

**STUDENTS' ENGAGEMENT AND VOCABULARY PRE-
TEACHING USE IN TEACHING READING AT SEVENTH
GRADE STUDENTS OF JUNIOR HIGH SCHOOL**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Degree of Bachelor of Islamic
Education in English Language Education



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Assalamu'alaikum Wr. Wb.

I inform you that I have given guidance, briefing, and correction to whatever extent of the following thesis:

Title : **Student Engagement and Vocabulary Pre-Teaching Use
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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : **Student Engagement and Vocabulary Pre-Teaching and Reading Teaching of Seventh-Grade of Junior High School**
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This study investigates students' engagement in vocabulary pre-teaching use in reading reading teaching and the factors that contribute to it. Based on research about vocabulary pre-teaching that has been done before, it is said that the use of vocabulary pre-teaching in learning to read is a method that is widely used. However, as far as I know, there has been no research on students' engagement in vocabulary pre-teaching and the factors that contribute to it. Therefore, student involvement is a good illustration of the importance of student learning journeys and improving student performance. When students are involved in the learning process, they tend to lose interest in what is being taught to them. This study focuses on students' involvement in the use of pre-teaching vocabulary in pre-teaching vocabulary as well as the factors that contribute to students' involvement in learning to read. Data were collected from interviews with five class VII student participants in the same class. the results of the interviews showed that students showed positive engagement responses with the use of pre-teaching. This is also shown in the quality of engagement with the type and context of engagement.

Keywords: Factors Contributing, Junior High School, Students' Engagement, Vocabulary Pre-Teaching

MOTTO

**“Whoever follows a path to seek knowledge, Allah will make
easy for him a path to paradise”**

(sahih Muslim 2699; Sunnah Tirmidhi 2945)

**“The more that you read, the more things you will know. The
more that you learn, the more places you'll go.”**

(Dr. Seuss, I Can Read With My Eyes Shut!)

DEDICATION

All praises to Allah SWT for His blessing and generosity so that the researcher can complete and finish this research.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother, who always give support, motivation, and endless love.

ACKNOWLEDGMENT

Bismillahirrohmanirrohim

In the name of Allah, the most precious and the most merciful. All praises always be given to Him, the Lord of this world. Sholawat and salam are always upon to the light of the darkness, Prophet Muhammad SAW. May we be acknowledged as his disciple! The researcher realizes that a lot of people have been willing to help to complete and finish this thesis so that the researcher would like to express gratitude and appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum., as the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University
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4. My best parents, Muslim Masyhuri and Nurjanah, for their kind-hearted. This thesis is dedicated to them, who have given me the opportunity to experience study from kindergarten until university. Also, thanks for always supports me with their moral, prayer, and guidance.
5. My beloved family who always gives me the motivation to complete this research
6. My best friend Risma Mahmuda for always helping me when I need

7. My friends, whom I cannot mention one by one, for always being my side

At last, the researcher believes that this research is far from perfect. The researcher would be glad to gain constructive suggestions to make this thesis better

Semarang, 10 December 2022

The Researcher,



Alfin Husna Kamilah Putri

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CHAPTER I

INTRODUCTION

This introduction is supposed to discuss several parts related to the topic. The chapter provides the background of the study, research questions, objectives of the study, and significance of the study. Below are detailed breakdown of each part:

A. Background of the Study

Junior high school students, especially those from elementary public schools, mostly lack English education in elementary¹, so when they enter junior high schools, they have difficulty with English (Bippert, 2020b). Students in junior high school does experience problems in understanding reading, as occurs in a few junior high school students in Texas. Furthermore, according to (Alderson, 1998), reading is one of the most critical skills for educational and professional success. Schema theory state that

¹ Indonesia. 2013. Permendikbud Nomor 67 Tahun 2013 *Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Dasar/Madrasah Ibtidaiyah*. (9-10). Sekretariat negara. Jakarta

understanding the text is interpretive and includes the reader's background knowledge and the text itself. In other words, reading is key to mastery of different skills in English and the start of English learning. (2003) states that ``a mind stimulated by keywords, phrases, or context within a text activates a knowledge schema". Schema (or scheme) is a unit of understanding that can be classified hierarchically or woven into complex relationships, and it is an abstract concept by J. Piaget.

Readers can gain knowledge of any reading through good and correct reading activities. It makes the reader more knowledgeable and has broader perspectives and visions. It broadens the reader's horizons and also expands their perception. It is beneficial to the reader to be exposed to new concepts, which leads to cognitive growth. A fresh perspective or notion produce when readers apply what they've read to their ideas.

قُرْأَ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اِقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

(1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood. (3) Recite: and your Lord is Most Generous, (4) Who taught by the pen, (5) taught man what he did not know.

Allah's first verse is full of His instructions about education.

The verse begins with the command read. It is one of the activities in education that we cannot ignore, both reading the written and reading nature and unwritten phenomenon (Sari, 2014).

However, there are problems with students' reading. One of the problems regarding reading based on Mihara, (2011) is students' lack of stimulation before reading, such as with the activities that interest the learners to gain more reading comprehension of their paper. Schema theory that reading can be thought of as a process of understanding that involves three phases: pre-reading, while-reading, and post-reading, (Saricoban, 2002). The reader reads the entire material, and students are better provided with various pre-reading activities that help them have a certain amount of background knowledge about the reading text because the schema would help the reader better comprehend (Saricoban, 2002).

Al-Jarrah & Ismail (2018) found that pre-teaching vocabulary has become a widely used strategy. Vocabulary pre-teaching gives motivation and the ability to start the reading with vocabulary understanding. Carrell, (1998) claimed, "Pre-teaching vocabulary to increase learning from the text will be more successful if the words to be taught are keywords in the target passage". research that exists now typically analyzes the effect of vocabulary pre-teaching and their reading comprehension ability. Earlier study results by Rasaouli (2019) confirmed that pre-reading activities and vocabulary pre-teaching could statistically improve the participants' reading comprehension ability. Conditions made the researcher feel curious and encouraged the researcher to investigate how students engagement with the vocabulary pre-teaching.

Sometimes, teachers confused the word engagement in learning with others, such as motivation and participation, which are often judged based on the observable actions of students. Engagement also considers the factors in learning which can remain

hidden from the view of a teacher. Engagement is viewed in the literature as necessary for enhanced learning outcomes because authentic engagement may lead to higher academic achievement throughout student life (Zyngier, 2008). educators want to know and resolve the young students' issues and make schools engaging places, and then they have to listen to what students are saying about their classes and teachers (Mitra, & Serriere, 2012; O'Brien, & Lai, 2011; Potter & Briggs, 2003; Zyngier, 2011).

Engaged students' are more likely to excel in standardized tests and less likely to drop out (Fred M. Newmann, Gary G. Wehlage, 1992). Students' engagement is a good illustration of the importance of students' learning journey and improves students' performance. When students' are engaged in the learning process, they are less likely to lose interest in what they are taught (Kahu et al., 2013). It enhances student performance. Reference Salleh, Desa, & Tuit, (2013) states that student engagement occurs when students are forced to face various obstacles in the task or activity they are

participating in. However, they show great interest and are happy to do the job

Students' engagement is impacted as for the students themselves, and their engagement is affected by the context that they are in. A strong and positive belief in oneself in handling a relationship contributes to the strength of their engagement. Reference (Audas & Willms, 2001) lists contextual factors such as school, home, and peer factors as contributing factors to student engagement. After that, (Hamid, Othman, Ahmad, & Ismail, 2011) state that the three contexts in the student microsystem (according to the Ecological Theory by Bronfenbrenner) are families, schools, and peers should be noted when studying the involvement of students at school. Based on the findings of these studies, it can be concluded that contextual factors such as family, school, and peer factors are among the main factors contributing to students' engagement in schools.

