CHAPTER I

INTRODUCTION

A. **Background**

Engaging young learners' behaviour in learning can be a crucial thing for a teacher because it is one of the factors of the learners' academic achievement. As McLeod & Kaiser, 2004; Sektnan, et al., 2010; Taub, et al., 2008, stated "A large number of studies indicate that general intelligence and behavioural regulation are significant predictors of children's academic achievement" (as cited in Hardy, Sarah, 2015, p. 3). It means the learners need not only to have intelligence but also behaviour to achieve their success in their study.

To engage young learners' behaviour needs some efforts especially because they have specific characteristics different from adult learners. Some learners at an English course in Tasikmalaya are identified to have some problems behaviourally. They did not cooperate well for instance there was less interaction among learners in a group discussion. They had also less effort in learning. To illustrate, when the teacher asked them to mention the English vocabulary, they refused because they said that they are not confident. Therefore, the various techniques will be used to help them engage behaviourally in learning English vocabulary.

The previous research regarding to the student's engagement in learning vocabulary has been conducted by Stroud (2014). He used CALL to engage students in learning vocabulary viewed from emotional, cognitive,

and behavioural engagements. Meanwhile, the present research will focus on the learners' behavioural engagement in learning vocabulary using picture and crosswords puzzle game. Therefore, this research needs to be conducted to fill the gap of the previous research and to change the learners' behavioural engagement in learning English vocabulary.

B.   Formulation of the Problem

The problem is formulated as follows, "How is the learners' behavioural engagement in learning English vocabulary?"

C.   Operational Definitions

1. Behavioural Engagement   : It is the action that the learners take in learning. It encompasses their involvement in learning or academic tasks and their positive conduct.

2. Learning Vocabulary to   : It is the process of learners in the age of Young Learners ten years old to know the words involving the form and the meaning.

D.   Aim of the Research

The present study aims to answer the question. Based on the formulation of the problem, the aim of this research is to know how the learners' behavioural engagement in learning English vocabulary.

E.   Uses of the Research

The uses of this research are as follows:

1. Theoretical Use

The study expands theories about learners' behavioural engagement in learning English vocabulary. The study is useful for anyone who need theories about learners' behavioural engagement.

2. Empirical Use

The study provides insight about engaging the learners' behaviour in learning English vocabulary for the next researcher who will conduct further research that is relevant to this study.

3. Practical Use

The study provides the information to the English teachers about the process of engaging students' behaviour in learning vocabulary.