# ANALYZING STUDENTS' SPEAKING ENGAGEMENT IN DESCRIPTIVE TEXT LEARNING AT THE TENTH GRADE OF MAN 1 JEMBER

**THESIS**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER


By:

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**FACULTY OF TARBIYAH AND TEACHER TRAINING**
**JUNE 2026**


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Submitted to state Islamic University of Kiai Haji Achmad Siddiq Jember to
Fulfill the Requirements for the Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Study Program

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By

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## THESIS

Has been examined and approved in partial
fulfillment of the requirements of Bachelor Degree of Education (S.Pd.)
Faculty of Tarbiyah and Teacher Training
Program of English Education

Day : Wednesday
Date : 24th of June 2026

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# MOTTO

.. وَتَعَاوَنُوْا عَلَى الْبِرِّ وَالتَّقْوٰىۖ وَلَا تَعَاوَنُوْا عَلَى الْاِثْمِ وَالْعُدْوَانِۚ وَاتَّقُوا اللّٰهَ ۗاِنَّ اللّٰهَ شَدِيْدُ الْعِقَابِ ٢

*Meaning: "And cooperate in righteousness and piety, but do not cooperate in sin and aggression."* (Surah Al-Maidah: 2)[1]

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[1] Departemen Agama RI, *Al-Qur'an dan Terjemahannya*, Surah Al-Maidah 5:2.



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# DEDICATION

**I Respectfully dedicate this thesis to the following**:

1. My Beloved Parents, Mulyadi and Novianti Wardhani. There are no words eloquent enough to express my deepest gratitude for your endless love, silent sacrifices, and lifelong prayers that have continuously shielded me. Thank you for always believing in my potential even when I doubted myself, and for ensuring that I received the best education. This academic milestone is not just mine; it is a testament to your hard work, patience, and unwavering support. This achievement is entirely yours.
2. My Dear Siblings, Zulfi, Rizal, Davi, Diva. Thank you for being a constant source of joy, lighthearted laughter, and unconditional motivation during my most challenging days. Your presence, encouragement, and reminders to keep pushing forward have been invaluable to me throughout this academic journey.

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First of all, let's say thanks to Allah SWT. Because of his mercy and blessings, we are always in a good condition. Secondly may peace and solutotion to our prophet Muhammad SAW the last messenger of God who has guided us from the darkness to brightness from jahiliyah to the islamiyah era namely Islam.

This thesis entitled "Analyzing Student's Speaking Engagement in Descriptive Text Learnig at the Tenth Grade of MAN 1 Jember" compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN Kiai Haji Achmad Siddiq Jember.

The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore, the researcher would like to thank:

1. Prof. Dr. H. Hepni, S. Ag, M.M., as the Rector of the State Islamic University of Kiai Haji Achmad Siddiq of Jember who has given opportunity for me to study in this university.
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6. All the English Department lecturers who gave me knowledge during my learning process.
7. Participants in this study who are willing to be involved in a series of learning activities.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will beuseful for readers and other researchers who need it.

Jember, 24 June 2026
Author,

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# ABSTRACT

**Nur Imama, 2026**: *Analyzing Students' Speaking Engagement in Descriptive Text Learning at the Tenth Grade of MAN 1 Jember*

**Keywords**: Student Engagement, Behavioral Engagement, Emotional Engagement, Speaking Instruction, Descriptive Text, Jigsaw Strategy.

Oral communication competency is widely acknowledged as a pivotal parameter of success in English language pedagogy at the secondary school level. However, a student's capacity to communicate effectively orally is fundamentally contingent upon their active involvement during classroom interactions rather than merely internalizing vocabulary and structural grammar. In response to this dynamic, this investigation was designed to systematically scrutinize how tenth-grade learners display their speaking engagement during descriptive text instruction utilizing a contextual framework of the Jigsaw collaborative technique (specifically a Tour Guide Simulation) at MAN 1 Jember.

To provide a granular exploration of this instructional phenomenon, this study formulated two central research inquiries. The first question specifically investigated the practical patterns and outward manifestations of the students' behavioral engagement during oral performance sessions. Meanwhile, the second research question delved into the complex layers of students' emotional engagement, exploring their psychological and affective shifts, internal driving factors, and affective impediments encountered while performing target-language interactions in front of their peers.

Methodologically, this study adopted a qualitative approach rooted in a descriptive case study design to capture authentic, non-manipulated interactions within the natural classroom setting. The research involved an active English instructor and a cohort of 32 students from class X KTR2, from which six participants representing high, moderate, and low engagement levels were selected via purposive sampling for deep-dive investigations. Data collection was comprehensively carried out through continuous non-participant classroom observations, semi-structured individual interviews, and academic documentation, ensuring multidimensional data triangulation.

The empirical findings demonstrated that the structural setup of the Jigsaw strategy effectively secured commendable behavioral compliance, characterized by high procedural discipline and an absence of disruptive conduct, although notable disparities remained in individual verbal participation and spontaneous effort. Affectively, the localized "Tour Guide Simulation" theme successfully sparked genuine interest and collective group enjoyment among the participants. Nonetheless, speaking anxiety and pronunciation apprehension persisted as profound emotional barriers for the majority of students. Ultimately, while the collaborative framework stabilizes external procedural involvement, a noticeable disparity endures between students' physical participation and their psychological comfort during oral English production.



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# CHAPTER I

# INTRODUCTION

## A. Research Background

English language learning at the senior high school level in the modern era strongly emphasizes the mastery of speaking skills. This ability is regarded as a primary indicator of students' success in internalizing the target language as an active means of communication. However, success in speaking does not solely depend on the mastery of vocabulary and grammar, but is also greatly influenced by students' engagement in the classroom. Without strong engagement, the process of language knowledge transfer will be hindered and tend to become passive.[2] Therefore, understanding the dynamics of student engagement is crucial in improving the overall quality of English language learning.

Student engagement is widely recognized as a multidimensional concept involving students' behavioral, emotional, and cognitive involvement throughout the learning process. Among these dimensions, behavioral and emotional engagement are particularly important in speaking activities because they reflect students' willingness to participate actively as well as their emotional responses during classroom interaction.[3] A balance between behavioral and emotional involvement is essential to support meaningful participation in speaking activities.

[2] Henderrika L. Wambrauw, Heri J. Budirianto, dan Iwan Damopolii, "Improving Student Learning Outcomes through the Use of Jigsaw Learning," *Inornatus: Biology Education Journal* 3, no. 1 (2023): 24, https://doi.org/10.30862/inornatus.v3i1.410.

[3] Wulandari, S. "High School Students' Difficulties in Writing Descriptive Text." Jurnal Pendidikan 12, no. 3 (2024): 30. https://doi.org/10.23887/jipp.v8i1.66730



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One of the topics in the tenth-grade English curriculum that requires a high level of speaking engagement is descriptive text oral production. This topic requires students to be able to describe objects, people, or places in detail using appropriate language. Through descriptive speaking activities, students are encouraged to express their express their ideas orally by describing people, places, or objects in front of their classmates.. However, in reality, this topic often poses a significant challenge for many students because it requires the courage to speak in public. Low engagement with this topic usually results in a silent classroom or participation that is merely a formality.

Previous research has also highlighted the importance of student engagement in supporting successful language learning. Shakki (2023) found that students' engagement is closely associated with positive achievement emotions, such as enjoyment and excitement during classroom activities.[4] The study further emphasized that positive emotions can encourage students to participate more actively and persist in completing language learning tasks despite the challenges they encounter. These findings suggest that students' emotional experiences play an essential role in shaping their engagement throughout the learning process. Therefore, understanding how students demonstrate both behavioral and emotional engagement in actual classroom interactions is important for

[4] Farzaneh Shakki, "Investigating the Relationship between EFL Learners' Engagement and Their Achievement Emotions," *Porta Linguarum 40* (Juni 2023): 280, https://doi.org/10.30827/portalin.vi40.27338.

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gaining a deeper understanding of their participation in English speaking activities.

However, despite the growing body of research on student engagement in English language learning, previous studies have primarily focused on examining the relationships between engagement and other variables, such as achievement emotions, self-efficacy, technology integration, or instructional approaches. Although these studies have provided valuable insights into the factors influencing engagement, they have paid limited attention to exploring how behavioral and emotional engagement are manifested in authentic EFL speaking classrooms through an in-depth qualitative perspective.

The selection of MAN 1 Jember as the research site was based on information obtained from the English teacher indicating that students demonstrated different levels of participation during English speaking activities. While some students actively participated in discussions and expressed their ideas confidently, others tended to remain passive despite being involved in the same classroom activities. These variations provide a meaningful context for exploring how behavioral and emotional engagement are manifested among students in authentic EFL speaking classrooms. Therefore, MAN 1 Jember offers an appropriate setting for gaining an in-depth understanding of student engagement in English speaking activities.

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## B. Research Focus

Based on the background of the study presented above, the primary focus of this research is directed toward investigating the real-world manifestations of student engagement within the speaking classroom ecosystem. Specifically, this study seeks to address the following research questions:

1. How is the students' behavioral engagement in descriptive text learning at the tenth grade of MAN 1 Jember?
2. How is the students' emotional engagement in descriptive text learning at the tenth grade of MAN 1 Jember?

## C. Research Objective

Based on the research focus above, the objectives of this study of this study are:

1. To describe the students' behavioral engagement in descriptive text learning at the tenth grade of MAN 1 Jember.
2. To describe the students' emotional engagement in descriptive text learning at the tenth grade of MAN 1 Jember.

## D. Research Significance

The results of this study are expected to make a significant contribution both theoretically and practically:

1. Theoretical Significance

   Theoretically, this study is expected to enrich the body of knowledge, particularly in the field of English language teaching. The findings of this study can serve as an additional reference for

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understanding student engagement theory by providing a concrete descriptive overview of how behavioral and emotional dimensions manifest in speaking instruction. Furthermore, this study contributes to broadening perspectives on the use of collaborative learning strategies, which are viewed not only in terms of final outcomes (output) but also in terms of the process of students' internal engagement during the activities

2. Practical Significance

   a. For English Teacher:

      This study is expected to provide teachers with deeper insights into the psychological dynamics of students in the classroom. By understanding various forms of emotional engagement (such as anxiety or interest), teachers can design instruction that is more attuned to students' mental states, thereby creating a more supportive and inclusive classroom environment.

   b. For Students:

      It is hoped that the findings of this study will indirectly raise students' awareness of the importance of active engagement in learning. Through reflection on these findings, it is hoped that a learning environment will be created that helps students overcome emotional barriers when practicing speaking in English.

   c. For School (MAN 1 Jember):

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This study offers insights to help institutions evaluate the implementation of their curriculum and teaching strategies. Information regarding student engagement can serve as a foundation for establishing policies to improve the quality of English language instruction in schools.

d. For Other Researche:

This study can serve as a reference or foundation for future researchers with similar interests who wish to examine aspects of student engagement from different perspectives, such as the cognitive dimension, or using other research approaches.

## E. Definition of Key Terms

To avoid misinterpretation, the researchers defined the key terms as follows:

1. Student engagement

The quality of students' engagement and participation in the entire learning process, encompassing both behavioral and emotional dimensions simultaneously. In this study, the term refers to how students (tenth-grade students at MAN 1 Jember) pay attention to, engage with, and respond to the material being taught, which serves as the primary indicator of the success of the target language internalization process.

2. Behavioral Engagement

The physical actions and tangible activities demonstrated by students in the classroom during the learning process. This includes

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students' willingness to express their opinions, their level of compliance with the teacher's instructions, and the quality of their participation in group discussions on descriptive texts using the Jigsaw strategy.

3. Emotional Engagement

   Students' affective responses or psychological reactions to the learning activities they engage in within the classroom setting. This dimension delves deeper into students' internal feelings, which include the emergence of interest, enjoyment, and enthusiasm, as well as emotional barriers such as anxiety or boredom experienced when they practice speaking English in front of their peers.

4. Descriptive Text

   An oral language production activity in which students are required to describe the specific characteristics of certain people, objects, or places using appropriate English expressions. This material serves as the primary tool in this study to observe the extent to which students are willing to express their observations in a personal and creative manner during communicative interactions.

5. Cooperative Learning

   A cooperative learning technique implemented by the teacher as an instructional context or backdrop for activities in this study to stimulate student interaction. This strategy is designed to foster positive interdependence, in which each individual takes responsibility

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for a specific part of the material, thereby theoretically creating an equitable distribution of speaking opportunities and encouraging the emergence of positive indicators of student engagement.

## F. Systematic of Discussions

The structure of this study is organized into the following five chapters:

1. Chapter I: Introduction. This section covers the research context, research focus, research objectives, research benefits, definitions of key terms, and the structure of the discussion.
2. Chapter II: Literature Review. This section presents the relevant theoretical foundations, including the nature of speaking skills, the characteristics of descriptive texts, the multidimensional concept of student engagement (particularly behavioral and emotional aspects), and collaborative learning as the background for the activities..
3. Chapter III: Research Methodology. This section explains the research procedures, including the research approach and type (qualitative case study), research location, research subjects, data collection techniques (observation, interviews, and documentation), data analysis techniques, and data validity testing.
4. Chapter IV: Research Findings and Discussion. This chapter constitutes the core of the report, containing an overview of the research subjects at MAN 1 Jember, a presentation of the data collected in the field, an analysis of the data regarding forms of

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student engagement, and a discussion of the findings in relation to supporting theories.

