

**STUDENTS' ENGAGEMENT IN LEARNING ENGLISH DURING THE
PRACTICE OF TEACHER-IN-ROLE**

THESIS

*Submitted as a Partial of the Requirements to Obtain Bachelor of Education
(B.Ed) in English Language Education Program*



**FATIMAH FIRDAUS
17018075 / 2017**

**ADVISOR
Sitti Fatimah, S.S, M.Ed, Ph.D
19720615 199903 2 002**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
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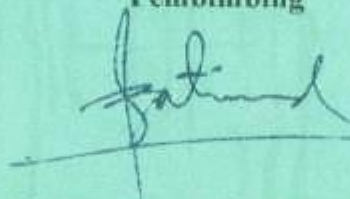
HALAMAN PERSETUJUAN SKRIPSI

Judul : *Students' Engagement in Learning English during
The Practice Of Teacher-in-Role*
Nama : Fatimah Firdaus
NIM : 17018075/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, November 2021

Disetujui oleh,

Pembimbing



Sitti Fatimah, S.S, M.Ed, Ph.D
NIP. 19720615 199903 2 002

Mengetahui

Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 19710525 199802 2002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah mempertahankan skripsi di hadapan Tim Penguji
Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang
dengan judul:

“Students’ Engagement in Learning English during the Practice of Teacher-in-Role”

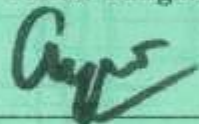
Nama : Fatimah Firdaus
NIM/TM : 17018075/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, November 2021

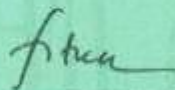
Tim Penguji,

Tanda Tangan

1. Ketua : Dra. Aryuliva Adnan, M.Pd.

()

2. Sekretaris : Fitrawati, S.S., M.Pd.

()

3. Anggota : Sitti Fatimah, S.S., M.Ed., Ph.D.

()



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama : Fatimah Firdaus
NIM/TM : 17018075/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

Saya yang menyatakan,

Fatimah Firdaus
NIM. 17018075

ABSTRACT

Fatimah Firdaus (2021). Students' Engagement in Learning English during the Practice of Teacher-In-Role. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang

Teacher-in-Role is one of the strategies used in the classroom that involves the use of dramatic activities and performances as strategies within classroom instruction to give more meaningful of students' life experiences, ideas and issues through imagined situation, with the teacher as facilitator, simulator or an actor on purpose of reaching the learning outcomes. This descriptive qualitative research attempted to find out how the students' engagement during the practice of Teacher-in-Role (TiR), and also to find out their opinions of using TiR in the classroom. There were 32 students involved in this research. The result of the study showed that the engagement of the student in the classroom during the practice of TiR were in positive nature, from the three indicators; behavioral engagement, emotional engagement, and cognitive engagement. The results showed the students had positive engagement and seemed they had interest during activities in total three meetings of practicing the TiR in English lessons. From the result of doing Focus Group Discussion to ten students, the opinion of the students also gave a positive impact toward the TiR in the classroom. In general the students were having fun and enjoyed the learning process by practicing TiR. Even though three students claimed that they have some difficulties speaking English due to the lack of vocabulary they have.

Key words: *Students' Engagement; Students' Opinion; Teacher-in-Role*

ABSTRAK

Fatimah Firdaus (2021). Students' Engagement in Learning English during the Practice of Teacher-In-Role. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang

Teacher-in-Role adalah salah satu metode pengajaran dengan memasukan dan menampilkan aktifitas dramatis ke dalam perintah dalam kelas untuk memberikan kesan, ide-ide, dan masalah yang lebih bermakna kepada siswa melalui drama atau situasi yang dikhayalkan dengan guru sebagai fasilitator, simulator dan aktor dengan tujuan mencapai tujuan pembelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana keterlibatan siswa selama praktek Teacher-in-Role dalam pembelajaran bahasa Inggris , dan juga untuk mengetahui pendapat mereka tentang penggunaan Teacher-in-Role di dalam kelas. Ada 32 siswa yang terlibat secara sengaja dalam penelitian ini. Hasil penelitian ini di tulis dalam metode deskriptif kualitatif, menunjukkan bahwa keterlibatan siswa di dalam kelas selama praktik TiR bersifat positif, dari ketiga indikator yang diamati; keterlibatan perilaku, keterlibatan emosional, dan keterlibatan kognitif. Hasil penelitian menunjukkan bahwa keterlibatan siswa memberikan kesan yang positive dan baik pada total tiga pertemuan praktik TiR dalam pelajaran bahasa Inggris. Hasil dari Focus Group Discussion bersama sepuluh orang siswa yang terlibat, pendapat merka juga memberikan dampak positif terhadap TiR di kelas. Pada umumnya siswa senang dan menikmati proses pembelajaran dengan berlatih TiR. Meskipun demikian, ada tiga siswa mengaku mengalami kesulitan dalam berbicara bahasa Inggris karena minimnya kosa kata yang mereka miliki.