This analysis is based on a case study of seventh-grade junior high school students in one of the districts in Semarang. The student's engagement in vocabulary pre-reading use with knowing of factors contributing to it can give us an idea of the engagement in the students' using vocabulary pre-teaching and also know their point of view background. The analysis presented in this article asks what factors contribute to students' engagement in vocabulary pre-teaching use.

While the previous study typically analyzed the effect of vocabulary pre-teaching. However, as far as I know, there has been no research on student engagement in vocabulary pre-teaching and the factors that contribute to it. Therefore the researcher is interested in discussing how students engage with the use of pre-teaching vocabulary in this paper. It will answer questions on the how student engagement in vocabulary pre-teaching use and factors contributing to students' engagement in vocabulary pre-teaching use. To overcome that issue researcher want to explore the students'

engagement in vocabulary pre-teaching use, and find out what factors influence student engagement in the use of pre-reading vocabulary. So, this study has objections of how students' engagement in vocabulary pre-teaching in their English learning and what factors that contribute it. To explore the concept, research entitled "students engagement and vocabulary pre-teaching use: a case study of seventh grad students at junior high school."

B. Research Question

The research question formulated from the reason above is:

1. How are students' engagement and vocabulary pre-teaching use in reading learning?
2. What are factors that contribute to students' engagement and vocabulary pre-teaching use in reading learning?

C. The Objective of the Research

According to the research question above, the objective of the study is:

1. To describe students' engagement and vocabulary pre-teaching use in reading learning
2. To explore the factors that contribute to students' engagement and vocabulary pre-teaching use in reading learning

D. Limitations of the Research

This study was a case study of seventh-grade students of seventh grade at SMPN 16 Semarang which was conducted on 3 October-15 October 2022. As such, the findings in this study cannot be generalizable to describe behaviors of eighth and ninth-grade students of junior high school. As an observer, the researcher shared a role as an observer within the classroom. However, the researcher did not intervene with students in a way that would change how strategies were utilized. In addition, a third facilitator in the

classroom potentially affected student behaviors and motivation during data collection.

The research limitation is essential to stay focused on research.

The research limitation of this research are:

1. Focus on interviewing in factors contributing students' engagement in vocabulary pre-teaching use in reading teaching.
2. This study is conducted on English class in the seventh grade students' of SMPN 16 Semarang.

E. Significances of the Research

1. Theoretical Benefits

The results of this study are expected to provide benefits for broadening horizons in the scientific repertoire of Indonesian language learning, especially learning the reading skill.

2. Practical Benefits

Practically, the benefits that are expected to be obtained through the findings of this study are as follows.

a. For Teachers

This research will help teachers enhance students' engagement and develop their reading strategy and vocabulary pre-teaching method.

b. For students

Hopefully, this research can motivate students to be more engaged, enhance their engagement in reading learning, and encourage learning English as an international language and as an investment in their future.

c. For the next researcher

Hopefully, this study can be further continued by the next researcher, who will research students' engagements in vocabulary pre-teaching—expected that there will be much research about factors and engagement from students and the teacher side in the future. The researcher

hopes that the result of this research can have an impact and meaningful reference toward other research.

CHAPTER II

REVIEW OF RELATED LITERATURE

There have been some findings about the previous research which have been collected and helped in this study; some of them are:

A. Previous Research

The role of strategy use has been acknowledged as an essential element for EFL. Al-Jarrah and Ismail found that pre-teaching vocabulary has become a widely used strategy (Al-Jarrah & Ismail, 2018). Furthermore, vocabulary pre-teaching gives motivation and the ability to start reading with vocabulary understanding. As the result of observation by (Rasouli et al., 2019), the activities subjects were motivated and passionate to read, according to the results they did in Japanese. (Mousavian & Siahpoosh, 2018) investigated at a language institute in Ardabil the effects of two pre-reading strategies on the reading comprehension of Brazilian university students. They were certain in their research

that vocabulary pre-teaching was significantly less effective than pictorial context. But, Additions that need to be underlined in vocabulary pre-teaching is Pre-teaching vocabulary to increase learning from the text will be more successful if the words taught are key words in the target passage.

In the previous research by A. Al-wossabi, (2014) they found vocabulary pre-teaching provides EFL Saudi learners with information about the text and thus arouses their curiosity and enthusiasm to discover and locate new information necessary to build up their new knowledge of the content. Additionally, pre-reading (vocabulary pre-teaching) will maximize their learning autonomy which is crucial for enhancing their language competencies.

Engaged students are more likely to excel in standardized tests and less likely to drop out (Solekhah & Mustadi, 2019). Students' engagement is a good illustration of the importance of students' learning journey and improves student performance. When

students are engaged in the learning process, they are less likely to lose interest in what they are taught (Bippert, 2020). It enhances student performance. Reference Schmitt et al., (2022) state that student engagement occurs when students are forced to face various obstacles in the task or activity they are participating in. However, they show great interest and are happy to do the job.

From his point of view, student engagement refers specifically to proactive contributions. It is essential for students to experience all levels of such engagement, for example, during learning new vocabulary, to improve their chances of noticing and retention (Solekhah & Mustadi, 2019). Students' engagement is a good illustration of the importance of students learning journey. It enhances student performance Reference (Zen Dariva, 2021) states that student engagement occurs when students are forced to face various obstacles in the task or activity they are participating in. However, they show great interest and are happy to do the job.

Engaged students are more likely to excel in standardized tests and less likely to drop out.

While student engagement is essential for student learning, some factors must be underlined in contributing to student engagement, such as contextual factor school, home, and peer (Fredricks et al., 2019). Not much different from the previous statement (Sahil, 2019) states that contextual factors affecting student involvement are family, peers, school environment, and neighborhood. Based on the findings of these studies, it can be concluded that contextual factors such as family, school, and peer factors are among the main factors contributing to students' engagement.

B. Literature Review

The literature review of this study comprises reading , pre-reading strategy: vocabulary pre-teaching, and vocabulary pre-teaching. In addition, it also includes students' engagement and factors that contribute

1. Teaching of reading

The teaching process is a series of actions which is carried out in order to achieve the understanding of the target language. Krashen has stated that teaching approach supports his idea of importance, and that the usefulness of the knowledge being taught often overlaps concept power.¹⁰

Nunan (2003) explained that there are two important aspects to teaching reading. The first category includes students who are just beginning to learn to read. Meanwhile, the second thing to remember is teaching reading to students who already know how to read in their native language.

Based on statements above, teaching English necessitates the learners' ability to use the language in daily experiences, whether in the classroom learning process or in formal communication. For students learning a second language, learning English may be enjoyable. In this case, English teachers should be well-prepared in the classroom. It is important for teachers to build a positive learning

environment and keep students from being bored. Teaching should be taught in a way that makes learning meaningful.

2. **Pre-reading Strategy: Vocabulary Pre-teaching**

Ma'mun (2021) states, teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students master all the language skills speaking, listening, writing, and reading. Vocabulary pre-teaching is a method to teach vocabulary easily. Vocabulary pre-reading in which the activity that teachers start with introduce to students to new vocabulary words before reading a text selection that contains the new vocabulary words. "When teachers pre-teach vocabulary, they introduce unfamiliar terms to students before they begin to read the text, and students have a heightened awareness of the vocabulary they will encounter while reading." (Miller & Veatch, 2010).