5. Chapter V: Conclusion and Suggestions. This final chapter presents a comprehensive conclusion of the research analysis results as an answer to the research focus, as well as practical and theoretical recommendations for relevant participation.

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# CHAPTER II

# LITERATURE REVIEW

## A. Previous Research

A number of studies on student engagement in English as a Foreign Language (EFL) speaking activities have been conducted in various educational contexts. To strengthen the foundation of this study, the researcher reviewed several relevant previous studies to identify the theoretical framework and existing research gaps. These studies are outlined below:

The first study was conducted by Natalia Christy Emy Lokollo and Yustinus Calvin Gai Mali (2024) in an article entitled Speak More, Students! Harnessing Technology for Active Students' Engagement in EFL English-Speaking Classes, published in OKARA: Jurnal Bahasa dan Sastra. This study explored the use of technology to encourage students' active engagement in English-speaking classes. The researchers found that a learning environment designed to promote active participation could significantly enhance students' behavioral and emotional engagement. These findings are highly relevant to the present study, as the Jigsaw strategy also serves as a procedural approach to creating an environment in which students are "encouraged" and motivated to speak more actively. The study by Lokollo and Mali provides insight into how structured interaction can reduce students' barriers to communication. By referring to this study, the researcher can strengthen the argument that speaking



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engagement depends not only on students' language ability, but also on how classroom activities are managed to stimulate participation.[5]

The second study was conducted by Mohamad Yahya Abdullah (2026) entitled Investigating the Relationship between Self-Efficacy in Pronunciation and Emotional Engagement in EFL Classroom Conversations. This study employed a mixed-method approach to investigate the relationship between students' self-efficacy in pronunciation and their emotional engagement in classroom conversations. The findings revealed a significant positive correlation between the two variables, indicating that students with higher self-efficacy tended to demonstrate greater enthusiasm and interest in oral interactions. These findings are highly relevant to the researcher's observations at MAN 1 Jember, where students' nervousness often stemmed from concerns about their pronunciation ability while practicing descriptive texts through the Jigsaw strategy. Abdullah's study provides a foundation for understanding that emotional engagement is influenced not only by teachers' instruction, but also by students' internal perceptions of their own communicative competence. By referring to these findings, the researcher can deepen the analysis of how students' feelings of pride or anxiety are closely related to their level of self-confidence when speaking in front of their peers. Furthermore, this study emphasizes the importance of emotional support in

[5] Natalia Christy Emy Lokollo dan Yustinus Calvin Gai Mali, "Speak More, Students! Harnessing Technology for Active Students' Engagement in EFL English-Speaking Classes," O*KARA: Jurnal Bahasa dan Sastra* 18, no. 1 (2024): 36–53, https://doi.org/10.19105/ojbs.v18i1.12653.

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enhancing students' active participation in communicative tasks. Therefore, this article is highly valuable for the researcher in examining the emotional aspects of tenth-grade students as an integral part of their engagement in English language learning.[6]

The third study was conducted by Hiver, Al-Hoorie, Vitta, and Wu (2024) entitled Engagement in Language Learning: A Systematic Review of 20 Years of Research Methods and Definitions, published in Language Teaching Research. This study provided a systematic review of language engagement literature over the past two decades to map how the concept has been defined and operationalized. Their findings indicated that engagement is a key determinant of successful language learning and should be understood as a dynamic multidimensional construct. This study is highly relevant to the present research in strengthening the theoretical foundation regarding the definition of engagement used to observe students at MAN 1 Jember. By referring to this systematic review, the researcher can ensure that the behavioral and emotional indicators observed in the Jigsaw strategy are aligned with global research standards. Hiver et al. also emphasized the need for in-depth qualitative research to capture the complexity of students' interactions in the classroom. This provides methodological validation for the researcher to employ a qualitative research design in exploring the phenomenon of students'

[6] Mohamad Yahya Abdullah, "Investigating the Relationship between Self-Efficacy in Pronunciation and Emotional Engagement in EFL Classroom Conversations," *Journal of the University College of Al-Ma'arif 37, no. 1 (2026): 5,* https://doi.org/10.51345/.v37i1.1310.g641.

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speaking engagement in descriptive text materials. Furthermore, this article helps the researcher identify research gaps regarding how specific task contexts influence students' engagement in actual classroom settings. Therefore, this study serves as a key reference in strengthening the objectivity and depth of analysis in the present research.[7]

Previous research has also highlighted the importance of student engagement in supporting successful language learning. Shakki (2023) found that students' engagement is closely associated with positive achievement emotions, such as enjoyment and excitement during classroom activities. The study further emphasized that positive emotions can encourage students to participate more actively and persist in completing language learning tasks despite the challenges they encounter. These findings suggest that students' emotional experiences play an essential role in shaping their engagement throughout the learning process. Therefore, understanding how students demonstrate both behavioral and emotional engagement in actual classroom interactions is important for gaining a deeper understanding of their participation in English speaking activities..[8]

The fifth study was conducted by Zhong, Ismail, and Lin (2025) in an article entitled Investigating EFL Students' Engagement in Project-Based Speaking Activities, from a Multi-Dimensional Perspective, published in Frontiers in Psychology. This study investigated EFL

[7] Phil Hiver et al., "Engagement in Language Learning: A Systematic Review of 20 Years of Research Methods and Definitions," *Language Teaching Research* 28, no. 1 (2024): 205, https://doi.org/10.1177/13621688211001289.

[8] Farzaneh Shakki, "Investigating the Relationship between EFL Learners' Engagement and Their Achievement Emotions," *Porta Linguarum 40* (Juni 2023): 280, https://doi.org/10.30827/portalin.vi40.27338.

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students' engagement in project-based speaking activities using a multidimensional perspective. The findings revealed that students' engagement was influenced by a combination of internal factors, such as motivation, and external factors, such as task design. These findings are highly relevant to the present study, as the Jigsaw strategy represents a collaborative activity that requires students' active participation in speaking. Zhong et al. emphasized that emotional and behavioral engagement are closely interconnected in determining the success of students' oral interactions. The results of this study provide additional support for the researcher in analyzing how the engagement of tenth-grade students at MAN 1 Jember can be optimized through clear instruction and a supportive learning environment. Furthermore, this article highlights the importance of providing students with opportunities to express themselves in order to reduce anxiety during speaking activities. By referring to this study, the researcher can strengthen the argument regarding the dynamics of students' engagement in descriptive text materials through a comprehensive qualitative approach. Therefore, this article greatly assists the researcher in examining the various dimensions of engagement that emerge throughout the learning process.[9]

[9] Jianer Zhong, Lilliati Ismail, dan Yenlin Lin, "Investigating EFL Students' Engagement in Project-Based Speaking Activities, from a Multi-Dimensional Perspective," *Frontiers in Psychology 16* (2025): 10, https://doi.org/10.3389/fpsyg.2025.1598513.

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To clarify the position of this study among the previous studies mentioned, the researcher details the similarities and differences in the following table:

**Table 2. 1**
**The Similarities and Differences Previous Studies and Present Study**

| No. | Research Title | Similarities | Differences |
|---|---|---|---|
| 1 | Natalia Christy Emy Lokollo dan Yustinus Calvin Gai Mali, "Speak More, Students! Harnessing Technology for Active Students' Engagement in EFL English-Speaking Classes," (2024) *OKARA: Jurnal Bahasa dan Sastra* | - Both studies focus on efforts to enhance student engagement in speaking skills.<br>- Both are conducted within the context of English as a Foreign Language (EFL) instruction in Indonesia.<br>- Both analyze engagement from a multidimensional perspective (behavioral and emotional).<br>- Both aim to find practical solutions to encourage students to speak more actively in the classroom. | - Lokollo & Mali focused on the use of technology as a learning medium, while the present researcher observed the use of the Jigsaw strategy as an instructional technique implemented by the teacher.<br>- The subjects of Lokollo & Mali's study were university students, whereas the subjects of the present study were tenth-grade students of Islamic Senior High School (Madrasah Aliyah).<br>- Lokollo & Mali employed Classroom Action |

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| No. | Research Title | Similarities | Differences |
|---|---|---|---|
| | | | Research (CAR), while the present study used a descriptive qualitative method with a case study design.<br>- Lokollo & Mali emphasized the integration of digital tools, whereas the present researcher focused on the dynamics of face-to-face collaborative group work |
| 2 | Mohamad Yahya Abdullah, "Investigating the Relationship between Self-Efficacy in Pronunciation and Emotional Engagement in EFL Classroom Conversations," (2026), *Journal of the University College of Al-Ma'arif* | - Both studies examined the emotional aspect of students during speaking activities.<br>- Both studies investigated students within the context of English as a Foreign Language (EFL) teaching.<br>- Both studies highlighted the relationship | - Abdullah employed a mixed-method approach, whereas the present researcher used a descriptive qualitative method.<br>- Abdullah focused on the variable of pronunciation self-efficacy, while the present researcher focused on the Jigsaw strategy.<br>- Abdullah's study |

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| No. | Research Title | Similarities | Differences |
|---|---|---|---|
| | | between psychological factors and oral participation.<br>- Both studies identified the phenomenon of anxiety in speaking English. | involved university students in Iraq, whereas the present study involved tenth-grade students in Indonesia.<br>- Abdullah used questionnaires and focused interviews as research instruments, while the present researcher employed classroom observations and in-depth interviews |
| 3 | Phil Hiver et al., "Engagement in Language Learning: A Systematic Review of 20 Years of Research Methods and Definitions,"(2024), *Language Teaching Research* | - Both studies used the theory of multidimensional engagement as the main theoretical framework.<br>- Both studies emphasized the importance of defining engagement in language learning.<br>- Both studies highlighted that engagement is | - Hiver et al. conducted a systematic literature review, whereas the present researcher conducted field research.<br>- The scope of Hiver et al.'s study covered global research data from the past twenty years, while the present study focused on a single |

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| No. | Research Title | Similarities | Differences |
|---|---|---|---|
| | | dynamic and complex in nature.<br>- Both studies acknowledged the need for an in-depth research approach to understand engagement | case study.<br>- Hiver et al. aimed to synthesize various theoretical definitions of engagement, whereas the present researcher applied those theories to analyze classroom practices.<br>- The subjects of Hiver et al.'s study were previous research findings, while the subjects of the present study were actual students at MAN 1 Jember |
| 4 | Farzaneh Shakki, "Investigating the Relationship between EFL Learners' Engagement and Their Achievement Emotions," (2023) *Porta Linguarum* | - Both studies investigated the role of emotions in influencing students' engagement levels.<br>- Both studies were conducted within the context of English as a Foreign Language (EFL) learning.<br>- Both studies | - Shakki employed statistical analysis using Structural Equation Modeling (SEM), whereas the present researcher used qualitative data analysis.<br>- Shakki investigated achievement emotions broadly, while the present researcher focused |

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| No. | Research Title | Similarities | Differences |
|---|---|---|---|
| | | highlighted the influence of positive emotions on students' active participation.<br>- Both studies agreed that emotions are important predictors of learning success | specifically on emotions during Jigsaw interactions.<br>- Shakki's subjects consisted of hundreds of learners in Iran, whereas the subjects of the present study were one class of students at MAN 1 Jember.<br>- Shakki focused on the relationships among variables, whereas the present researcher focused on providing an in-depth description of classroom phenomena. |
| 5 | Jianer Zhong, Lilliati Ismail, dan Yenlin Lin, "Investigating EFL Students' Engagement in Project-Based Speaking Activities, from a Multi-Dimensional Perspective," | - Both studies investigated students' engagement in English-speaking activities.<br>- Both studies employed a multidimensional perspective in analyzing student | - Zhong et al. employed project-based activities, whereas the present researcher used the Jigsaw strategy.<br>- The subjects of Zhong et al.'s study were university students, whereas the subjects of the |

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| No. | Research Title | Similarities | Differences |
|---|---|---|---|
| | (2025) *Frontiers in Psychology* | engagement.<br>- Both studies highlighted the role of task design in influencing students' engagement.<br>- Both studies aimed to understand the factors that encourage students to speak actively. | present study were tenth-grade students.<br>- Zhong et al. investigated long-term project activities, whereas the present study focused on daily classroom learning sessions.<br>- Zhong et al.'s study was conducted in China, while the present study was conducted at MAN 1 Jember, Indonesia. |

Compiled By Researcher 2026

Based on the comparison presented in Table 2.1, it can be concluded that previous studies have consistently emphasized the importance of student engagement in English language learning, particularly in speaking activities. Most of these studies examined engagement from behavioral and emotional perspectives and highlighted various factors influencing students' participation, such as achievement emotions, self-efficacy, technology integration, instructional approaches, and task design. However, many of them primarily focused on investigating the relationships between engagement and other variables or

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employed quantitative approaches. In contrast, limited attention has been given to providing an in-depth qualitative description of how students' behavioral and emotional engagement is manifested during authentic English speaking activities. Therefore, the present study aims to fill this gap by exploring students' behavioral and emotional engagement through a qualitative case study in the context of descriptive text speaking activities at the tenth grade of MAN 1 Jember.