Kata Kunci: keterlibatan siswa; pendapat siswa; Teacher-in-Role

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Student engagement occurs when they are actively involved in the learning activity. Furthermore, the engagement in learning English can occur depending on how the teachers handle the class. The teachers are often trapped in assigning exercises on the textbooks and less practical practice. As a result, the English subject becomes uninteresting. Student engagement occurs when they are actively involved in the learning activity. Students' engagement is defined as the motivation and interest in the teaching and learning process. The involvement of the students during learning English shows the engagement of them to learn English, it is also related to behavioral, emotional, and students' activity in the classroom (Taylor & Parsons, 2011).

One of the problems found in English Language Teaching, especially in Indonesia, is how to make the students engaged in the learning process. The students are mostly less interested while they are studying English. This happens because most of them do not know the importance of learning English, as English is not used in their social life, and there is no chance for them to practice English in real the life. In order to make the classroom activity more engaging, the teachers' ideas are required, such as, in choosing the right strategy or teaching method that is used in the classroom, in order to fulfill the objectives of learning and make students engaged and interested in the learning process.

Dixson (2015, as cited in Mulia, 2020) explained that there are four students' engagement points as the basic theory of the study, they are behavioral/skills, emotional, participation/interaction, and cognitive engagement. Thus, the students' engagement itself combines when the students have high interest in learning English. It means that students' engagement affects the students' outcomes in learning English. As reported by some studies, one of the problems in learning English for Indonesian students is the lack of interest and boring class situation (Mulia, 2020). In Indonesian, many EFL students do not get full experiences while learning English. Some are caused by teaching methods used by the teacher in the classroom.

The success of teaching English subject could be determined by many factors like materials and the way the teacher delivers the material or the method that is used in the classroom. In addition, if the teaching method is not able to reach the objectives of learning, the students will be less engaged in studying and find that English lesson is boring. The teachers' role is to make or create the conditions where the students can feel the leadership, knowledge, competency and understanding that is grown around them (Aitken, 2013). Using drama as a teaching method is one of the teaching strategies that teachers can use in order to deliver the material to the learners. Drama in teaching, also called drama education, is different from drama on stage or drama performance. Drama education is done in the classroom and integrates with the lesson plan. In English Language Teaching, drama education method can apply as a vehicle to help learners learn actively to use English in the classroom and make it relatable to real

life. In using drama as teaching method, it works on several dramatic conventions, including voice work, image theatre, and process drama strategies (Piazzoli & Kennedy, 2014)

Teacher-in-Role is a part of drama education defined as a teaching method by using dramatic processes to develop students' engagement while learning English. Teacher in Role can use it to draw out effective responses from the students (Baldwin, 2018). The teacher is able to directly participate in the learning process by doing an act related to the subject of study.

According to Harmer (2001), in terms of teaching, a teacher can be considered as an actor since the teachers play on the stage, in this case, the stage relates to the classroom activity. In learning English, students' understanding mostly depends on how teachers deliver the material. The teacher is able to directly participate in the learning process by doing an act related to the subject of study. By using Teacher in role technique, it can be found how the effects are toward the students while learning English.

Based on the explanation above, students who are less motivated, teaching process will be useless then it will affect the students' learning outcomes. Thus, the teachers are needed to make the situation of the classroom or students' engagement and motivation rise up well in order to not make them bored and discouraged.

The researcher is concerned about the engagement of junior high school students in learning English. Based on some previous research, a research conducted by Maniam et al., (2019) in Malaysia stated that the use of Teacher-in-

Role in primary school on Historical subjects showed learners were mostly sitting and not paying much attention during the teaching process when conventional teaching methods were used. During the Teacher-in-Role Strategy, the learners were interested, curious, and excited to see their teacher playing a 'role'. The learners were also encouraged to listen to the opinions and statements of their teacher and get into the characters. Learners can focus and actively participate in the lesson by producing mind maps based on the 'teacher in role' method.

