. In your opinion, what factor does affect the improvement of learner engagement?

   Interview Answer 5.1: "Ya. Ok. Um… To make them participate.. I think I have **to change my teaching technique or teaching activity** so they really **interesting** to study."

   Interview Answer 5.2: "No. **Change it frequently** maybe. Ya, frequently."

6. Please tell me about the problems you encountered when you implemented the teaching activities?

   Interview Answer 6: "Ok, ya. Like I said before, maybe because the **characteristic of the students** that really difficult to focus on just one minute, maybe."

7. How do you feel after the implementation of the new teaching technique?

   Interview Answer 7: "Ok. I felt uh… **Happy enough** because… Ya, happy. Because… Ya, I can get their participation and they also motivate to study and motivate to learn about my topic."

8. How do you think the best way to teach English to grade 3 C students in the future?

   Interview Answer 8: "Maybe… Ya, **we have to change our teaching technique**… Um… Like give them some videos and then uh… With playing cards or maybe game, something like that so they. **They will not feel bored in class**."

9. Tell me more about teaching technique you implemented?

Interview Answer 9.1: "Ya, I used **videos** and then sometimes I also used **games** to get them participate and then I also using cards… Cards…"

Interview Answer 9.2: "Oh, ok. The first, because the topic is about **things in the classroom** so. Ya. So I search the video about things in classroom and then… Ya, like objects, ruler, pen, pencils something like that, and also I want them to learn about the **vocabularies**. Ya, the vocabularies that there are in classroom. Ya. So I choose the videos that maybe… Can make the students uh… More… More… Know deeper about the topic."

Interview Answer 9.3: "Because, uh… Ok. If the student just… Just… Heard my voice there are no pictures, there are no song or there are no videos, they will get **bored**, so they will busy with themselves and so they will um.. Busy with their friends."

10. From the scale 1 to 10, how satisfied are you with your teaching?

Interview Answer 10: "How satisfied? From one to ten? Still **seven**. I have to improve it."