## B. Theoritical Framework

The theoretical framework of this study is a conceptual framework that links key theories to address the research question regarding students' speaking engagement. The following is a description of the main points that form the conceptual framework of this study:

### 1. Student Engagement as the Main Foundation

Student engagement is a highly complex and multidimensional meta-construct in the field of education. According to Fredricks, Blumenfeld, and Paris argue that student engagement should not be narrowly viewed merely as students' compliance with school rules, but rather as a form of psychological investment and students' active effort in mastering specific knowledge and skills.[10] This theory emphasizes that engagement is the primary key linking the school learning environment

[10] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59–109.

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with students' academic achievement and their ongoing personal development.[11]

In the context of English language teaching, student engagement serves as an important indicator in determining the extent to which students participate in meaningful communication processes. The researcher adopts the perspective of Fredricks, Blumenfeld, and Paris, who argue that student engagement consists of three interrelated dimensions: behavioral, emotional, and cognitive engagement.[12] The use of this theoretical framework enables the researcher not only to observe students' physical interactions in the classroom, but also to understand the internal dynamics that motivate students to produce the target language in front of others.[13]

Furthermore, student engagement is viewed as a dynamic and situational phenomenon, meaning that the level of student engagement can fluctuate depending on how teachers design classroom tasks and interactions.[14] In addition, student engagement is viewed as a dynamic and context-dependent phenomenon, meaning that the level of student

[11] Sandra L. Christenson, Amy L. Reschly, and Cathy Wylie, eds., Handbook of Research on Student Engagement (New York: Springer, 2012), 11-15. https://doi.org/10.1007/978-1-4614-2018-7

[12] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59–109.

[13] Ellen A. Skinner and Jennifer R. Pitzer, "Developmental Dynamics of Student Engagement, Coping, and Reframing," in Handbook of Research on Student Engagement, ed. Sandra L. Christenson, Amy L. Reschly, and Cathy Wylie (New York: Springer, 2012), 21-25. https://doi.org/10.1007/978-1-4614-2018-7_2

[14] [5] Sarah Mercer and Zoltán Dörnyei, Engaging Language Learners in Contemporary Classrooms (Cambridge: Cambridge University Press, 2020).

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engagement can vary depending on how teachers design tasks and interactions in the classroom.

Finally, this theoretical framework of engagement is used to shift the focus of research from merely the final outcomes to an understanding of the quality of the process. The researcher argues that success in speaking instruction depends heavily on how deeply students are "engaged" in classroom activities. Therefore, student engagement within this theoretical framework serves as a lens for analyzing the actual portrait of tenth-grade students' speaking activities at MAN 1 Jember, thereby yielding a comprehensive understanding of their overall engagement profile.

**a. Dimensions of Student Engagement**

This study employs a multidimensional taxonomy of student engagement as the theoretical framework for analyzing student engagement. The taxonomy categorizes engagement into three dimensions, namely behavioral, emotional, and cognitive engagement, each represented by specific operational indicators. Although this study focuses only on behavioral and emotional engagement, the three dimensions are presented to provide a comprehensive theoretical basis. The indicators of each dimension are explained below:[15]

1. Behavioral Engagement

[15] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59–109.

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Behavioral engagement refers to students' concrete actions and active participation in academic activities. Fredricks, Blumenfeld, and Paris identify this dimension through three key indicators:

a) Positive Conduct

This indicator covers students' adherence to classroom norms and the absence of disruptive behavior[1]. In the context of Jigsaw, this is evident in how students follow discussion procedures in an orderly manner, listen when their peers are speaking, and carry out the roles assigned by the teacher without deviating from the learning instructions.

b) Involvement in Learning

Refers to physical efforts such as attention, perseverance, and verbal participation. In speaking practice, these indicators are observed based on how often students ask and answer questions, as well as their willingness to keep trying to describe something despite facing language barriers.

c) Participation

Focus on students' social participation in group dynamics, where students actively contribute to discussions in both expert groups and homogeneous groups to achieve collective learning objectives.

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2. Emotional Engagement

The indicators of emotional engagement are classified into three main categories.[16]

a) Positive Affective Reactions: The emergence of enjoyment, enthusiasm, and interest among students while participating in speaking activities involving descriptive texts.

b) Sense of Belonging: The extent to which students feel valued and part of the discussion group in the Jigsaw strategy.

c) Negative Affective Reactions: Identification of emotional barriers such as anxiety, nervousness, or boredom that arise during the learning process

3. Cognitive Engagement

Cognitive engagement relates to students' psychological investment in mastering complex knowledge through:

a) Psychological Investment in Learning: Students' willingness to go beyond the minimum requirements of a task to achieve a deeper mastery of speaking skills.

b) Learning and Problem-Solving Strategies (Strategic Learning): The use of metacognitive strategies to plan and monitor their own understanding during the communication process.

[16] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59–109.

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c) Self-Regulation Students' ability to independently regulate their intellectual efforts to fully understand descriptive text material.

Based on the explanation of the three dimensions above, the researcher limits the scope of observation to behavioral engagement and emotional engagement. The main reason for this limitation is that these two dimensions possess empirical indicators that are most relevant to social interaction within the Jigsaw strategy and can be examined in depth through classroom observation and direct interviews in the field. Meanwhile, the cognitive dimension is not included as the primary focus in order to maintain the analytical focus on the speaking interaction of tenth-grade students at MAN 1 Jember.

**b. Learning Strategy to Support Students' Engagement**

Learning strategies play an important role in creating classroom environments that encourage students to participate actively in the learning process. Student engagement is more likely to emerge when learning activities provide opportunities for interaction, collaboration, and meaningful participation rather than relying solely on teacher-centered instruction. Collaborative learning strategies, in particular, enable students to exchange ideas, solve problems together, and communicate with their peers, thereby

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promoting both behavioral and emotional engagement during classroom activities.[17]

From the perspective of student engagement, collaborative learning environments encourage students to become actively involved in classroom interaction by sharing responsibilities, expressing their opinions, listening to others, and responding to different viewpoints. Such learning experiences not only increase students' participation but also foster positive emotional responses, including confidence, enjoyment, and a sense of belonging within the learning community. Therefore, collaborative learning strategies are considered supportive learning contexts for observing how students demonstrate engagement during speaking activities.[18]

In the context of this study, the English teacher implemented a collaborative learning strategy during descriptive text speaking activities. The learning process required students to work together, exchange information, and communicate their understanding with their peers throughout the lesson. This collaborative classroom setting provided opportunities for students to demonstrate various forms of behavioral and emotional engagement. Therefore, the learning strategy served as the classroom context in which students' engagement was observed rather than as the primary focus of the research.[19]

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[17] David W. Johnson, Roger T. Johnson, and Karl A. Smith, *Active Learning: Cooperation in the College Classroom*, 3rd ed. (Edina, MN: Interaction Book Company, 2006), 15–21.

[18] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59–109. https://doi.org/10.3102/00346543074001059

[19] David W. Johnson and Roger T. Johnson, "An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning," *Educational Researcher* 38, no. 5 (2009): 365–79.

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**c. Descriptive Text in Speaking Engagement**

Descriptive text is a type of text intended to describe the specific characteristics of a person, place, or object in detail.[20] In this study, descriptive text was selected as the primary material because it is one of the basic competencies that must be mastered by tenth-grade students according to the applicable curriculum. Mastery of this text type not only requires students to understand the text structure (identification and description) and language features such as the simple present tense and adjectives, but also the ability to convey such details orally with fluency.

Pedagogically, descriptive text possesses characteristics that strongly support speaking practice because the topics discussed are concrete and closely related to students' daily lives. This condition makes it easier for students to construct ideas before expressing them in English. The use of descriptive text in a speaking context enables the researcher to observe how students attempt to describe something in detail, a process that requires behavioral persistence as well as the management of emotional aspects so that messages can be communicated clearly to listeners.[21]

The relationship between descriptive text and student engagement lies in the communicative nature of descriptive speaking

[20] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Antipodean Educational Enterprises, 1994), 208.

[21] Mark Anderson and Kathy Anderson, Text Types in English (South Yarra: Macmillan Education Australia, 2003), 26.

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activities. When students describe people, places, or objects, they are encouraged to express their ideas, organize information, and interact with their classmates.[22] Such learning activities require students to participate actively, communicate their understanding, and respond to others' ideas. As a result, descriptive text speaking activities provide meaningful opportunities for students to demonstrate both behavioral engagement, through active participation and interaction, and emotional engagement, through confidence, interest, and enjoyment during the learning process.

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[22] Jeremy Harmer, *The Practice of English Language Teaching*, 5th ed. (Harlow: Pearson Education Limited, 2015), 347–50.

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# CHAPTER III

# RESEARCH METHOD

## A. Approach and Design Research

The research methodology used in this study is qualitative. A method of investigation carried out by individuals or groups of people in response to social or humanitarian challenges is known as qualitative research.[23] By using this method, the study hopes to learn more about the phenomena of student involvement in speaking training, especially as it relates to descriptive texts. This study's main goal is to record students' actual experiences in authentic classroom interactions without changing any variable.

The type of research applied in this study is a descriptive case study aimed at obtaining an in-depth understanding of how students respond, experience, and engage during the implementation of the Jigsaw strategy in speaking practice.[24] The selection of this design is based on the perspective that a case study enables researchers to explore a phenomenon intensively within its real-life context. In this study, the case study approach is employed to examine how students experience behavioral engagement and emotional engagement during collaborative learning activities.

[23] John W. Creswell dan J. David Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, edisi ke-5 (Thousand Oaks: SAGE Publications, 2018), 42.

[24] Creswell and Creswell, Research Design, 102.



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The characteristics of the data in this study are descriptive, detailed, and contextual. The data consist of rich descriptions of students' behavioral manifestations and their emotional responses while interacting in a group learning environment, observation notes regarding their responses, and interview transcripts. The collected data not only capture the final outcomes, but also trace the gradual development of engagement throughout the learning activities. In accordance with the purpose of a descriptive case study, this research presents a holistic and comprehensive portrayal of the dynamics of students' speaking engagement in the tenth grade of MAN 1 Jember.

## B. Research Setting

This research was conducted at MAN 1 Jember, located at Jl. Imam Bonjol No. 91, Jember, East Java. The selection of this site was based on the characteristics of MAN 1 Jember as one of the leading senior high school institutions under the supervision of the Ministry of Religious Affairs, which demonstrates active dynamics in English language learning. The diversity of students' backgrounds provides a strong basis for the researcher to observe variations in students' engagement within the context of speaking instruction.

Specifically, the reason for selecting this research site is related to the availability of data concerning students' behavioral and emotional engagement during English speaking activities. The classroom learning process provides various opportunities for students to participate in

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discussions, express their ideas, interact with their peers, and respond to classroom tasks. These learning situations offer a meaningful context for observing how students demonstrate engagement throughout the speaking activities in descriptive text learning.

## C. Subject of Research

Before selecting the participants, the researcher first obtained their consent by clearly explaining the purpose of the study, the procedures involved, and their rights as participants. They were informed that their participation was entirely voluntary, that they would not be pressured or forced in any way, and that they could withdraw from the study at any time.

In this study, the research subjects consisted of the English teacher and all 32 students of class X KTR2 at MAN 1 Jember. The English teacher participated as the research subject by facilitating the English speaking activities and providing information regarding the classroom learning process. Meanwhile, all 32 students served as the primary research subjects because their behavioral and emotional engagement during descriptive text speaking activities was observed throughout the learning process.

To obtain more in-depth information, six students were selected through purposive sampling to participate in semi-structured interviews. This sampling technique was employed to ensure that the selected participants could provide rich and relevant information regarding

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students' behavioral and emotional engagement during English speaking activities. The selection was based on the results of classroom observations, which categorized students into high, moderate, and low levels of engagement according to the observed indicators of behavioral and emotional engagement. Accordingly, two students representing each engagement category were chosen as interview participants. This selection enabled the researcher to obtain diverse perspectives and gain a more comprehensive understanding of students' behavioral and emotional engagement.

## D. Data Collection Technique

Several data collection techniques were employed in this study to gather accurate and relevant data in order to conduct an in-depth investigation of conditions in the field. The techniques used are as follows:

1. Interview

   The instrument used in this study was a semi-structured interview, which consisted of a series of predetermined core questions while still allowing room for follow-up questions to facilitate deeper exploration. Semi-structured interviews were chosen because they provide a balance between consistent structure and flexibility, enabling the researcher to probe emerging ideas, clarify responses, and explore participants' experiences comprehensively.[25] This format is highly

[25] Sharan B. Merriam dan Elizabeth J. Tisdell, Qualitative Research: A Guide to Design and Implementation, edisi ke-4 (San Francisco: Jossey-Bass, 2016), 110.

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suitable for capturing students' nuanced perceptions and personal experiences related to their engagement during the learning process.

To address the research problem concerning emotional engagement, the researcher conducted individual interviews at an agreed time after the implementation of the speaking activities had been completed. The selection of this timing allowed participants to reflect more deeply on their learning experiences, thereby providing more stable and contextualized perceptions. Each individual interview session was designed to last approximately 10–15 minutes per participant. Through this technique, the researcher sought to obtain in-depth data related to students' interest, affective reactions such as enthusiasm or anxiety, and their sense of belonging within the group. In addition, the interviews functioned as a means of triangulation to confirm and further explore the reasons behind certain behaviors observed during classroom observations, in order to obtain a comprehensive understanding of student engagement.