Students benefit from pre-teaching vocabulary in order to improve their reading comprehension. Pre-teaching

vocabulary, according to Mihara (2014), will help students deal with foreign words or phrases that can obstruct their comprehension. Armbruster and Osborn found a connection between vocabulary mastery and reading comprehension. Students would have a greater understanding of the text if they have a clear command of the text's vocabulary. Beck, Omanson, and McKeown has indicated when major concepts are introduced prior to reading, both skilled and less skilled readers gain; in fact, less skilled readers performed just as well as competent readers from the control group who did not receive any previous knowledge activation.²³ The access, instrumental, and knowledge impacts of vocabulary knowledge, as well as prior knowledge activation, have been related to pre-teaching vocabulary. Pre-taught vocabulary allows students to comprehend a text with more difficult words.

Vocabulary pre-teaching facilitates the reading of a new text by giving students the meanings of the words before

encountering them. This strategy is beneficial when students meet unfamiliar words and would have trouble deciphering the word's meaning from context or word analysis (Tagliber, L. K, Johnson, 1988). The best way to pre-teach vocabulary words is to allow students to have repeated exposures to the new vocab words.

3. Students Engagement

Student Engagement is defined by Taylor, Hunter, Melton, & Goodwin (2011), as students' expression of opinions and behaviors resulting from the various methods and techniques teachers employ in the teaching and learning situation. These methods and techniques are translated into learning activities that equip students and develop them through participation in the activities (Charles, Bustard, & Black, 2009).

Teachers can often confuse the word engagement in learning with others, such as motivation and participation, which are often judged based on the observable actions of

students. Engagement can be seen in various terms such as student participation, academic participation, student involvement, academic involvement, involvement in school assignments, and involvement

There are three common themes found in the categories of engagement. Firstly, good engagement is defined by its' quality of engagement, shown by the students with kind and the context of attachment. Students' engagement studies typically focus on measurable aspects such as behavioral aspects, assignments, attendance to school, and disciplinary action applied to them(Fredricks et al., 2004). Similarly, Trowel et al., (2010) lists the extent of student engagement as indicated by student's participation in their classes, their enthusiasm for learning, and the quality of their completed class assignments.

	Positive engagement	Negative engagement
Behavior	Attend classes, participate in activities	Skip classes
Emotion	Interest	bored
cognitive	Meet or exceed the requirements	Absent from class, late submission of assignment

Table 2.1. dimension of student engagement and its reaction by (Ali & Hassan)

It is essential for students to experience all levels of such engagement, for example, during learning new vocabulary, to improve their chances of noticing and retention ². Students' engagement is a good illustration of the importance of students learning journey, it improves student performance Reference (Salleh, Desa, & Tuit, 2013) states that student engagement occurs when students are forced to

² Fred M. et. al. 'The Significance and Sources of Student Engagement: Student Engagement and Achievement in American Secondary Schools. (New York: Teacher College Press, 1992) .

face various obstacles in the task or activity they are participating, but they are showing great interest and are happy to do the job. Engaged students are more likely to excel in standardized tests and less likely to drop out.

While student engagement is essential for student learning, some factors need to underline in contributing to student engagement, such as contextual factor reference by (Audas & Willms, 2001) school, home, and peer. Not much different the previous statement (Sahil, 2010) states that contextual factors affecting student involvement are family, peers, school environment, and neighborhood.

Families are described as the main institutions in society as they play a significant role in creating a harmonious society (Marchant, Paulson, & Rothlisberg, 2001). Family support and involvement can range from providing a learning environment, setting high expectations of education, providing motivational support, and playing a fundamental role by controlling and monitoring the

development of children. In a family institution, parents are the most influential individuals to children. The care, education, affection, and attention from parents influence the development of their children (Marchant, Paulson, & Rothlisberg, 2001).

Apart from being responsible for raising children, parents can also influence their children's academic progress in school. Reference (Inman, 2008) that parents can help to improve their child's learning ability by showing interest in their child's academic tasks and monitoring them to complete their school's assignments at home. In addition, parental support can help motivate and further enables students to be cognitively, behaviorally, and emotionally engaged (Sahil, 2010). Three reasons parents are involved in developing their children's education. Firstly, parents believe in their role in developing children's education. Secondly, parents think that they can help children to be successful in school, and lastly, the school provides opportunities and insistence.

According to Sahil (2010), teachers are one of the main factors affecting student perceptions in their academic environment. Most studies have found that support and encouragement from teachers are also crucial for students to engage themselves actively (Smith, Ito, Gruenewald, & Yeh, 2010; Trowler, 2010; Li, Doyle Lynch, Kalvin, Liu, & Lerner, 2011). This later becomes a mark for academic achievement, self-directed learning strategies, and disruptive behaviors shown by the students (Sahil, 2010).

Some researchers have begun to see the potential relationship between academic behaviors such as school engagement and peer-to-peer affinities by stating that peers are significant people and play an essential role in the development of psychosocial and education of an adolescent (Poulin & Chan, 2010). Adolescents share with their peers similar characteristics to teenagers, like autonomy, desire, and peer orientation. This sharing indicates that peer relationships are essential in the life of adolescents.

Based on the findings of these studies, it can be concluded that contextual factors such as family, school, and peer factors are among the main factors contributing to students' engagement.

C. Conceptual Framework

The conceptual framework below describes the research that would be conducted in this study. The qualitative research looked for factors that contribute to students' engagement in vocabulary pre-teaching on their reading strategy in English learning. This conceptual framework also helps answer the research question.

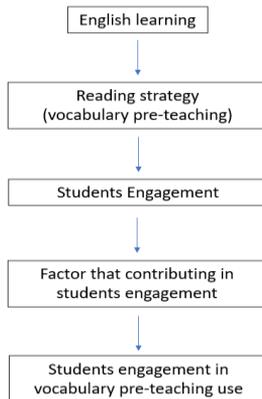


Figure 2.1 Conceptual framework

CHAPTER III

RESEARCH METHOD

In this chapter the research method used in this study is presented. It consists of research design, data and source of the data, technique of collecting data, instrument, and data analysis technique.

A. Research Design

This study focuses on student engagement of seventh-grade students in one classroom. The case study is a research method that has a unit of analysis that refers to the actions of individuals or institutions rather than the individual or the institution itself (Tellis, 1997). It can be said that case studies focus more on the resulting action or behavior. To avoid bias in the self-assessment of specific individuals or institutions that are the subject of research. In addition, the unit of analysis can be different and varies between individuals and institutions.

Where this case study kind is a case study participant that has data collection techniques through the interview. If already at the research location, the researcher is required to collect data through interviews with respondents. Case studies like this are usually carried out in research using qualitative research methodologies.

1. Setting

This research was taken place in SMPN 16 Semarang. SMPN 16 used in this case study was a middle school located in district Ngaliyan, Semarang city. The participants who join this research are students in the same class. This research was conducted to explore six students' engagement in vocabulary pre-teaching to their English learning. This research was started on 3 October 2022 until 19 October 2022.

2. Participants

The participants of this research were five students of the seventh-grade students of SMPN 16 Semarang. The reason for choosing the seventh-grade students was students already

familiar with the use of pre-teaching vocabulary learning prior to the core lesson. This research insists that the students have had experience in vocabulary pre-teaching use.

3. Research focus

This research focused on finding about factors contributing to students engagement and students engagement in vocabulary pre-teaching use in their class

B. Instrument and Procedure of Collecting Data, and

Analysis

Data are facts, numbers, letters, or symbols that describe an object, idea, condition, situation, or other factors (Miles et al., 2015). They serve as raw materials for analysis and provide the facts and figures which are preparing various measurement scales. They also make the results of the study publicly available.