Another research was conducted by Piazzoli (2012), In her research, she conducted the nature of the collaborative process between teacher and participants in drama education. In this research, It worked with three groups of adult language learners, studying Italian as a Second Language (L2), and three groups of teachers of Italian (L2) new to drama. The data showed to illustrate the main dramatic strategy of the form: 'teacher-in-role'. She introduces this strategy and puts them in a theoretical context and discusses issues and implications when teaching to engage, rather than to entertain (Piazzoli, 2012). These experimental strategies are innovative as she challenged the classroom power in terms of status, agency, and interaction. By reversing the role or status power, they can be beneficial in stimulating confidence in the second language, lowering speakers' affective filters and creating a more spontaneous language. This research seems that these strategies impacted positively on students' willingness to communicate in the target language, and especially when the teacher-in-role was used as teacher-artist, rather than teacher-as- entertainer.

Based on the studies above, researchers want to conduct a research based on Teacher-in-Role method toward Indonesian Junior High School students in learning English to find out how the engagement of the Indonesian students while learning English. The researcher has done an observation to find out how the engagement of the Junior High School students while learning English with regular teaching methods, whereas the teacher delivers the material by lecturing and explaining in front of the class and the students sit and listen to the teacher. On recent observation, the researcher found that the students are mostly less interested and found the English lesson is boring and the motivation of the students depends on the teaching method. The engagement of the students tend to decrease during the lesson and require not enough experiences while learning English, and give little impact on confidence in using English in the classroom.

From the viewpoint above, the researcher is interested in conducting research based on the Teacher-in-Role strategy. So far, in Indonesia the use of this strategy has never been investigated, especially in the EFL context. The researcher is interested in knowing the students' engagement and their opinions in learning English while practicing the Teacher-in-Role strategy in SMP Negeri 12 Padang.

1.2. Identification of the Problems

Based on the background of the problem above, teacher-in-role can be affected toward the engagement of the students in learning English. The lack of engagement can be caused by the lack of interest in learning English it depends on how the method used in delivering the material to the students. Because of that, the researcher wants to know how the students' engagement during the practice of

Teacher in Role in learning English and identify the level of the engagement of the students in learning English and their opinions.

1.3. Limitation of the Research

The focus of this study is limited to find out the engagement of students in learning English within the classroom activities during the practice of Teacher in Role strategy at SMP Negeri 12 Padang.

1.4. Formulation of the Problem

Based on the background of the study, the researcher formulates the problem of this research as follows: *“How is the students’ engagement in learning English during the Practice of Teacher-In-Role”*.

1.5. Research Question

1. How is the students’ engagement in EFL learning during the practice of Teacher-in Role?
2. What are the students’ opinions about the practice of Teacher-in-Role?

1.6. Purpose of the Research

This research has two purposes:

1. To find out how is the students’ engagement in EFL learning English during the practice of Teacher in Role
2. To find out the students’ opinion about the practice of Teacher-in-Role

1.7. Significance of the Research

This study was conducted to show the engagement of students in learning English during the practice of Teacher-in-Role. The results of the research are expected to provide teachers with description on Teacher-in-Role strategy and the students’ engagement during the practice of TiR in English lesson. Hopefully the

results can help teachers to enhance their teaching skills and motivate the students well.

1.8. Definition of the Key term

1. Teacher-in-Role

Teacher in Role (TiR) is one of the strategies used in teaching method that involves the use of dramatic activities and performances as strategies within classroom instruction to give more meaningful of students' life experiences, ideas and issues through imagined situation, with the teacher as facilitator, simulator or an actor on purpose of reaching the learning outcomes.

2. Students' Engagement

This refers to the interest and motivation of the students devoted toward teaching and learning process, including physical and emotional.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The conclusion of the research deals with the answer of the statement of the study based on the findings and discussions. Learning English can be boring for Indonesian students, therefore teachers should have a variety of methods to deliver the material to the student in order to increase their engagement during the lesson. Using Teacher-in-Role is one of the methods that is used in this research to find out about the students' engagement during the English lesson. The result of the study showed that the engagement of the student in the classroom during the practice of TiR were in positive nature, from the three indicators that had been observed; behavioral, emotional, and cognitive, students show the engagement were increasing in total three meetings of practicing the TiR in English lesson.

The opinions of the students also gave a positive impact toward the TiR in the classroom. In general the students were having fun and enjoyed the learning process by practicing TiR. Even though some students claimed that they have some difficulties speaking English due to the numb vocabulary they have.

From the whole data, it can be concluded that students' engagement during the practice of TiR in learning English does not yet reach full engagement but it has reached more than half of it. So, hopefully the result of the research can add useful information to be a help as a reference to improve students' engagement in learning English.

5.2 Suggestion

This research only covers several characteristics of the students in the classroom, which are quite easy to be seen in one level of education that is why for further research it is recommended to add other characteristic and method and try to conduct the research in different level of education in order to bring more information and description about students' engagement in learning English.

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