2. Observation

Meanwhile, to address the research problem concerning behavioral engagement, the researcher collected data through classroom observations conducted during the implementation of the Jigsaw strategy. The type of observation employed was non-participant observation, in which the researcher observed the interactions between the teacher and students naturally while carefully documenting

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students' activities through recordings and field notes.[26] The primary purpose of this observation was to record the actual manifestations of student engagement, such as compliance with procedures (positive conduct), attentiveness to the teacher's instructions, and the quality of verbal participation in group interactions. In addition, the researcher also observed physically visible indicators of emotional engagement, such as expressions of enthusiasm, self-confidence, and signs of anxiety during speaking practice. The preliminary data obtained from the observation of emotional engagement were later explored and validated further through interview techniques.

The observation was conducted intensively during a single 90-minute meeting that focused entirely on the implementation of the Jigsaw strategy. This duration was selected because it represented a session in which all stages of the Jigsaw process (Home Groups and Expert Groups) were carried out comprehensively, allowing students' behavioral patterns to be observed consistently from the beginning until the end of the activity. The observation instrument used was specifically adapted for this study to ensure that the resulting data were more focused and enabled in-depth analysis.

3. Document Review

In an effort to gain a deeper understanding of the research setting and participants, qualitative researchers commonly review public and

[26] David Block, "Authentic Video and Classroom Observation," *System* 21, no. 1 (1993): 52, https://doi.org/10.1016/0346-251X(93)90006-3.

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personal documents relevant to learning activities. The purpose of using document review in this study was to obtain written evidence and authentic records that could support the findings from observations and interviews. In addition, document review aimed to provide a more specific understanding of the outcomes of implementing the Jigsaw strategy in developing students' speaking engagement. In this study, the data obtained from documents included:

a) Learning Modules: Teaching modules were used as supporting evidence to explain the structured learning procedures that employed the Jigsaw strategy to enhance students' speaking engagement.
b) English Learning Materials – Descriptive Texts: Descriptive text materials were utilized because the researcher selected this text type as appropriate content for Jigsaw-based learning, particularly in fostering speaking engagement.
c) Studet's Audio/Visual Recording: These recordings served as authentic evidence of the learning process, demonstrating students' verbal participation during expert group and home group discussions. Through these recordings, the researcher was able to evaluate the development of students' speaking engagement. The recordings also functioned as authentic data references to strengthen the validity of the analysis of behavioral engagement.

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d) The results of this document review strengthened the findings obtained from the two previous methods and supported the development of a more valid and in-depth analysis regarding the role of the Jigsaw strategy in enhancing students' English-speaking engagement.

## E. Data Analysis

Data analysis was conducted simultaneously with the process of data collection in the field using the Interactive Model developed by Miles, Huberman, and Saldana (2014). This model consists of three concurrent flows of activities: data condensation, data display, and conclusion drawing or verification.[27]

1. Condensation Data

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data derived from field notes, interview transcripts, and other documents. In this study, the researcher sorted the raw data obtained from observations of students' behavior during Jigsaw activities and interview results regarding students' emotional aspects. Data that were not relevant to the indicators of behavioral engagement and emotional engagement were excluded. The researcher then organized the data into specific categories based on the research questions, enabling the data to become more focused and manageable for further analysis.

[27] A. Michael Huberman dan Matthew B. Miles, "Drawing Valid Meaning from Qualitative Data: Some Techniques of Data Reduction and Display," *Quality & Quantity* 17, no. 4 (1983): 285, https://doi.org/10.1007/BF00167541.

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2. Data Display

Data display refers to the organization of information that enables conclusion drawing and action taking. The researcher presented the condensed qualitative data in the form of systematic descriptive narratives. To illustrate behavioral engagement, the researcher presented observation findings supported by excerpts from audio recording transcripts during group discussions. Meanwhile, for emotional engagement, the researcher presented interview narratives describing students' feelings, interests, and reactions. This presentation was designed to facilitate the researcher in identifying patterns of students' engagement throughout the implementation of the Jigsaw strategy.

3. Conclusion Drawing and Verification

The final step involved drawing conclusions from the emerging patterns and verifying their validity. The researcher began interpreting the presented data by identifying patterns, explanations, causal flows, and propositions regarding how the Jigsaw strategy influenced students' speaking engagement. These preliminary conclusions remained tentative and were revalidated by revisiting the original field data or through discussions with peers and academic supervisors. This verification process ensured that the findings concerning the dynamics of student engagement at MAN 1 Jember were valid and supported by strong evidence.

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## F. Data Trustworthiness

To ensure the validity of the research findings, the researcher employed triangulation techniques. Triangulation is defined as the process of checking data from various sources, through various methods, and at different times (Miles, Huberman, & Saldana, 2014). The researcher applied two types of triangulation:

1. Source Triangulatiom

   The researcher compared data obtained from different sources in order to gain an objective understanding of the phenomenon. This was conducted by comparing the researcher's observation results in the form of field notes, information and perspectives provided by the classroom teacher (Miss Nrf), and the results of in-depth interviews with students regarding their experiences during the learning process.

2. Technical triangulation

   Technical triangulation was used to test the validity of the data by verifying information from the same source through different data collection techniques. In this study, triangulation was conducted through cross-checking among the results of non-participant observations, semi-structured interviews, and document reviews. To maintain data validity, the use of audio-visual recordings and field notes became crucial instruments for objectively reviewing classroom interactions. This enabled the researcher to validate whether the findings obtained from student interviews and the researcher's

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reflections were consistent with authentic evidence found in the learning recordings and supporting documents such as teaching modules and students' worksheets.

## G. Resarch Phases

The research was conducted through several systematic stages to ensure that the processes of data collection and analysis were carried out in an organized manner.[28]

1. Pre-field Preparation

   At this stage, the researcher determined the research focus and formulated the research questions concerning students' speaking engagement through the Jigsaw strategy. The researcher also conducted a preliminary study at MAN 1 Jember to observe the classroom conditions and the availability of data directly. Afterward, the researcher developed the research instruments, including interview guidelines, observation sheets, and a list of required documents, as well as obtained a research permit from the relevant institution and coordinated with the tenth-grade English teacher.

2. Fieldwork Stage

   After the preparation stage was completed, the researcher began collecting data in the field by conducting non-participant observations during descriptive text learning sessions that implemented the Jigsaw strategy in order to record students' behavioral

[28] A. Michael Huberman dan Matthew B. Miles, "Drawing Valid Meaning from Qualitative Data: Some Techniques of Data Reduction and Display," *Quality & Quantity* 17, no. 4 (1983): 285, https://doi.org/10.1007/BF00167541.

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engagement. The researcher also conducted semi-structured interviews with the classroom teacher as the collaborator and with selected student participants to explore their emotional engagement in depth. In addition, the researcher collected supporting documents such as teaching modules, students' writing drafts, and audio recordings of students' speaking activities in the classroom, while simultaneously documenting important findings in field notes throughout the data collection process.

3. Reporting Stage

This stage focused on processing the collected data into a complete research report. The researcher conducted qualitative data analysis through the processes of data condensation, data display, and conclusion drawing in accordance with the interactive model. Furthermore, the researcher carried out triangulation procedures to validate the research findings and organized the findings into a thesis draft. The researcher also conducted regular consultations with the academic supervisor to refine the content of the report until it was declared complete.

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# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. The findings are based on classroom observations and interviews conducted during the implementation of the Jigsaw strategy in descriptive text learning. The data are presented according to the research focus, namely students' behavioral engagement and emotional engagement.

## A. Findings

Before presenting the findings related to students' behavioral and emotional engagement, it is important to briefly describe the learning context in which the data were collected. Jigsaw is a cooperative learning strategy in which students work collaboratively by taking responsibility for learning and sharing specific information with their peers. Rather than relying solely on the teacher, students actively exchange knowledge through structured group interactions. In this study, the Jigsaw strategy was implemented through a Tour Guide Simulation during the fifth meeting of the descriptive text lesson.

The learning activity began with the teacher reviewing the descriptive texts that had been collaboratively written by each group during the previous meeting. The class remained in the same groups, and each group used its completed descriptive text as the basis for the speaking activity. The teacher first demonstrated how to act as a tour guide by presenting a short example of a descriptive text before explaining the procedures of the activity.



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The Jigsaw activity was conducted in two sessions. In the first session, two members from each group were assigned to become tour guides and moved to another group to present the descriptive text prepared by their group. Meanwhile, the receiving group acted as tourists by listening to the presentation and asking questions related to the tourist attraction being described. After completing the presentation, the tour guides returned to their original groups. In the second session, the remaining two members took turns becoming tour guides and rotated to another group to conduct the same activity, while the receiving group again acted as tourists. Throughout the activity, the teacher observed students' participation and provided guidance and feedback when necessary.

**Table 4. 1**
**Group Exchange Flow**

**Session 1**

| Tourist Form (Home Group) | Visits To (Tour Guide Grroup) |
|---|---|
| Group 1 | Group 2 |
| Group 2 | Group 3 |
| Group 3 | Group 4 |
| Group 4 | Group 5 |
| Group 5 | Group 6 |
| Group 6 | Group 7 |
| Group 7 | Group 8 |
| Group 8 | Group 1 |

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**Session 2**

| Tourist Form (Home Group) | Visits To (Tour Guide Grroup) |
|---|---|
| Group 1 | Group 5 |
| Group 2 | Group 6 |
| Group 3 | Group 7 |
| Group 4 | Group 8 |
| Group 5 | Group 1 |
| Group 6 | Group 2 |
| Group 7 | Group 3 |
| Group 8 | Group 4 |

**Note: Tour guide stays at the booth (home group) explaining the destination. Tourist visits other groups with a worksheet.**

The implementation of the Jigsaw activity enabled the researcher to observe various patterns of students' participation and emotional responses during the learning process. Based on these classroom observations, six students representing high, moderate, and low levels of engagement were selected for further interviews. Their general characteristics are presented in the following table.

**Table 4. 2**
**Summary Table of Six Students' Characteristics**

| Student Code | Engagement Level (Based on Initial Observation) | General Characteristics | Description (Based on Interview Data |
|---|---|---|---|
| S1 | High | Active and relatively confident | Put in strong effort to understand the text to avoid confusion when explaining. Felt nervous at first but gradually became more confident. Still felt shy due to limited English proficiency |
| S4 | Hgh | Active and confident | Admitted making a fairly strong |

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| | | | |
|---|---|---|---|
| | | | effort to comprehend the text. Felt confident because interactions were with peers and formal language was unnecessary. Also helped friends who had difficulties |
| S2 | Moderate | Put in considerable effort but has high anxiety | Admitted making a moderate level of effort. Felt extremely nervous when acting as a tour guide. Afraid of giving incorrect answers and unable to explain well due to getting tongue-tied |
| S6 | Moderate | Put in very high effort but has high anxiety | Exerted very high effort, preparing vocabulary and pronunciation. Felt nervous because not very good at explaining ideas in English and had difficulty translating |
| S3 | Low | More relaxed, no special preparation | Did not make any special preparation, relied more on spontaneous thoughts during speaking. Felt somewhat nervous because occasionally forgot English vocabulary |
| S5 | Low | Perceives material as easy, minimal effort | Considered descriptive text easy because it was not much different from Indonesian texts, |

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| | | | |
|---|---|---|---|
| | | | resulting in minimal effort. Felt confident because all classmates were peers of the same age |

1. Behavioral Engagement

   a. Positive Conduct

      Based on the observation results, students generally demonstrated positive conduct by complying with the instructions given by the teacher. When the teacher explained the flow of the Jigsaw activity (Tour Guide Simulation), most students listened attentively. No students left the classroom or engaged in activities unrelated to the learning process.



**Figure 4. 1 Students listening to the teacher's instruction**

Figure 4.1 shows students listening attentively to the teacher's instructions before the Jigsaw (Tour Guide Simulation) activity began. Their attentiveness reflects positive conduct through compliance with the teacher's directions. This finding was also acknowledged by the teacher during the interview:

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> "In my opinion, the students' discipline today was very good. Although the class was a bit noisy at first during the transition from the home group to the expert group, they still followed the rules very well. There were no students playing around by themselves or acting outside the context of the activity. Overall, the students were obedient to the procedures."

Students' compliance was also evident during the process of switching roles from tour guides to tourists and vice versa. The students were able to follow the sequence established by the teacher, although there was slight confusion at the beginning of the session during the group transition. However, this confusion lasted only around 30–40 seconds before the students successfully adjust d to the activity flow.

These findings suggest that the students generally demonstrated positive conduct throughout the learning process. They were able to follow the teacher's instructions, comply with the established learning procedures, and adapt to the group transitions during the Jigsaw activity. This pattern reflects one aspect of students' behavioral engagement observed during the implementation of the Jigsaw strategy.

b. Involvemet in Learning

The second indicator is related to students' focus and effort in understanding descriptive text materials, as well as their persistence in carrying out speaking tasks. Based on interviews with six students, variations in the level of effort were identified.

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Student S6 admitted that they exerted a very high level of effort in understanding descriptive texts. The student stated:

> "I have to prepare the words first and learn how to pronounce them. It's difficult for me to speak spontaneously, especially English words with the letter 'R,' which are hard to pronounce. So, it really takes a lot of effort for me to learn this."