Collecting data is one of the most important components of research. Good data plays a significant role in gaining insight into the existing problem or opportunity. The lack of good information

limits the effectiveness of other data tools. Data is vital in every step of the entire process

An instrument is a tool used by researchers when collecting data (Jamshed, 2014). The aim is to make research systematic and easy. The researchers utilize research instruments to obtain data that is relevant to the demand. The research instrument is a collection of evaluation tools that the researcher can use to collect data and then measure it against established standards.

As long as this research is concerned with the students' engagement in vocabulary pre-teaching use, and factors contributing students engagement vocabulary pre-teaching use as a reading strategy tool research, the researcher will observe and interview students' behavioral, emotional, and cognitive engagement toward vocabulary pre-teaching in class. As the interview guideline below.

Factors contributing students engagement	Indicator
Family factors	Does your family influence your learning at school? please elaborate the influence that you mean?
School factors	Did the school, the teachers, or the material being taught affect you at school? Tell me about school contribution to your learning liking?
Peer factors	Do your friends behavior or presence in class influence you in learning in class?

Table 3.1: factors contributing students engagement (Manisah & Noorfaziha, 2018)

Dimension of students engagement	Indicator
Students behavioral engagement	Classroom participation responsibility
Students emotional engagement	Their enjoyment and feeling towards doing work

Students cognitive engagement	How much effort do they invest in learning and retaining material
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Table 3.2: Students engagement dimension proposed by (Fredrick, 2014)

The researcher provided an open-ended interview on the first and last day of research about student's engagement with pre-reading strategy: vocabulary pre-teaching use. A list of interview questions in shows in (appendix 1). Interview were conducted individually and orally in private conversations. When conducting an interview, the interviewer should develop a good impression with the respondent. Before the interview begins, the interviewer should develop friendship and familiarity, and promotes gratitude and trust (DiCicco-Bloom & Crabtree, 2006). Data were also recorded during the interviews. The results of the recorded data can be in the form of voice recordings or interviewer notes. And for this research author will record the interview in a note.

Phase 1: student interview

Semi structure interviews were conducted with students. This interview occurred on day one of the first weeks of the study. The question centered on factors that contributing students engagement, such as: family, school, and peers.

Phase 2: classroom data collection

During this phase, observation data was collected through students' engagement. The data was collected by a note from the classroom activity using vocabulary pre-teaching. The observation data were collected between day two of the first week and day one of the second week.

Phase 3: student end of the interview

During phase three, week 2 of the research, semi-structured interviews were conducted with students once again focusing on their engagement in vocabulary pre-teaching use.

This research is concerned with factors that contribute to students engagement and their engagement in vocabulary pre-teaching as their reading strategy. So, the aspect of the interview that will be addressed to respondents is related to students' behavioral, emotional, And cognitive engagement. Interviews are face-to-face depending on the willingness and availability of time interviewer ³.

C. Data analysis technique

Data analysis was carried out during collecting data when the researcher took setting, researcher analyzed the results of observation and interview. Data analysis activities can be in the form of data reduction-based data display, and concluding/verification (Miles et al., 2015).

³ H. Al-Rasheed, (2016), 'Examining the Effectiveness of Pre-Reading Strategies on Saudi EFL College Students' Reading Comprehension, English Language Teaching, 2014', *Canadian Center of Science and Education*, 7(11), 79–91, <https://doi.org/10.5539/elt.v7n11p79>.

1. Data reduction

Reducing data entails summarizing, selecting the key elements, concentrating on noteworthy details, seeking patterns, and eliminating irrelevant information. There are quite a few data collected from the field, thus, it is important to carefully and thoroughly document them, and deletion of statements that do not include essential data is carried out to determine the focus study's unchanging constituent. Thus after the data is obtained from student participation in enhancing reading comparison through a pre-reading strategy, the researcher will observe the data and evaluate the overall findings.

2. Data Display

The following step is to display the data after it has been reduced. The data that has been obtained will be displayed in a short descriptive form. It will be easier to understand what happened and plan the following

work based on what is already understood by displaying the data.

3. Concluding

Conclusions at this early stage must include strong and supporting evidence so that the conclusions are credible. The initial conclusions obtained from the findings are still tentative. So, we need more strong supporting evidence to verification the conclusion. These study conclusions were formulated from the data that has been analyzed regarding students' reactions and experiences when vocabulary pre-teaching as reading strategy use in English EFL class.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. This comprises the result of an interview with the 7th-grade students of Junior High School related to the research problems of what factors contribute to students' engagement and perceptions of their engagement in vocabulary pre-teaching in English lessons. The collected data was provided to answer the research problem. Then, the result was discussed briefly in the discussion part.

A. Finding

The researcher used interviews to gain data about factors contributing to students' engagement and their perception of vocabulary pre-teaching use in English lessons. The findings describe the students' engagement in the seventh grade of junior high school. The results here were analyzed to account for a description of the students' engagement factors and students'

engagement, along with the analysis. There were five students taking part in to interview.

participant	Gender	Attendance
Student 1	Female	20/20
Student 2	Female	20/20
Student 3	Female	20/20
Student 4	Male	20/20
Student 5	Male	20/20

Table 4.1 participant

The analysis for students engagement factors identified the three major. Themes from the data as "factors contributing to students engagement," with details, (theme 1) family factors, (theme 2) school factors, and (theme 3) peer factors.

1. Factors that contribute to students' engagement in school

a. Family factors

This theme described the family factors that contribute to students' vocabulary use. Family support and involvement can range from providing

a learning environment, setting high expectations of education, providing motivational support, and playing a fundamental role by controlling and monitoring the development of children. Based on the interview, students expressed their feelings about their engagement in vocabulary pre-teaching use in English lessons.

From the data in (Appendix 2), it can be concluded that parents are the most significant factor in students' engagement in a family environment. Parents have that much influence on their child's education, from their words, behavior, and expectations very influential to how their child engages in school. Parents should always encourage their sons/daughters in educated about what they are going through. Positive vibes must be provided to maintain their child's positive engagement. Students consider that school is a

community. A better learning community is also built between parents and children in the educational process.

b. School factors

The theme of school factors that contribute to engagement. Context of the school environment is a critical factor contributing to student engagement. Context refers to the occurrence of an event or teacher, and the context of the background of each school is different. The school environment has influenced student participation and created a "sense of belonging" in the students toward the school.

From the data above, it is concluded that Teacher is the most contributing factor to shaping how engaged students are in the school environment. The result is that teacher contribute most of the students' engagement from cognitive engagement cause of how the Teacher teaches the material easily and

clearly to students. For behavioral engagement, the teacher gives positive words and behavior so the student imitates effortlessly, and the teacher's behavior support shapes students' emotional engagement.

Do not forget how the school atmosphere, which also has qualified students, can amaze students and, in the end, raise their engagement in learning.

c. Peers factors

Peers factors some researchers have begun to see the potential relationship between academic behaviors such as school engagement and peer-to-peer relationships by stating that peers are significant people and play an essential role in the development of psychosocial and education of an adolescent (Poulin & Chan, 2010).

Adolescents share similar characteristics to teenagers with their peers, like autonomy, desire, and peer orientation. This sharing indicates that peer relationships are significant in the life of adolescents.

From the data above can conclude that peers' presence makes their enthusiasm and make their motivation bold in learning. Peer presence is enough to make them feel less lonely in class and reduce their boredom, and they can be partners to help each other.