Students S1 and S4 also acknowledged putting in considerable effort. S1 attempted to understand the content of the text so that they would not become confused when explaining it to friends, while S4 admitted making a fairly strong effort to comprehend the text in order to explain it again to classmates. In contrast, student S2 admitted making a moderate level of effort but using a different strategy. The student explained:

> "Sometimes, if I really like the material, I try to translate it… so even if I cannot explain it in English, at least I can explain it in Indonesian."

Student S3 admitted not making any special preparation and relied more on spontaneous thoughts during speaking activities.

"I didn't really prepare because what I say usually just depends on whatever comes to my mind."

Meanwhile, student S5 admitted exerting minimal effort because the student perceived descriptive texts as relatively easy.

"It's easy, Miss. It's not much different from Indonesian texts."

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**Figure 4. 2 students' interaction and discussion within their groups**

Based on classroom observations, students who demonstrated greater effort, such as S6 and S1, also showed higher persistence during speaking activities. They continued attempting to complete their presentations despite difficulties with pronunciation or finding appropriate vocabulary. In contrast, students with minimal effort, such as S3 and S5, tended to stop more quickly when encountering obstacles. The teacher also observed a similar pattern:

> "I saw that they worked hard to understand their respective descriptive texts… their concentration while reading and discussing in groups was quite high so that they would be prepared for the speaking practice later."

The analysis of these findings indicates that students' involvement in learning varied considerably. Some students demonstrated high levels of effort and persistence, others displayed moderate engagement, while a few showed minimal effort. These variations were influenced by factors such as interest in the material, self-confidence, and students' perceptions regarding the difficulty level of the text.

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c. Participation

The third indicator relates to students' activeness in verbal interaction during group discussions, both as tour guides and as tourists. Based on the interview results, students S3 and S5 admitted that they spoke and asked questions in English quite frequently during group discussions.

> "Quite often. Since many of my friends were also asking questions, I had to answer in English, and I also helped with translating."
> " Often… I keep trying because I want to get used to speaking English."

Student S4 also admitted speaking and asking questions in English quite frequently. The student felt confident because the interactions took place with peers. Meanwhile, student S2 admitted not speaking English very often. The student tended to ask classmates who were more proficient before speaking and also admitted being afraid of giving incorrect answers.

> "Not really. Sometimes I get tongue-tied. I want to explain something, but I don't know the English words for it."

Student S1 admitted trying to speak and ask questions in English several times, although the student still occasionally felt shy and nervous.

The teacher also observed the dynamics of students' verbal interactions:

> "The dynamics were very lively. Very lively. Even though their English was not perfect and they occasionally mixed it with Indonesian, they actively responded to their friends. I also noticed their willingness to ask questions, such as asking about the appropriate vocabulary to describe places."

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**Figure 4. 3 Inteaction between Tour Guide and Tourist within group discussion**

The analysis of these findings indicates that students' verbal participation was relatively active, although English was not used exclusively throughout the interactions. Students tended to combine English and Indonesian to facilitate communication. This suggests that although English was the target language, communicative comfort remained the students' primary priority during interaction.

2. Emotional Engagement

Emotional engagement in this study refers to the three indicators proposed by Fredricks, Blumenfeld, and Paris, namely interest, affective reactions, and sense of belonging within the group.[29]

a. Interest

Based on the interview results, most students showed interest in the descriptive text learning activity with the theme Tour Guide Simulation. Student S1 admitted being quite interested because the

[29] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," Review of Educational Research 74, no. 1 (2004): 59-60.

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classmates were enjoyable to work with, making the discussions more engaging. Student S2 expressed a similar opinion:

*"It was fun because the activity was exciting."*

Student S3 considered the activity interesting because it allowed the student to learn pronunciation while also practicing the role of a tour guide. Student S4 viewed the activity concept as new and exciting. The student stated:

> "What made it interesting was that the concept was new. Previous teachers had never used that kind of method when explaining the material. So I thought it was really fun because the concept was something new."

Although student S5 considered the Tour Guide Simulation theme somewhat unusual, the student still found it interesting because it introduced new tourist destinations. Student S6 also admitted feeling happy and enthusiastic during the activity.

> "I was really happy. It was very exciting. We also gained additional *knowledge*, like learning the history of places that we didn't know before."



**Figure 4. 4 Students Showing Interest in the Tour Guide Simulation Activity**

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Based on classroom observations, students' interest was reflected in their enthusiastic expressions when the teacher provided examples of tourist destinations. Several students appeared excited and spontaneously mentioned their favorite tourist attractions. This indicates that the Tour Guide Simulation theme successfully stimulated students' interest because it was contextual and closely related to their daily experiences, making it easier for them to engage in the discussion.

b. Affective Reactions

Affective reactions in this study include both positive emotions such as enjoyment and self-confidence, and negative emotions such as nervousness, anxiety, and fear of making mistakes experienced by students during the learning process.

1) Reaksi Afektif Positif

Several students demonstrated confidence while performing the role of tour guides. Student S1 admitted feeling nervous at first, but gradually became more confident after beginning the explanation. Student S4 also felt confident because the interactions involved peers of the same age, making formal language unnecessary. Student S5 similarly admitted feeling confident because all classmates were peers without the presence of senior or junior students.

> "I felt confident because all my friends were the same age. There were no seniors or *younger* students."

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**Figure 4. 5 Students showing confidents during their presentation**

Figure 4.5 illustrates students demonstrating confidence while performing as tour guides during the Tour Guide Simulation activity. They delivered explanations in front of their classmates with visible self-confidence, indicating positive affective reactions toward the learning activity.

2) Negative Affective Reactions

Although several students felt confident, many also admitted experiencing anxiety and nervousness during the speaking activities. Student S1 acknowledged initially feeling nervous, although the feeling gradually decreased over time. Student S2 admitted feeling extremely nervous when asked to become an expert or tour guide.

> "I was really nervous because I didn't know how to explain it *properly*. Actually, I understood the material, but I wasn't able to explain it well, especially because I got tongue-tied when speaking."

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Student S3 also admitted feeling somewhat nervous because the student occasionally forgot English vocabulary. Similarly, student S6 admitted feeling nervous due to difficulties explaining ideas in English. The student stated:

> "I felt nervous because I'm not very good at explaining things in English. I can explain the ideas themselves, but when it comes to translating them into English, I'm not capable enough, and that makes me nervous."

Students also expressed fear of making mistakes, particularly S2 and S1. Student S2 admitted being afraid of giving incorrect answers, while S1 admitted feeling shy because of limited fluency in English. The teacher also observed changes in students' anxiety levels:

> "There was quite a noticeable improvement. Students who were usually quiet or anxious when asked to come forward individually became more confident. However, their anxiety still came from having to speak English, probably because their English proficiency was still limited. Even when explaining as experts, there was still a little nervousness"

The analysis of these findings indicates that anxiety and nervousness remained major obstacles for most students during speaking activities. Nevertheless, support from group members and the use of visual media such as PowerPoint presentations helped reduce students' nervousness.

c. Sense of Belonging

The third indicator of emotional engagement is students' sense of belonging within the group. Based on the interview

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results, most students admitted feeling comfortable and supported by their group members. Student S1 stated that the group atmosphere was quite comfortable because classmates provided assistance and support while speaking. Student S2 admitted that classmates did not judge them, although they occasionally joked around.

> "They didn't really judge me, Miss. Sometimes they gave answers or suggestions, but occasionally they joked about it."



**Figure 4. 6 Students helping one another during discussion**

Student S3 admitted that most classmates were supportive, although some occasionally joked around. Student S4 also stated feeling comfortable because group members helped correct grammatical mistakes or incorrect word meanings.

> "When we mixed English with Indonesian while speaking, my friends laughed and joked, but sometimes they also corrected us if our grammar or word meanings were wrong."

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Student S5 also admitted feeling comfortable even when classmates laughed, as it was considered part of the learning process and intended merely as humor. Student S6 similarly stated feeling fully supported by the group members. The teacher also observed the same phenomenon:

> "The students became more supportive toward one another. They didn't judge each other; instead, they continued encouraging and supporting one another. They also helped friends who had difficulties pronouncing words or were confused about pronunciation. Rather than mocking each other, they encouraged all group members to understand the material."

The analysis of these findings indicates that students' sense of comfort and support from group members played a significant role in reducing anxiety during speaking activities. When students felt accepted and supported by their peers, they became more willing to attempt speaking in English despite their limited proficiency.

Based on the overall data presentation and analysis above, it can be concluded that the behavioral engagement of the tenth-grade students of MAN 1 Jember in learning descriptive text through the Jigsaw strategy was generally categorized as good in terms of positive conduct, although variations were found in the indicators of involvement in learning and participation. Meanwhile, students' emotional engagement indicated that the Tour Guide Simulation theme successfully stimulated students'

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interest, although anxiety (negative affective reactions) remained a major obstacle for most students. Nevertheless, support from group members (sense of belonging) proved effective in reducing students' nervousness during speaking activities.

## B. Discussion

After presenting the research findings in the previous section, this part discusses those findings in greater depth. The discussion is systematically organized to address the research focus concerning the behavioral engagement and emotional engagement of the students of class X KTR2 at MAN 1 Jember during descriptive text learning through the implementation of the Jigsaw strategy (Tour Guide Simulation). The analysis in this discussion is grounded in the theory of multidimensional student engagement proposed by Fredricks, Blumenfeld, dan Paris30 nd is further contextualized through relevant previous studies.

### 1. The Dynamics of Students' Behavioral Engagement

Behavioral engagement refers to the manifestation of students' physical actions, compliance, academic effort, and active participation in the classroom. In this study, the behavioral dimension was directly observed during the implementation of the Tour Guide Simulation. The following section presents an in-depth discussion of the three main indicators of behavioral engagement.

[30] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," Review of Educational Research 74, no. 1 (2004): 59-60. https://doi.org/10.3102/00346543074001059

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a) Students' Positive Conduct within the Procedural Structure of the Jigsaw Strategy

According to the theory proposed by Fredricks, Blumenfeld, and Paris, positive conduct is identified through students' compliance with classroom norms, the absence of disruptive behaviors, and obedience in following instructional directions provided by the teacher.[31] The findings at MAN 1 Jember demonstrated strong alignment with these theoretical indicators. During the descriptive text lesson, all tenth-grade students displayed a high level of discipline. This finding was consistent with the researcher's observations showing that students listened attentively to the instructions, and no students engaged in behavior outside the academic context of the activity.

Although there was slight transitional noise at the beginning of the role-switching session from tour guides to tourists, which lasted approximately 30–40 seconds, the condition did not develop into destructive or disruptive behavior. This brief noise can be considered a natural phenomenon in collaborative classroom management, where students require time to negotiate physical space and adjust to their new roles.[32] The students' high level of compliance was significantly influenced by the clarity of the

[31] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 62-63,

[32] Robert J. Marzano, Debra J. Pickering, and Tammy Heflebower, The Highly Engaged Classroom (Bloomington: Marzano Research Laboratory, 2011), 45

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simulation procedures designed by the teacher. Based on the interview with Miss Nrf, she stated that the students' discipline was very good and that they were highly obedient to the instructional rules, resulting in no students engaging in unrelated activities or deviating from the learning context. The Tour Guide Simulation flow, with its structured group divisions, provided explicit behavioral directions for students, thereby reducing opportunities for off-task behavior.

These findings support the argument proposed by Natalia Christy Emy Lokollo and Yustinus Calvin Gai Mali that learning environments designed through structured interactive activities can automatically minimize classroom distractions and guide students to remain positively engaged in learning tasks.[33] Furthermore, this phenomenon of procedural orderliness also supports the thesis proposed by Phil Hiver and colleagues regarding how well-defined task-specific contexts are capable of directing and stabilizing students' behavioral indicators collectively within EFL classrooms.[34] The clarity of instructional procedures within collaborative group work effectively minimized deviant behaviors

[33] Natalia Christy Emy Lokollo and Yustinus Calvin Gai Mali, "Speak More, Students! Harnessing Technology for Active Students' Engagement in EFL English-Speaking Classes," OKARA: Jurnal Bahasa dan Sastra 18, no. 1 (2024): 48. https://doi.org/10.19105/ojbs.v18i1.12653

[34] Phil Hiver, Ali H. Al-Hoorie, Joseph P. Vitta, and Qian Wu, "Engagement in Language Learning: A Systematic Review of 20 Years of Research Methods and Definitions," Language Teaching Research 28, no. 1 (2024): 205-230. https://doi.org/10.3389/fpsyg.2025.1598513

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because each individual student was assigned explicit responsibilities and roles.[35]

b) Involvement in Learning and the Influence of Perceived Task Difficulty

The indicator of involvement in learning emphasizes the psychomotor effort, concentration, attention, and persistence exerted by students in completing academic tasks.[36] The field findings at MAN 1 Jember revealed striking variations in the level of effort among interview participants representing high, moderate, and low engagement levels.

Students with moderate engagement and ability levels, such as S6, demonstrated extremely high effort before participating in speaking practice. The physical and linguistic obstacles experienced by the student, particularly difficulties in pronouncing certain phonemes such as the English letter "R," encouraged additional preparation, including writing pronunciation transcriptions, checking pronunciations in dictionaries, and practicing repetitively. The sense of group responsibility, particularly the desire not to disappoint group members upon returning to the home group, also became a strong motivational factor for students such as S1 and S4. In contrast, student S5, who

[35] Elizabeth F. Barkley, Claire Howell Major, and K. Patricia Cross, Collaborative Learning Techniques: A Handbook for College Faculty, 2nd ed. (San Francisco: Jossey-Bass, 2014), 102.