2. Students' engagement in vocabulary pre-teaching use in English learning

From the result of the interview, it was identified to be the three major themes as “Students’ behavioral engagement” to elected students’ behavioral engagement in vocabulary pre-teaching. This factor contributes to “Students’ emotional engagement” to elucidate emotional engagement and its factor that

contributes, and “Students’ cognitive engagement” to explain cognitively engage students and its factor that contributes.

a. Students' behavioral engagement

Behavioral engagement addresses the student's perspectives about their responses and involvement in vocabulary pre-teaching. From the first question, Most students attend class diligently and try to be active.

(student 1)

I attended every class and focused when the teacher taught vocabulary. I like to study new vocabulary.

Teachers' contributions in their participation are proven to be one of the reasons for how they behave in class. Teachers encourage students' abilities and results and firmly promote the

formation of students' positive behavior in class, as the student 5 said and one other student.

(student 5)

Sometimes I don't focus, but then I try to focus again because of the fun teacher.

The teacher and peer participation in students' activities also contribute to their response and activity involvement in class. The peers increase their motivation in class through their presence, eliminate learning obstacles, and make them behave more in class while studying.

The analysis above indicated that students were already engaged in vocabulary pre-teaching. Further, the in-depth interview also revealed the students' factors that contributed to their behavior engagement in vocabulary pre-teaching (appendix 2).

b. Students' emotional behavior

Students Emotional engagement focuses on the student's feelings towards the learning and students' emotional attachment to class in vocabulary pre-teaching use in English learning. In this section, most students showed in the interview that they feel happy with the vocabulary teaching learning method because it is easy to understand and very helpful for learning.

(student 4)

I enjoy it because it makes it easier for me, and simple, and short.

All students in the interview said that teacher patience and kindness are more attached to the vocabulary pre-teaching learning method. They said that the presence of their peers also made them happier and more comfortable in class (appendix 2). As a result of the above, the classroom's emotional

attachment to the teacher and peers' presence gives them additional power from the emotional side of the students through their words, accompaniment, or even existence

c. Students' cognitive engagement

This section describes the finding about students' cognitive engagement in vocabulary pre-teaching. The following data revealed the details of those indicators from the student's point of view in cognitive engagement involves the students think during academic tasks such as; vocabulary development and task submission.

For vocabulary development, they said that using the vocabulary pre-teaching method made it easier for them to understand the lesson. They are greatly helped by the use pre-teaching vocabulary because it is straightforward.

(student 3)

It really helped me add new vocabulary to the next material.

The following question is about how they respond to the task after being taught vocabulary pre-teaching. They responded that they were pretty helpful and made it easier for them in the tasks they received because of the vocabulary they previously learned, and it made it easier for them to do the task.

(student 2)

Tasks are easier to do because you already know the vocabulary first.

We can see how students who have positive cognitive engagement in pre-reading engagement really help them understand vocabulary easier to learn the material later. We can see how students who have cognitive engagement in pre-reading engagement really help know the vocabulary and

make it easier to understand the material later. It also makes it easy for them to do the assignments the teacher has given them. The analysis indicated that school had become the dominant factor (appendix 2) in their cognitive engagement in the lesson, which was the use of vocabulary pre-teaching use.

B. Discussion

For the findings obtained from this study regarding the factors that influence student engagement and student engagement on vocabulary pre-teaching use, which has been carried out at SMPN 16 Semarang, it is noted that the results are clear and positive. From these findings, this research discusses the factors of students' engagement and engagement in vocabulary pre-teaching use.

1. Factors contributing to students' engagement in school

Several previous studies have classified factors contributing to student engagement into three main parts, such as school, home, and peer factors as contributing factors for student

engagement. (Sahil, 2010) states that family, peers, and school are contextual factors affecting student involvement. Based on the listed factors, the study found the three aspects, such as family, school, and peers get, from interviewing five students.

First, the findings of factors contributing to student engagement are "family." It is seen from student interviews that all five students mention that the factor contributing to the family is parents. They said what motivates them to come to school from the family factor are parents, precisely the parent's message. Parents' messages influence them to study hard, behave well in school and be nice to each other. It can be concluded that parents are the most significant factor in student engagement. Parents have that motivation, enabling students to be cognitively, behaviorally, and emotionally engaged. Parents should always encourage their sons/daughters in educated about what they are going through.

Positive vibes must be provided to maintain the positive engagement that their child has shown. Parents who focus on

their children's needs and ambitions, as well as encouraging and supporting them, promote for their children to be more successful in their education. Students consider that school is a community. A better learning community is also built between parents and children in the educational process. Additionally, Yazzie-Mintz (2010) noted that parental involvement with their child's schooling affects the engagement of their children at primary and secondary levels.

The second discussion is about school factors contributing to student engagement through student interviews. The data above is based on how students interview about how school affects their studies, whether it makes them motivated or not, and what they like or don't like. They commented how the teacher is the most influential for them, from their presence to their explanation. The courage that students so much remember and give so much affects them.

It is conclude teacher is the most contributing factor shaping how engaged students are in the school environment. The result

indicated that teachers contribute most of the student's engagement from cognitive engagement cause of how teachers convey the material accessible and clearly to students. For behavioral engagement, the teacher gives positive words and behavior so that the student can imitate easily—also, the teacher's behavior support shapes students' emotional engagement. Do not forget how the school atmosphere with qualified students can amaze students and, in the end, increase their engagement in learning.

The last in this list is peers factors. Peers factors some researchers have begun to see the potential relationship between academic behaviors such as school engagement and peer-to-peer connections by stating that peers are significant people and play an essential role in the development of psychosocial and education of an adolescent (Poulin & Chan, 2010). Adolescents share similar characteristics of teenagers with their peers, like autonomy, desire, and peer orientation. This sharing indicates that peer relationships are significant in the life of adolescents.

The interview here highlighted that students' peers, especially friends' behavior or presence in class, influence their responsiveness in the class and they're motivate learning activity. From the students' statements, peers as their playmates or companion in school. Unfortunately, four of five students said peers do not influence their motivation to study, but they told their peers to help them not be lonely and encourage them in class. This finding can be highlighted that peer contribution is in their emotional engagement and how their presence and behavior provide the students with moral support.

2. Students' engagement in vocabulary pre-teaching use in English learning and what factors contribute to it

Al-Jarrah and Ismail (2018) found that pre-teaching vocabulary has become a widely used strategy. Furthermore, vocabulary pre-teaching gives motivation and the ability to start reading with vocabulary understanding(Al-Jarrah & Ismail, 2018). Carrel (1998) claimed, "Pre-teaching vocabulary to

increase learning from the text will be more successful if the words to be taught are keywords in the target passage" (p.10).

In the first theme mentioned above, most students show they are attending class diligently and trying to be active, "*With the easy method to follow and to understand, really help me to be active.*" (studentr 1). The convenient vocabulary pre-teaching cannot be separated from the role of the teacher who chooses the right and appropriate learning method to be given to seventh-grade students. Teachers' contributions in their participation above are proven to be one of the reasons they behave in class. Afterward, teachers encourage students' abilities to generate a firm formation of students' positive behavior in class.

Peer-to-peer relationships by stating that peers are significant people and play an essential role in the development of psychosocial and education of an adolescent (Poulin & Chan, 2010). Adolescents share similar characteristics to teenagers with their peers, like autonomy, desire, and peer orientation. This

sharing indicates that peer relationships are critical in the life of adolescents.

In the second theme that students' emotional engagement showed, the interview shows how students' participation in class gives positive results, such as attending class diligently and trying to be active. Furthermore, according to the teacher's presentation in the interview conducted by the researcher, the students showed emotional in vocabulary pre-teaching use well, they were happy and enjoyed learning vocabulary pre-teaching use (appendix 3). Teachers' contributions in their participation are evident in how they behave in class. Teachers encourage students' ability and results and vigorously promote the formation of students' positive behavior in class. Peer participation in students' activities also increases their motivation through their presence, eliminates obstacles in learning, and makes them behave more in class.

Furthermore, the students' emotional engagement is shown. All students said that they enjoyed and were happy learning

using the vocabulary pre-teaching method. According to them, the pre-teaching vocabulary makes lessons lighter and makes them enjoy the teacher's explanations in class.

After conducting in-depth interviews, it was discovered that teachers were the background of their sense of enjoyment when using vocabulary pre-teaching in class. Students say teaching the teacher when using vocabulary pre-teaching is fun and makes the learning atmosphere fun and makes their mood in class good and becomes more enjoyable.

Two out of five students who were interviewed responded that the role of their peers also sometimes influenced their mood in learning (appendix 2). In line with Poulin & Chan (2006), peers play an important role in some students' psychological development, and that could be why peers reasonably influence some of these students.

In the last, the students' cognitive, all were cognitively engaged in using pre-teaching vocabulary. The students responded that their vocabulary development had increased. And

they become more fond of lessons with pre-teaching vocabulary activities before learning. In addition, it becomes easier for them to do the tasks ordered by the teacher.

We can see how students' cognitive engagement in pre-reading engagement helps them in their lessons both now and in the future. Awareness of the grades in their school is also a sufficient reason for their work on the assignments given. In addition, the teacher factor also plays a prominent role in encouraging them to collect on time. Therefore, teachers are instrumental in changing barriers in academia and society by creating opportunities to increase student engagement through planned strategies by applying practical learning theory.

Like the two engagements above, the teacher's role is the most considerable background of students' cognitive engagement in vocabulary pre-teaching. It makes perfect sense if the teacher is the most significant contributing factor to student engagement because the teacher plays a direct role in delivering the pre-teaching vocabulary method to students, plus

how the students convey that the teacher says it patiently and lightly, making students easily engaged with the pre-teaching vocabulary.

Through the finding and discussions above, it is known that students show positive engagement in vocabulary pre-teaching use, both in behavioral engagement, emotional engagement, and cognitive engagement. Furthermore, the teacher is the biggest factor in student engagement in vocabulary pre-teaching use. To promote the learners' intrinsic motivation, it is encouraged that, whenever and wherever possible, language teachers emphasize two forms of positive extrinsic motivation namely, identification and integration to use sparingly if at all, two forms of negative extrinsic motivation –external regulation and introjection (Thohir, 2017). The second influencing factor is peers in their class. for parents they also influence student engagement at school, but not specifically on the methods students use at school, as is currently being discussed about student engagement in vocabulary pre-teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two aspects; conclusion and suggestions. These research conclusions are built up based on the data analysis discussed in Chapter IV of this research report. The suggestions are intended to give valuable input for English teachers, learners, and further research.

A. Conclusion

This research shows that students' engagement with pre-teaching vocabulary gives positive results. with the students' engagement in vocabulary pre-teaching, student easealy develepoded new vocabulary and mereka menunjukkan bahwa mereka jadi lebih enjoy ketika belajar. Students' engagement in vocabulary pre-teaching also makes students' understand better in the learning materials, makes it easier for them to do assignments, and make it easy for them to focus in class.

The factor contributing to engagement positively results in the emotional, behavioral, and cognitive engagement in the learning English developed of these students. Teachers are instrumental in changing barriers in academia and society by creating opportunities to increase student engagement through planned strategies by applying practical learning theory and using vocabulary pre-teaching to give more experience and convenience in English learning. Therefore, teacher support is essential in influencing the student's engagement in academics which in turn contributes to students' success in school. Acceptance and rejection of peers also affect students' engagement as peers will encourage the development of student's social relationships, build a sense of comfort, and inspire them to be active in school.

B. Suggestion

The researcher realized that this research was conducted with a small number of participants in a short time. But hopefully, the research findings will give helpful information to the teachers, so it

can help them to improve the quality and competencies of English teaching and learning.

From this study, the researcher released suggestions for future studies. Hopefully, it can help the subsequent researchers in arranging their research. The next researcher can continue the research about student engagement by reading this reference. Furthermore, the teachers needed to facilitate the students to communicate their thoughts through the learning activity. The teachers also can give more concern to release more feedback and reward to gain students' motivation; by considering students' engagement, so, teachers can help students not only develop their existing strengths as readers but help them acquire additional comprehension strategies as they can also use flexibly in any situation where they encounter challenging texts.

For students, it is always suggested to be familiar with family, teachers, and peers. Family concern and courage can motivate them in education. Teachers' concern can also help their development

through learning methods and teacher behavior at school. Peer-to-peer relationships play an essential role in the development of psychosocial and education of an adolescent

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APPENDICES

Appendices I: Interview Question

i. Factors Contributing to students' engagement

Factors	Question
Contributing to Students' Engagement in Schools	Beginning 1. What is your name 2. Did you give me permission for this interview
Family factors	Does your family influence your learning at school? Please elaborate on the influence that you mean.
School factors	Did the school, the teachers, or the material being taught affect you at school? Tell me about the school's contribution to your learning liking.
Peer factors	Do your friends' behavior or presence in class influence your learning?

ii. Students' engagement in vocabulary use and factors that contribute to it

Students engagement dimension	Question
	Beginning 1. What is your name 2. Did you give me permission for this interview

<p>Behavioral engagement</p>	<p>How is your behavioral engagement in vocabulary pre-teaching? Can you share what you feel or how you interact with your classmates and teacher?</p> <p>The factor contributing to students' cognitive engagement</p> <p>Does your family, school, or peers affect your learning engagement in vocabulary pre-teaching?</p>
<p>Emotional engagement</p>	<p>How is your emotional engagement? What did you feel about doing vocabulary pre-teaching use before the main lesson? Can you tell me whether you enjoyed vocabulary pre-teaching use?</p> <p>The factor contributing to students engagement</p> <p>Does your family, school, or peers influence your learning engagement in vocabulary pre-teaching?</p>
<p>Cognitive engagement</p>	<p>How is your cognitive engagement in vocabulary pre-teaching use? Do you always on time to finish the assignment?</p> <p>The factor contributing to students engagement</p> <p>Does your family, school, or peers affect your learning engagement in vocabulary pre-teaching?</p>

Appendix 2: Students Interview Transcript

i. Factors Contributing to students engagement

- **Q1:** Apakah keluarga Anda mempengaruhi pembelajaran Anda di sekolah? tolong jelaskan pengaruh yang anda maksud? (*Does your family influence your learning at school? please elaborate the influence that you mean?*)

Student 1 Melihat ayah saya bekerja di luar negeri dan fasih berbahasa Inggris membuat saya ingin menjadi seperti dia, jadi saya selalu belajar dengan giat, baik di kelas dan aktif. (*Seeing my father working abroad and fluent in English makes me want to be like him, so I always study hard, be good in class and be active*)

Student 2 Ya, mereka selalu memuji saya ketika saya mendapat nilai bagus dan selalu memberi saya kata-kata semangat untuk belajar giat di sekolah, itu sangat memotivasi saya di sekolah. (*Yes, they always praise me when I got good score and always give me encourage word to study hard in school, that really motivate me in school.*)

Student 3 Orang tua saya pandai bahasa Inggris dan itu membuat saya lebih termotivasi untuk belajar bahasa Inggris, jadi saya juga suka bahasa Inggris. (*Saya selalu belajar keras karena itu. My parents are good at english and that make me more motivated to learn*)

english, and so i like english too. I always study hard because that.)