[36] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 65, https://doi.org/10.3102/00346543074001059.

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possessed relatively strong initial ability, demonstrated minimal effort because the student perceived descriptive text as too easy and not significantly different from Indonesian text structures. Meanwhile, student S3 adopted a spontaneous approach without special preparation, relying instead on direct speaking intuition during classroom interaction.

These differences in effort can be theoretically examined through the concepts of perceived task difficulty and self-efficacy.[37] For students such as S6, a high perception of task difficulty combined with strong social motivation generated substantial effort. In contrast, for S5, the perception of very low task difficulty resulted in a de-escalation of effort because the student believed additional preparation was unnecessary to meet the minimum task requirements. This fluctuation of effort reinforces the systematic review conducted by Phil Hiver and colleagues, which emphasizes that engagement should not be viewed as a static condition, but rather as a dynamic construct fluctuating situationally according to students' perceptions of material complexity and their own capacities.[38] This interpretation was also strengthened by Miss Nrf's observations confirming that students'

[37] Albert Bandura, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," Psychological Review 84, no. 2 (1977): 191-215. https://doi.org/10.1016/0146-6402(78)90002-4

[38] Phil Hiver, Ali H. Al-Hoorie, Joseph P. Vitta, and Qian Wu, "Engagement in Language Learning: A Systematic Review of 20 Years of Research Methods and Definitions," Language Teaching Research 28, no. 1 (2024): 205-230. https://doi.org/10.1177/13621688211001289

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concentration levels were relatively high during reading and group discussions in preparation for speaking practice.

c) Verbal Participation and Translanguaging as a Coping Mechanism

Verbal participation in EFL speaking classrooms represents one of the most crucial indicators of behavioral engagement.[39] The findings of this study demonstrated that the Tour Guide Simulation successfully stimulated students' active participation in speaking activities. However, in actual interaction practices, there was a dominant tendency for students to feel more comfortable speaking through a mixture of English and Indonesian (code-switching or translanguaging).

Students such as S3, S4, and S5 frequently asked questions and provided explanations using mixed languages in order to familiarize themselves with English while simultaneously helping peers translate vocabulary. On the other hand, students with moderate anxiety levels, such as S2, admitted not speaking English fully during interactions and preferred using Indonesian whenever encountering vocabulary limitations due to concerns about incorrect pronunciation or lack of fluency. These linguistic barriers became the primary reason why fully monolingual English

[39] John T. Guthrie and Allan Wigfield, "Engagement and Motivation in Reading," in Handbook of Reading Research, vol. 3, ed. Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, and Rebecca Barr (Mahwah: Lawrence Erlbaum, 2000), 415. https://doi.org/10.1007/978-1-4614-2018-7_29

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interaction did not occur naturally within the tenth-grade classroom context.

Theoretically, the practice of translanguaging in speaking classrooms should not be interpreted as a failure or absence of behavioral engagement. Instead, this phenomenon can be analyzed as a highly adaptive coping mechanism. Students prioritized communicative functions and meaning negotiation rather than rigid grammatical accuracy in order to complete their collaborative Jigsaw tasks successfully.[40] These findings strongly align with the perspective proposed by Jianer Zhong, Lilliati Ismail, and Yenlin Lin, who argue that collaborative speaking tasks provide learners with opportunities to express themselves flexibly, in which the use of the first language (L1) functions as a cognitive bridge that helps sustain verbal participation amid limitations in target-language vocabulary.[41] The use of translanguaging strategies therefore proved to be an effective cognitive-social mediation tool in maintaining the continuity of students' oral communication in the classroom.

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[40] Jianer Zhong, Lilliati Ismail, and Yenlin Lin, "Investigating EFL Students' Engagement in Project-Based Speaking Activities, from a Multi-Dimensional Perspective," Frontiers in Psychology 16 (2025): 6, https://doi.org/10.3389/fpsyg.2025.1598513

[41] Li Wei, "Transformative Pedagogy for Inclusion and Social Justice through Translanguaging, Co-learning, and Transpositioning," Language Teaching 57, no. 2 (2024): 206, https://doi.org/10.1017/S0261444823000186.

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**2. The Dynamics of Students' Emotional Engagement**

Emotional engagement encompasses students' affective reactions toward teachers, peers, learning materials, and the school environment, which manifest in the forms of interest, enjoyment, sense of belonging, and negative emotions such as anxiety. The following section presents an in-depth discussion of the emotional aspects observed during the simulation process:

a) Task Authenticity as a Trigger for Students' Interest

Interest and enjoyment serve as the primary foundations of positive emotional engagement.[42] The findings revealed highly positive affective responses from students toward the Tour Guide Simulation theme and the Tour Guide Simulation. Students such as S1, S2, S4, and S6 stated that they felt excited and enthusiastic because the learning concept was perceived as new, creative, and non-monotonous. Student S4 specifically highlighted that the concept introduced by the teacher felt refreshing because it had never previously been implemented by their English teachers, whose teaching methods were generally perceived as repetitive.

This high level of emotional interest emerged due to the authenticity of the task. Descriptive text learning, which is commonly delivered theoretically, was contextualized into authentic roles as tour guides and tourists. When classroom tasks

[42] Sandra L. Christenson, Amy L. Reschly, and Cathy Wylie, eds., Handbook of Research on Student Engagement (New York: Springer, 2012), 120, https://doi.org/10.1007/978-1-4614-2018-7.

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possess direct relevance to real-world situations outside school, students perceive immediate meaning and usefulness from what they learn.[43] Furthermore, the tourism theme, which was concrete and closely related to students' daily experiences, enabled them to visualize the described objects more easily, thereby reducing their cognitive burden while producing language. This finding was also confirmed through classroom observations, in which students demonstrated enthusiasm when the teacher introduced examples of tourist destinations at the beginning of the lesson.

The successful development of students' interest through authentic activities strengthens the findings of Farzaneh Shakki, who argued that enjoyable emotions during foreign language learning act as strong predictors of students' increased investment of energy in classroom activities.[44] When students experience positive achievement emotions such as enjoyment and curiosity, their psychological resilience to remain engaged in challenging language tasks automatically increases.[45]

b) Students' Affective Reactions: Between Self-Confidence and Nervousness

[43] David Nunan, Task-Based Language Teaching (Cambridge: Cambridge University Press, 2004), 39, https://doi.org/10.1017/CBO9780511667336.

[44] Farzaneh Shakki, "Investigating the Relationship between EFL Learners' Engagement and Their Achievement Emotions," Porta Linguarum, no. 40 (June 2023): 115

[45] Pekrun, R., Marsh, H. W., Elliot, A. J., Stockinger, K., Perry, R. P., Vogl, E., Goetz, T., van Tilburg, W. A. P., Lüdtke, O., & Vispoel, W. P. (2023). A three-dimensional taxonomy oachievement emotions.*Journal of Personality and Social Psychology, 124*(1), 145–178. https://doi.org/10.1037/pspp0000448

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The indicator of affective reactions examines the spectrum of emotions experienced by students, including both positive emotions and negative emotions such as anxiety and nervousness. The field data demonstrated a strong affective dichotomy among the students of MAN 1 Jember. On one hand, several students such as S4 and S5 displayed high levels of confidence because they interacted mainly with peers, which reduced feelings of linguistic formality and pressure. On the other hand, severe foreign language speaking anxiety was experienced by students such as S2, S6, and S1.

Student S2 admitted experiencing extreme nervousness when acting as an expert or tour guide responsible for explaining material to other groups. The student expressed fears of mispronouncing words, being laughed at, and speaking in a disorganized manner. Similarly, S6 reported feeling highly anxious due to difficulties translating thoughts directly into English. This fear of negative evaluation from peers became a substantial emotional barrier, supporting the theory proposed by Elaine K. Horwitz regarding foreign language classroom anxiety. This nervousness was also acknowledged by Miss Nrf, who observed that linguistic anxiety represented one of the most common emotional obstacles when students were required to produce spoken English.

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This phenomenon of speaking anxiety strongly supports the findings of Mohamad Yahya Abdullah concerning the significant relationship between pronunciation self-efficacy and students' emotional engagement.[46] When students lacked confidence in their pronunciation abilities, the emotional responses that emerged naturally included anxiety, fear, and nervousness. These findings demonstrate that the major barriers preventing students from speaking English are not solely cognitive or linguistic in nature, but are also deeply influenced by students' internal perceptions of their oral communication abilities in front of others.[47]

c) Peer Support Culture in Developing Students' Sense of Belonging

The indicator of sense of belonging measures the extent to which students feel accepted, valued, safe, and included within their learning community. Interview findings revealed a highly warm and supportive classroom atmosphere within the Jigsaw groups. Students such as S1, S2, S4, and S5 stated that they felt comfortable participating in group discussions because their peers did not judge them when they made mistakes while speaking.

Interestingly, although group interactions were often accompanied by light jokes and laughter, as acknowledged by S2 and S4, these behaviors were not interpreted as humiliating mockery. Instead, such humor was perceived as an expression of

[46] Elaine K. Horwitz, "Language Anxiety and Achievement," *Annual Review of Applied Linguistics* 21 (2001): 112-126, https://doi.org/10.1017/S0267190501000063.
[47] Scott Thornbury, *How to Teach Speaking* (Harlow: Longman, 2005), 34.

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social closeness and familiarity. Group members behaved cooperatively by gently correcting grammatical and pronunciation mistakes, as well as helping one another translate difficult vocabulary without belittling each other. This sociological warmth was further reinforced by Miss Nrf's observation that the students were highly supportive, encouraged one another, and refrained from judging peers who experienced pronunciation difficulties.

This supportive group environment can be analyzed as a tension-release mechanism that reduced students' affective pressure during speaking activities.[48] During adolescence, particularly at the senior high school level, social acceptance and emotional comfort within peer groups are highly significant. This inclusive peer support culture functioned as a psychological shield protecting students from excessive anxiety. These findings validate the theory proposed by Fredricks, Blumenfeld, and Paris, who argued that a strong sense of belonging within learning groups contributes significantly to students' emotional security, enabling even academically limited students to develop the confidence and courage to express themselves.[49]

[48] Mohamad Yahya Abdullah, "Investigating the Relationship between Self-Efficacy in Pronunciation and Emotional Engagement in EFL Classroom Conversations," *Journal of the University College of Al-Ma'arif* 37, no. 1 (2026): 38.

[49] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 61, https://doi.org/10.3102/00346543074001059.

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**3. The Gap between Procedural Compliance and Emotional Comfort**

Fundamentally, the dimensions of student engagement do not operate separately; rather, they are interconnected and continuously influence one another throughout the learning process. Based on in-depth observations of students' interactions at MAN 1 Jember, the researcher identified two important reciprocal relationships that deserve further discussion:

a) The Gap between Procedural Compliance and Emotional Comfort

One of the critical contributions of this qualitative study is its exposure of the gap between what appears physically observable in the classroom and what students psychologically experience internally. In many educational practices, teachers often assume that a classroom that appears orderly, actively engaged in discussion, and capable of following the syntax of a learning method is automatically considered fully engaged.

However, the case of student S2 challenges this assumption. Behaviorally, S2 demonstrated very strong positive conduct: the student obediently moved between groups, maintained responsibility at the assigned stand, and attempted to speak according to the teacher's instructions. Nevertheless, emotionally, S2 experienced extreme anxiety and a deep fear of making mistakes in front of peers. The student performed these physical activities primarily due to formal procedural compliance in order to

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fulfill academic responsibilities rather than because of intrinsic emotional comfort.

An important educational implication emerging from this finding is that behavioral compliance does not necessarily reflect healthy emotional engagement. English teachers are therefore required not only to evaluate students' visible physical participation in classroom activities, but also to remain sensitive toward students' hidden psychological conditions and affective anxieties concealed behind procedural obedience.[50]

b) Sense of Belonging as a Bridge toward Behavioral Persistence

Conversely, a positive interactive relationship was also clearly observed: positive emotions can stimulate positive behavioral engagement. When students developed a strong sense of belonging and social comfort within their Jigsaw groups, this emotional dimension functioned as a bridge that encouraged behavioral investment and persistence.

Student S6, for example, despite being aware of limited speaking ability and experiencing considerable nervousness, continued attempting to complete the tourism place description because the student felt emotionally secure within the group environment. Supportive peers prevented S6 from displaying giving-up behaviors or withdrawing from classroom interaction.

[50] Sarah Mercer and Zoltán Dörnyei, *Engaging Language Learners in Contemporary Classrooms* (Cambridge: Cambridge University Press, 2020), 67-69, https://doi.org/10.1017/9781108918732.

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This finding supports the proposition proposed by Fredricks, Blumenfeld, and Paris regarding the dynamic interaction among engagement dimensions: a supportive emotional atmosphere within the classroom serves as a fundamental prerequisite for encouraging and sustaining students' behavioral persistence when facing challenging language-learning tasks.[51]

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[51] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 60, https://doi.org/10.3102/00346543074001059.

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# CHAPTER V

# CONCLUSION AND SUGGESTIONS

## A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the students' engagement in descriptive text learning through the implementation of the Jigsaw strategy at the tenth grade of MAN 1 Jember demonstrated both behavioral and emotional dimensions.

First, students' behavioral engagement was generally categorized as positive. In terms of positive conduct, most students were able to follow the teacher's instructions and classroom procedures properly during the Tour Guide Simulation activity. The students showed discipline in moving between groups, participating in discussions, and carrying out their roles as tour guides and tourists. Regarding involvement in learning, the findings revealed variations in students' effort and persistence. Some students demonstrated high levels of preparation and concentration, while others relied more on spontaneous speaking or minimal preparation. In terms of participation, the students were relatively active in verbal interaction during group discussions, although they frequently combined English and Indonesian to maintain communication flow and confidence.

Second, students' emotional engagement also showed significant dynamics during the learning process. Most students expressed interest and enthusiasm toward the Tour Guide Simulation theme and the



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collaborative learning atmosphere created through the Jigsaw strategy. The interactive activities successfully stimulated students' curiosity and enjoyment in learning descriptive texts. However, many students still experienced anxiety, nervousness, and fear of making mistakes when speaking English in front of their peers. These emotional barriers were mainly related to limited vocabulary, pronunciation difficulties, and lack of confidence in speaking ability. Despite these challenges, the supportive classroom atmosphere and encouragement from group members helped reduce students' anxiety and increased their willingness to participate in speaking activities.

Overall, the implementation of the Jigsaw strategy provided a collaborative learning environment that encouraged students to become more behaviorally and emotionally engaged in descriptive text speaking activities. Although variations in engagement levels were still found among students, the strategy contributed positively to increasing participation, interaction, and students' confidence in speaking English.

## B. Suggestion

1. For English Teachers

   English teachers are encouraged to continue implementing collaborative learning strategies such as the Jigsaw strategy in speaking instruction because this strategy can create a more interactive and supportive classroom atmosphere. Teachers are also advised to provide emotional support and positive reinforcement to reduce

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students' anxiety during speaking activities. In addition, teachers should pay greater attention to students with low confidence levels by giving them more opportunities to practice speaking gradually.

2. For Students

Students are expected to participate more actively and confidently in speaking activities. They should not be afraid of making mistakes because mistakes are a natural part of the language learning process. Students are also encouraged to improve their vocabulary mastery and pronunciation skills through continuous practice both inside and outside the classroom.

3. For the School

The school is expected to support the implementation of interactive and student-centered learning strategies by providing adequate facilities and creating a learning environment that encourages active participation. The school may also organize English-speaking programs or activities to help students improve their confidence and communication skills.

4. For Future Researchers

Future researchers are suggested to explore other dimensions of student engagement, particularly cognitive engagement, in order to obtain a more comprehensive understanding of students' engagement in English learning. Further studies may also investigate the

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implementation of different collaborative learning strategies or involve broader research participants in different educational contexts.

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**Appendix 1 Matrix of Research**

| Title | Variable | Indicator | Source Of Data | Research Method | Research Problem |
|---|---|---|---|---|---|
| Analyzing Student's Speaking Engagement in Descriptive Text Learning at the Tenth Grade of MAN 1 Jember | **Student's Speaking Engagement** (Focusing on Behavioral and Emotional Engagement) | **1. Behavioral Engagement-**<br>**a.** Positive Conduct<br>**b.** Involvement in Learning<br>**c.** Participation<br>**2. Emotional Engagement**<br>**a. Interest**<br>**b. Affective of Reactions**<br>**c. Sense of Belongings** | Primary Data :<br>1. The Tenth Grade Students of MAN 1 Jember<br>2. The English Teacher of the Tenth Grade<br>Secondary Data :<br>Teaching Modules, Observation Checklist, Interview Transcript, Documentation | **Research Approach :** Qualitative Approach<br>**Types Of Research** Descriptive Case Study<br>**Techniques Of Data Collection:**<br>1. semi structured interview<br>2. Observation non-participatory<br>3. documentation<br>4. field notes<br>**Data Analysis:**<br>1. Data Condensation<br>2. Data Display<br>3. Conclusion Drawing/Verification<br>**Validity Of Data**<br>1. Source Triangulation<br>2. Method Triangulation | 1. How is the students' behavioral engagement in descriptive text learning at the tenth grade of MAN 1 Jember?<br>2. How is the students' emotional engagement in descriptive text learning at the tenth grade of MAN 1 Jember? |

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**Appendix 2 Lesson Plan**

Pertemuan 5

MODUL AJAR

**A. Identitas Modul**

- Nama penyusun : Nur imama
- Sekolah : MAN 1 Jember
- Mata Pelajaran : Bahasa Inggris
- Tahun Pelajaran : 2025-2026
- Fase/Kelas : E/X
- Semester : Ganjil
- Alokasi waktu : 2 JP (1 x Pertemuan) 90 menit

**B. Informasi Umum**

**a. identitas**

- Nama penyusun : Nur imama
- Sekolah : MAN 1 Jember
- Mata Pelajaran : Bahasa Inggris
- Tahun Pelajaran : 2025-2026
- Fase/Kelas : E/X
- Semester : Ganjil
- Alokasi waktu : 2 JP (1 x Pertemuan) 90 menit

**b. Kompetensi Awal**

Peserta didik **mampu** memahami dan mempresentasikan informasi dari teks deskriptif tentang tempat wisata dengan pelafalan, struktur, dan kosakata yang tepat.

**c. Profil Pelajar Pancasila:** Global Diversity, Kreatif, Gotong Royong

**d. Sarana dan Prasarana:** Proyektor, google form, LCD, Smart TV

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e. **Target Peserta Didik:** peserta didik regular/umum

f. **Metode Pembelajaran:**

   a. **Model Pembelajaran**: Project Based Learning

   b. **Metode Pembelajaran**: Jigsaw activity

## C. Komponen Inti

### a. Capaian Pembelajaran

| Elemen | Capaian Pembelajaran |
|---|---|
| Menyimak – Berbicara | Peserta didik mampu menyampaikan teks deskriptif lisan tentang tempat wisata dengan menggunakan pelafalan, struktur kalimat, dan kosakata yang tepat secara komunikatif. |

### b. Tujuan pembelajaran

| No. | Tujuan pembelajaran |
|---|---|
| **1.** | Siswa mampu mempresentasikan teks deskriptif tentang tempat wisata secara lisan. |
| **2.** | Siswa mampu berperan sebagai tour guide dan tourist dalam situasi simulasi. |
| **3.** | Siswa mampu menggunakan kosakata dan struktur kalimat yang sesuai konteks. |
| **4.** | Siswa mampu menampilkan percaya diri dan kerja sama dalam kegiatan kelompok |

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**c. Asesement**

| **Diagnostik** | **Formatif** | **Sumatif** |
|---|---|---|
| Guru mengingatkan dan memeriksa kembali hasil tulisan deskriptif yang dibuat siswa di pertemuan sebelumnya. | observasi, umpan balik langsung, dan refleksi singkat selama proses | Penilaian Kinerja (*Performance Assessment*) saat siswa berperan sebagai *tour guide*. |

**d. Pertanyaan Pemantik**

| | |
|---|---|
| Pertanyaan Pemantik | • What makes a good tour guide?<br>• How can you describe a place to make it sound interesting?" |

**e. Pemahaman Bermakna**

| | |
|---|---|
| Pemahaman Bermakna | Peserta didik memahami bahwa berbicara dalam bahasa Inggris membantu mereka berkomunikasi secara nyata, menggambarkan tempat dengan percaya diri, dan berinteraksi dengan orang lain. |

**D. Kegiatan Pembelajaran**

- **Alokasi waktu: 2 JP (1 x Pertemuan) 90 menit**

| **Kegiatan** | **Uraian kegiatan Pembelajaran** | **Waktu** |
|---|---|---|
| Pendahuluan | - Guru membuka dengan salam, doa, motivasi.<br>- Apersepsi: guru mengingatkan kembali | 5 menit |

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| | | |
|---|---|---|
| | hasil tulisan kelompok di pertemuan sebelumnya.<br>- Guru memberi contoh singkat cara menjadi *tour guide*: *"Welcome to Bali Beach. This place is very beautiful and has many facilities…"* | |
| Inti | - Kelas dibagi menjadi **8** kelompok (sudah terbentuk dari pertemuan sebelumnya).<br>- Kelompok disusun berhadap-hadapan.<br>- Aktivitas dilakukan dalam **2 sesi**:<br>**Sesi 1**<br>- Tiap kelompok memilih 2 anggota pertama sebagai *tour guide*.<br>- Kedua *tour guide* berpindah ke kelompok yang ada di depan mereka.<br>- Mereka mempresentasikan deskripsi tempat liburan yang sudah ditulis kelompoknya, seolah-olah sedang memandu turis.<br>- Kelompok yang menerima berperan sebagai turis: mendengarkan, lalu boleh mengajukan pertanyaan singkat.<br>**Sesi 2**<br>- Setelah presentasi | 75 menit |

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| | | |
|---|---|---|
| | selesai, *tour guide* kembali ke kelompok asal.<br>- Dua anggota lain dari kelompok yang belum jadi *tour guide* gantian keluar untuk menjadi *tour guide*. Kali ini mereka berpindah ke kelompok di **sebelah** (rotasi bergeser).<br>- Mereka mempresentasikan deskripsi tempatnya, sementara kelompok penerima tetap berperan sebagai turis.<br>- Guru berkeliling memberikan bimbingan dan umpan balik.<br>- Guru menilai aspek **content, grammar, vocabulary, pronunciation, dan performance** saat siswa berperan sebagai *tour guide*. | |
| Penutupan | - Siswa menuliskan refleksi singkat: pengalaman menjadi *tour guide* atau menjadi turis.<br>- Guru memastikan kembali pemahaman siswa tentang tujuan teks deskriptif.<br>- Guru memberi apresiasi dan menegaskan manfaat belajar deskripsi tempat untuk komunikasi nyata. | 10 enit |

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## E. Refleksi

### a. Refleksi untuk peserta didik

| No. | Pertanyaan | Ya | Tidak |
|---|---|---|---|
| 1. | Siswa menuliskan refleksi singkat: pengalaman menjadi *tour guide* atau menjadi turis. | | |
| 2. | Guru memastikan kembali pemahaman siswa tentang tujuan teks deskriptif. | | |
| 3. | Guru memberi apresiasi dan menegaskan manfaat belajar deskripsi tempat untuk komunikasi nyata. | | |

### b. Refleksi untuk diri sendiri

| No. | Pertanyaan | Ya | Tidak |
|---|---|---|---|
| 1. | Apakah semua siswa berpartisipasi aktif dalam simulasi? | | |
| 2. | Apakah siswa dapat menggunakan struktur dan kosakata dengan benar? | | |
| 3. | Apakah kegiatan ini membantu meningkatkan keterampilan berbicara siswa? | | |

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F. LKPD

https://drive.google.com/drive/u/1/folders/12ej4PDskgi1osypE-fyj6VnZFdvSgUvR

G. Rubrik Penilaian

Rubrik Penilaian Speaking Skill– Jigsaw Activity: Tour Guide Simulation

(Total 100 Poin)

| **Aspek yang Dinilai** | **Skor 16–20 (Sangat Baik)** | **Skor 11–15 (Baik)** | **Skor 6–10 (Cukup)** | **Skor 1–5 (Kurang)** |
|---|---|---|---|---|
| **Content (Isi Deskripsi)** | Menyampaikan informasi lengkap, akurat, dan menarik tentang tempat (identification dan description jelas dan runtut). | Informasi cukup lengkap dan relevan, meski ada detail kecil yang terlewat. | Informasi kurang lengkap atau urutan tidak runtut. | Informasi sangat minim, tidak sesuai topik, atau tidak relevan. |
| **Grammar (Tata Bahasa)** | Menggunakan struktur kalimat dan tenses (simple present) dengan benar dan konsisten | Ada beberapa kesalahan kecil dalam grammar, tapi tidak mengganggu makna | Kesalahan grammar cukup sering dan mengganggu pemahaman. | Banyak kesalahan grammar sehingga sulit dipahami. |
| **Vocabulary (Kosa Kata)** | Menggunakan beragam kosakata tepat dan kontekstual sesuai tema tempat wisata | Menggunakan cukup banyak kosakata relevan dengan sedikit pengulangan. | Menggunakan sedikit kosakata relevan dengan sedikit pengulangan | Menggunakan sangat sedikit kosakata relevan dengan sedikit pengulangan. |
| **Pronunciation (Pelafalan)** | Pelafalan jelas, intonasi alami, dan mudah dipahami. | Pelafalan cukup jelas, beberapa kata salah tapi makna masih dapat dipahami | Pelafalan kurang jelas, beberapa kata salah tapi makna masih dapat dipahami | Pelafalan sangat tidak jelas, beberapa kata banyak salah dan makna tidak dapat dipahami |

| | | | | |
|---|---|---|---|---|
| **Performance (Keterampilan Menyampaikan)** | Percaya diri, ekspresif, kontak mata baik, dan mampu berinteraksi dengan 'turis' secara lancar. | Cukup percaya diri, interaksi berjalan tapi masih agak gugup. | Kurang percaya diri, interaksi berjalan dan masih terlihat gugup. | Tidak percaya diri, interaksi berjalan dan sangat gugup |

Jember, 4 November 2025

Mengetahui,

Guru Bahasa Inggris

(……..)