Student 4 Ya, mereka memiliki pengaruh besar pada saya, karena pesan mereka dan keinginan saya untuk menyenangkan mereka. *(Yes, they had a huge impact on me, because of their message and my desire to please them.)*

Student 5 Aku ingin menjadi seperti ayahku. Tetapi karena orang tua saya tahu kemampuan saya, mereka tidak terburu-buru memaksa saya untuk cepat mengerti, tetapi dengan itu saya menjadi lebih bersemangat karena mereka ingin membuktikan bahwa saya bisa melakukannya, meskipun itu tidak cukup cepat. *(I want to be like my father. But because my parents knew my abilities, they weren't in a hurry to force me to understand quickly, but with that I became even more excited because they wanted to prove that I could do it, even if it weren't fast enough.)*

- **Q2:** Apakah sekolah, guru, atau materi yang diajarkan memengaruhi Anda di sekolah? Ceritakan tentang kontribusi sekolah terhadap pembelajaran yang Anda sukai? *(Did the school, the teachers, or the material being taught affect you at school? Tell me about school contribution to your learning liking?)*
-

Student 1 Guru, karena dia selalu menyemangati saya dan memuji saya ketika saya bisa melakukannya. *(Teacher, because he always encourages me and praises me when I can do it.)*

Student 2	Penjelasan guru mudah dipahami sehingga mudah bagi saya untuk mengikuti pelajaran. Dia juga selalu menyemangati saya dalam belajar. <i>(The teacher's explanation is easy to understand so it's easy for me to follow the lesson. He also always encourages me in my studies.)</i>
Student 3	Ya karena dari sekolah saya sering melihat siswa yang fasih berbahasa Inggris jadi saya ingin seperti mereka, dan ditambah lagi Gurunya yang mudah dalam menjelaskan materi dan sangat baik. <i>(Yes, because from school I often see students who speak fluent English so I want to be like them, and plus the Teacher is easy to explain the material and very good.)</i>
Student 4	Guru yang paling terkena dampak karena dialah yang hadir langsung untuk menjelaskan dan menyemangati saya di sekolah. <i>(The teacher who was most affected because she was the one who directly attended to explain and encourage me at school.)</i>
Student 5	Guru, dia menghargai pekerjaan saya, memuji kemampuan saya dan menyemangati saya ketika saya sedang down, membuat saya sangat termotivasi. <i>(Teacher, he appreciates my work, praises my abilities and cheers me up when I'm down, makes me very motivated.)</i>

- **Q3:** Apakah perilaku atau kehadiran teman Anda di kelas mempengaruhi Anda dalam belajar di kelas? *(Do your*

friends behavior or presence in class influence you in learning in class?)

Student 1 Ya, mereka sangat pandai berbahasa Inggris sehingga membuat saya semakin semangat untuk belajar. Jika mereka bisa maka saya juga. *(Yes, they are very good at speaking English so it gives me more enthusiasm to learn. If they can so I'm)*

Student 2 Cukup banyak, mereka menemaniku di kelas, jadi aku punya partner di kelas dan seseorang yang bisa kuandalkan. *(Quite enough, they accompany me in class, so I have partners in class and someone who can I count on.)*

Student 3 Mereka membantu saya untuk lebih bersemangat di kelas. *(They help me to be more enthusiastic in class)*

Student 4 Tidak terlalu berpengaruh dalam pembelajaran tapi saya sangat senang dengan kehadiran mereka. *(Not too influential in learning but I am very happy with their presence)*

Student 5 Saya melihat teman sebagai penyemangat dalam belajar juga kangen, saya senang berteman tidak hanya diluar akademik tapi juga akademik. *(I see friends as encouragement in learning too miss, I am happy to make friends not only outside of academics but also academically.)*

No	Family contribution	Transcript
1	Does your family influence your learning at school? Please elaborate on the influence that you mean.	<p>All five students respond that the family contributes to them</p> <p>Three of five students responded that they got additional motivation because their parents spoke English well.</p> <p>One responded that he likes English very much and gets additional support from his parents</p>

Table 1 family contribution

No	School contribution	Transcript
2	Did the school, the teachers, or the material being taught affect you at school? Tell me about the school's contribution to your learning liking.	<p>All five students answered that teachers contribute to their learning in school because of the role of the teacher who closely interacts with them in class when studying.</p> <p>Two out of five students said that apart from the teacher, the school environment also influenced them and motivated them to learn</p>

Table 2. family contribution

No	Peers contribution	Transcript
3	Do your friends' behavior or presence in class influence your learning?	<p>The four interviewed students said that friends were a source of motivation for them in class, only served as partners in class, and did not affect their learning outcomes.</p> <p>One student mentioned a source of motivation in the class and a partner who could help him get better grades</p>

Table 3. peer contribution

ii. Students' engagement in vocabulary use and factors that contribute to it

- **Q1:** How is your cognitive engagement in vocabulary pre-teaching use? Do you always on time finished the assignment? can you share with me how your learning comprehension and experience?

Student 1 Ya. Memudahkan saya juga saat menggunakan mesin pencari karena kata kuncinya sudah dijelaskan dengan jelas di sesi pembelajaran jadi ketika ingin mengulang pelajaran mandiri menggunakan mesin pencari jadi mudah.
(Yes. Makes it easier for me too when using search engines because the key words are clearly explained in the learning session so when I want to repeat

lessons independently using search engines it's easy.)

Student 2 Ya, saya belajar dengan baik di kelas dan saya selalu menyerahkan tugas tepat waktu. Baiklah, jadi lebih mudah misalnya mempelajarinya, mengetahui kata kunci yang bisa saya gunakan untuk mempelajari materi selanjutnya. *(Yes, well i learn well in the class and i always submit the assignment on time. Very well, so it's easier eg learning it, knowing the keywords that I can use to study the next material.)*

Student 3 Memudahkan saya selama ini dalam belajar bahasa inggris, sehingga saya dengan mudah mengerjakan tugas yang diberikan tanpa hambatan. Kosa kata yang baru cukup membantu saya untuk mempelajari materi selanjutnya, sehingga saya membutuhkan waktu yang sedikit lebih sedikit untuk memahaminya. *(Made it easier for me all this time when learning English, so I easily did the assignments given without a hitch. The new vocabulary is enough to help me to learn the next material, so it takes a little less time for me to understand.)*

Student 4 Ya, saya mengumpulkan tepat waktu karena itulah yang Guru katakan kepada saya dan saya ingin mendapat nilai. Memudahkan saya saat searching di google karena saya sudah mengetahui kata kunci yang sudah dijelaskan. *(Yes I collect on time because that's what theTeacher*

has told me and I want to get a grade. Makes it easier for me when searching on google because I already know the key words that have been explained.)

Student 5 Ya, saya selalu tepat waktu dan membutuhkan skor. Saya terbiasa menggunakan kamus digital karena tugas dan itu sangat membantu saya, karena saya biasanya tidak sering menggunakannya, kosa kata baru saya bertambah setiap sesi belajar. *(Yes, i always on time miss and need score. I got used to using a digital dictionary because of an assignment and it really helped me, because I usually don't use it often, my new vocabulary increases every study session.)*

- **Q2:** How is your emotional engagement? What did feel about doing vocabulary pre-teaching use before the main lesson? Can you tell me did you enjoy vocabulary pre-teaching use?

Student 1 Saya sangat menikmati dan suka kangen, karena memudahkan saya untuk mengerti. Saya merasa lebih percaya diri. *(I really enjoy and like it miss, because it makes it easier for me to understand. I feel more confident.)*

Student 2 Saya sangat senang dan enjoy dengan pelajaran menggunakan vocabulary teaching terlebih dahulu karena memudahkan saya untuk mempelajari materi selanjutnya dan mengurangi kebingungan saya. *(I am very happy and*

enjoy with lessons using vocabulary teaching first because it makes it easier for me to learn the next material and reduces my confusion.)

Student 3 Saya menikmatinya karena Guru sangat mudah menyampaikannya, itu membuat saya semakin menyukai bahasa Inggris. (*I enjoyed it because theTeacher was very easy to deliver, it made me like English even more.*)

Student 4 Ya saya menikmati, karena itu memudahkan saya, dan sederhana, dan singkat. (*Yes I enjoy, because it makes it easier for me, and simple, and short.*)

Student 5 Cukup memudahkan saya yang tipenya sulit memahami pelajaran, saya cukup menikmatinya. (*Enough to make it easier for me who is a difficult type to understand the lesson, I quite enjoy it.*)

- **Q3:** How is your behavioral engagement in vocabulary pre-teaching? Can you share with me what do you feel or how you interact with your classmates and teacher? Do you active in class?

Student 1 Saya senang dengan kehadiran mereka, karena mereka saya sangat termotivasi karena saya melihat kemampuan mereka. Guru juga orang yang menyenangkan dan pengertian dengan penjelasan yang sangat mudah. Dan ya, saya cukup aktif di kelas. (*I am happy with their presence, because of them I am very much more motivated because I see their abilities. TheTeacher is also a pleasant and understanding*)

person with very easy explanations. And yes, I am quite active in class.)

Student 2 Gurunya sangat suportif dan mudah menjelaskan, membuat saya lebih semangat untuk hadir dan aktif di kelas. Teman-teman saya sangat membantu saya ketika saya bingung mereka dengan senang hati membantu saya. Saya mencoba untuk aktif, meskipun terkadang saya tidak percaya diri. *(The teacher is very supportive and easy to explain, makes me more enthusiastic to attend and be active in class. My friends really help me when I'm confused they are happy to help me. I try to be active, even though I sometimes don't confident.)*

Student 3 Guru sangat baik dan mendukung saya, dan teman-teman saya membuat saya lebih bersemangat di kelas. *(The teacher is very kind and supportive to me, and my friends make me more enthusiastic in class.)*

Student 4 Kehadiran teman di kelas membuat kelas tidak membosankan, Guru sangat baik dan menjelaskan dengan sabar jadi saya coba fokus miss. *(The presence of friends in class makes the class less boring, theTeacher is very good and explains patiently so I try to focus, yes miss)*

Student 5 Teman-temanku memang asik untuk dirindukan, membuat suasana kelas tidak terasa membosankan. Guru yang mengajar sangat baik dan ramah, karena terkadang saya sulit untuk fokus pada pelajaran, saya

sering teralihkan tetapi saya coba fokus lagi karena Gurunya sangat menyenangkan. Saya aktif jika saya yakin saya sangat memahami materi, tapi ya saya cukup aktif di kelas. (*My friends are cool to miss, it makes the class feel less boring. TheTeacher who teaches is very good and friendly, because sometimes I find it difficult to focus on lessons, I am often distracted but I try to focus again because theTeacher is very fun. I am active if I believe I really understand the material, but yes I am quite active in class.*)

- **Q4:** what do you like most about vocabulary pre-teaching use?

Student 1 Memudahkan saya untuk belajar bahasa inggris. (*Makes it easier for me to learn English.*)

Student 2 Buat saya lebih cepat mengerti, dan buat saya lebih mudah mengerti bahasa Inggris. (*Make me understand faster, and make it easier for me to understand English.*)

Student 3 Memudahkan saya belajar bahasa Inggris, menambah kosa kata baru bagi saya. (*Makes it easier for me to learn English, adds new vocabulary for me.*)

Student 4 Simple. (*Simple*)

Student 5 Sederhana dan mudah bagi saya. (*Simple and easy for me*)

Theme 1

No	Behavioral engagement	Transcript
1	<p>Do you always attend class when the teacher uses the vocabulary pre-teaching method?</p> <p>Do you always focus when the teacher is explaining?</p>	<p>All five students responded that they always attend the class when the teacher uses vocabulary pre-teaching</p> <p>One student responded that he was very focused when the teacher was explaining</p> <p>Four students responded that they focused, but sometimes they were not focused when the teacher was explaining</p>
2	<p>Does your family, school, or peers affect your learning engagement in vocabulary pre-teaching?</p>	<p>Three people answered the teacher who taught which influenced their behavior in class</p> <p>Two people answered that teacher and friends in class influence their behavior in class</p>

Theme 2

No	Emotional engagement	Transcript
3	What do you feel about doing vocabulary pre-teaching use before the main lesson? Can you tell me whether you enjoyed vocabulary pre-teaching use?	All students said they enjoyed learning using the pre-teaching vocabulary Three students said they enjoyed learning using vocabulary pre-teaching Two students said they enjoyed it quite a bit learning using vocabulary pre-teaching
4	Does your family, school, or peers influence your learning engagement in vocabulary pre-teaching?	Three students respond teacher pleases kindness and patience One student responds to peers that influence him to engage in vocabulary pre-teaching use more. One student responds with peers and teacher that influence her to engage in vocabulary pre-teaching use.

Theme 3

No	Cognitive engagement	Transcript
5	How is your vocabulary development through vocabulary pre-teaching use? Apakah vocabulary pre-teaching use help finish the assignment?	<p>All five student respondents got many new vocabularies and made their learning more manageable in the future.</p> <p>Three students responded that they were greatly helped by the pre-teaching vocabulary learning method at school so they could easily and quickly do their homework</p> <p>Two students said that the vocabulary they had acquired made it easier for them to use search engines to do assignments</p>
4	Does your family, school, or peers affect your learning engagement in vocabulary pre-teaching?	<p>Four students said that it was the teacher who had the most impact on vocabulary development using the vocabulary ptr-teaching use</p> <p>One student said teachers and friends also helped with vocabulary development.</p>

Appendix 3: Teacher's Interview

- **Q1:** Why do you use the vocabulary pre-teaching method in reading teaching before the main lesson?

A: Because I think teaching languages is easier to get into if you start with small things, in this case, I think teaching vocabulary is the answer because understanding student vocabulary will be more helpful when understanding the next lesson.

- **Q2:** What do you think about students' attitudes and emotional responses during learning with the vocabulary pre-teaching method?

A: In my opinion, the emotional students were quite good during the pre-teaching vocabulary, they were happy and enjoyed it because they thought it was light. In terms of behavior, they are quite good, and focused, even though some children still find it difficult to focus, because the lessons are easy, they can still follow

- **Q3:** What do you think about students' academic results after using vocabulary pre-teaching on students' reading skills?

A: Their academic results are quite good, so it's easy to catch the main lessons. For the tasks, they do well and on time.

Appendix 4: Documentation



Figure 2. interview with the student



Figure 3. interview with the student



Figure 4. interview with the student



Figure 5. interview with the student



Figure 6. interview with the student

appendix 5: the Letter of Statement



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Yang bertanda tangan di bawah ini Kepala SMP Negeri 16 Semarang menerangkan kepada :

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Telah melaksanakan penelitian di SMP Negeri 16 Semarang untuk keperluan penulisan skripsi dengan judul "STUDENTS ENGAGEMENT IN VOCABULARY PRE-TEACHING: A CASE STUDY OF SEVENTH GRADE STUDENT AT JUNIOR HIGH SCHOOL"

Adapun pelaksanaannya telah dilaksanakan pada tanggal 3 Oktober s.d 12 Oktober 2022.

Demikian keterangan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 12 Oktober 2022

Kepala Sekolah



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