Nurul Riezza Riesty F, S.Pd

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**Appendix 3 Observation guidance**

**INTERVIEW AND OBSERVATION INSTRUMENT**

**Research Title: Analyzing Student's Speaking Engagement In Descriptive Text Learning at the Tenth Grade of MAN 1 Jember**

**Researcher : Nur Imama**

**Program : English Education Program**

**Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember**

**A. Obseravtion Checklist**

| **Aspect** | **Indicator** | **Focus of Observation** | **Description** |
|---|---|---|---|
| **Behavioral** | **Positive Conduct** | Students follow the Jigsaw procedures orderly (Home to Expert group). *(Siswa mengikuti prosedur Jigsaw dengan tertib).* | Siswa tertib saat bergantian peran dari *tour guide* menjadi *tourist*. Perpindahan antar kelompok (Sesi 1 & 2) berjalan lancar sesuai arahan guru. |
| | **Involvement** | Students focus on the descriptive material and try to understand it. *(Siswa fokus pada materi teks* | Siswa membawa hasil tulisan dari pertemuan sebelumnya sebagai bahan presentasi. |

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| | | | |
|---|---|---|---|
| | | *deskriptif dan berusaha memahaminya).* | Mereka berusaha menjelaskan detail tempat liburan dengan serius kepada kelompok lain. |
| | **Participation** | Active verbal interaction occurs during the "Expert" and "Home" discussion. *(Terjadi interaksi verbal yang aktif saat diskusi kelompok).* | Siswa yang berperan sebagai *tourist* aktif mengajukan pertanyaan singkat kepada *tour guide*. Terjadi dialog interaktif yang cukup panjang mengenai fasilitas dan hal menarik di tempat wisata tersebut. |
| **Emotional** | **Interest** | Students show enthusiasm and curiosity during the learning activities. *(Siswa menunjukkan antusiasme dan* | Siswa terlihat antusias saat memamerkan gambar atau mendeskripsikan tempat pilihan mereka. Banyak |

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| | | | |
|---|---|---|---|
| | | *rasa ingin tahu selama kegiatan).* | siswa yang tersenyum dan bersemangat saat berperan sebagai pemandu wisata profesional. |
| | **Affective Reactions** | Students show positive expressions (smiling/laughing) during the activity. *(Siswa menunjukkan ekspresi positif selama berkegiatan).* | Siswa tertawa saat berusaha menjelaskan tempat wisata mereka. Meskipun ada beberapa siswa sedikit kegugupan di awal, siswa tetap berani melanjutkan presentasi lisan. Terlihat adanya kontak mata yang baik saat berinteraksi dengan teman sekelas. |
| | **Sense of Belonging** | Students help and support each other within their small | Siswa dalam satu kelompok saling membantu |

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| | | | |
|---|---|---|---|
| | | groups. *(Siswa saling membantu dan mendukung di dalam kelompoknya).* | mengingatkan kosakata jika temannya yang sedang jadi *tour guide* lupa. Kelompok yang mendengarkan memberikan apresiasi berupa tepuk tangan atau anggukan setelah simulasi selesai. |

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**Appendix 4 Interview Guedlines of Students**

| **Aspect** | **Question Indicator** | **Question** |
|---|---|---|
| **Behavioral** | **Positive Conduct** | The teacher gave instructions for the group activities earlier; did you find it easy to follow the rules or the steps required?<br><br>*(Tadi kan Ibu Guru memberikan instruksi untuk kegiatan kelompok; apakah kamu merasa mudah mengikuti aturan atau langkah-langkah yang diminta?)* |
| | **Involvement** | How much effort did you put into understanding the descriptive text so that you could explain it clearly to your friends?<br><br>*(Seberapa besar usahamu tadi untuk benar-benar memahami isi teks deskriptif supaya kamu bisa menjelaskan kembali ke teman-temanmu dengan baik?)* |
| | **Participation** | During the group discussions, how often did you try to speak or ask questions in English to |

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| | | |
|---|---|---|
| | | share information with your teammates?<br><br>*(Selama diskusi kelompok tadi, seberapa sering kamu mencoba bicara atau bertanya dalam bahasa Inggris untuk berbagi informasi dengan temanmu?)* |
| **Emotional** | **Interest** | Do you think learning Descriptive Text through the 'Tourism Festival' activity was interesting? What made you want to join the conversation?<br><br>*(Menurutmu, kegiatan belajar teks deskriptif dengan tema 'Tourism Festival' tadi menarik tidak? Apa yang bikin kamu pengen ikut ngomong?)* |
| | **Affective Reactions** | How did you feel when you were asked to be an Expert and explain the material? Did you feel confident or were you feeling nervous?<br><br>*(Gimana perasaanmu pas tadi diminta menjadi Expert yang harus menjelaskan materi? Apakah kamu merasa percaya* |

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| | | |
|---|---|---|
| | | *diri atau malah merasa gugup?)* |
| | **Sense of Belonging** | During the activity, did you feel comfortable and supported by your group members when you tried to speak?<br><br>*(Selama kegiatan tadi, apakah kamu merasa nyaman dan merasa teman-teman sekelompokmu mendukungmu saat kamu mencoba bicara?)* |

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**Appendix 5 Interview Guidelines for Teacher**

| Aspect | Question Indicator | Question |
|---|---|---|
| **Behavioral** | **Positive Conduct** | How do you evaluate the students' discipline and compliance with the instructions or rules of the activity that you implemented today?<br><br>*(Bagaimana Ibu menilai kedisiplinan dan kepatuhan siswa dalam mengikuti instruksi atau aturan main yang Ibu terapkan selama aktivitas tadi?)* |
| | **Involvement** | Based on your observations, to what extent did the students show focus and effort in understanding the descriptive text material to prepare themselves for speaking?<br><br>*(Menurut pengamatan Ibu, sejauh mana konsentrasi dan usaha siswa dalam memahami materi teks deskriptif agar mereka siap untuk berbicara di depan teman-temannya?)* |
| | **Participation** | How did you perceive the dynamics of verbal interaction among the students? Did they actively respond to one another or ask questions in English |

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| | | |
|---|---|---|
| | | during the group discussions?<br><br>*(Bagaimana Ibu melihat dinamika interaksi verbal antar siswa? Apakah mereka aktif saling merespons atau bertanya dalam bahasa Inggris saat diskusi kelompok?)* |
| **Emotional** | **Interest** | Based on the responses you saw in class, to what extent did the 'Tourism Festival' activity succeed in triggering students' curiosity or interest in engaging in speaking practice?<br><br>*(Berdasarkan respons yang Ibu lihat di kelas, sejauh mana aktivitas "Tourism Festival" ini berhasil memicu rasa ingin tahu atau minat siswa untuk terlibat dalam praktik berbicara?)* |
| | **Affective Reactions** | Did you notice any changes in the students' confidence or anxiety levels when they were required to speak and explain the material in their groups?<br><br>*(Apakah Ibu memperhatikan adanya perubahan pada tingkat kepercayaan diri atau kecemasan siswa saat mereka diminta untuk* |

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| | | |
|---|---|---|
| | | *berbicara dan menjelaskan materi di dalam kelompok mereka?)* |
| | **Sense of Belonging** | From the interactions that took place, how do you assess the way students supported or helped one another within their small groups?<br><br>*(Dari interaksi yang terjadi, bagaimana Ibu menilai cara siswa saling mendukung atau membantu satu sama lain di dalam kelompok kecil mereka?* |

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## Appendix 6 worksheet

GROUP PARTNER:

1. Anifa (11)
2. Elma (13)
3. Jasmine (16)
4. Eka (27)

DESTINANTION: Diponegoro Mandala Museum

| DESTINATION | IDENTIFICATION (WHERE IT IS?) | ATMOSPHERE | FACILITIES | ACTIVITIES | INTERESTING FACTS |
|---|---|---|---|---|---|
| Utama Raya beach | -located in Situbondo, East Java.<br>- it has unique complex that combines a rest area, beach, hotel, villas and cottages. the entrance fee : 5.000 - 10.000 | - Refreshing and family-friendly<br>- enjoy widesandy beaches gentle waves & cool seabreeze | gazebo, prayer room, Parking area, 24 hours gas station and VIP toilets equiped with hot water. | Visitors can go swimming, banana boat, jet skiing, Canoe, snorkeling | Utama raya is considered as hidden gem because it is located directly behind a gas station |
| Bloom beach | located, Banyuwangi, East java it is situated only about one Km from the town square | Fresh air, peace Fed sand, sands of water, golden sunrise | Jogging tracks horse ridingsports, music performance. | visitors can enjoy walking along the shore, swimming in the sea | main venue for the Gandrung Sewu Festival<br>-from major tourism icon from Banyuwangi |
| | | | | | |

GROUP PARTNER:

1. Aryan & Raida
2. Girvan Jaybar
3. Rizqya Candela
4. Wildan Alifurrahmat

DESTINANTION:

| DESTINATION | IDENTIFICATION (WHERE IT IS?) | ATMOSPHERE | FACILITIES | ACTIVITIES | INTERESTING FACTS |
|---|---|---|---|---|---|
| Dirgantara Mandala Museum. | - located in Yogyakarta, approximately 6 km from the City Center<br>- Primary museum dedicated to the Indonesian Air Force (TNI AU) | Indoor galleries showcasing uniforms, weapons, documents, dioramas. There is a large hangar dedicated to displaying historic aircraft. | - educational and to inspiring, the Environment is calm and<br>- respectful to honor the legacy Airforce heroes. | - Can view a wide collection of historical aircraft, helicopter<br>- Watchin diora-mas - miniatures<br>film show of<br>Joining educational tours | - museum was originally in Jakarta in 1969 before moving to yogyakarta in 1978<br>- it houses a replica of Dakota C-47 that was shot down by Dutch. |
| Utama Raya beach | - Situated in Situbondo, East java<br>- ticket Price: Rp 5.000<br>- 10.000 | - the beach offers a serene and refreshing vibe, making it a Perfect<br>- at sunset, the sky displays beautiful shades of orange and pink creating a romantic | - have gazebos, a prayer room, rest room, parking areas, and children's playground<br>- 24 hour gas station and vip toilets | Swim, banana boat rides, jet Skiing, Canoeing, snorkeling | located directly behind a gas station (SPBU) |
| | | | | | |

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**Appendix 7 Transcribe Interview**

1. Student Interview Transcribe

Student 1

| **Question** | **Answer** |
|---|---|
| "The teacher gave instructions for the group activities earlier; did you find it easy to follow the rules or the steps required?" | "It was quite easy for me to follow the rules and steps because they had already been explained by the teacher." |
| "How much effort did you put into understanding the descriptive text so that you could explain it clearly to your friends?" | "I put effort into understanding the content of the descriptive text so that I wouldn't get confused when explaining it to my friends later." |
| "During the group discussions, how often did you try to speak or ask questions in English to share information with your teammates?" | "I tried to speak and ask questions in English a few times, even though sometimes I was still shy and nervous." |
| "Do you think learning Descriptive Text through the 'Tourism Festival' activity was interesting? What made you want to join the conversation?" | "In my opinion, the 'Tourism Festival' theme was quite interesting because the topic was fun, and it made it easier to discuss with friends." |
| "How did you feel when you were asked to be an Expert and explain the material? Did you feel confident or were you feeling nervous?" | "At first, I felt a bit nervous and anxious when explaining the material for the very first time. However, over time I started getting used to it and became more confident after I began explaining. My shyness was because I am not very fluent in speaking English." |
| "During the activity, did you feel | "During the activity earlier, I felt quite |

| | |
|---|---|
| comfortable and supported by your group members when you tried to speak?" | comfortable because my group members also helped and supported me when I spoke." |

Student 2

| **Question** | **Answer** |
|---|---|
| "The teacher gave instructions for the group activities earlier; did you find it easy to follow the rules or the steps required?" | "I actually understood the teacher's instructions for the moving groups. However, asking or being asked questions was quite hard for me, like when my friend asked me to explain something." |
| "How much effort did you put into understanding the descriptive text so that you could explain it clearly to your friends?" | "It depended; if I really liked the material, I would put effort into translating it to find out its meaning so that even if I couldn't explain it in English, I could still explain it in Indonesian. If I had to put it in a percentage, my effort to understand the text was around 70%." |
| "During the group discussions, how often did you try to speak or ask questions in English to share information with your teammates?" | "Not very often; I used more Indonesian. Before moving to another group, I would ask a friend who was good at English first to understand what to say. I didn't speak much English because my tongue got twisted when trying to explain, I didn't know the English words, and I was afraid of making mistakes." |

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| | |
|---|---|
| “Do you think learning Descriptive Text through the 'Tourism Festival' activity was interesting? What made you want to join the conversation?” | “Yes, I was happy because it was fun and exciting to see the other students. Little by little, I got to know English words that I previously didn't understand. Even though I still got nervous when answering questions, I learned gradually.” |
| “How did you feel when you were asked to be an Expert and explain the material? Did you feel confident or were you feeling nervous?” | “I felt very nervous. Although I actually understood the material, I couldn't explain it well, especially because my tongue got twisted when speaking English.” |
| “During the activity, did you feel comfortable and supported by your group members when you tried to speak?” | “They didn't judge me. They helped by giving me the answers, though sometimes they teased me lightheartedly when I forgot the English words. I felt comfortable because I knew they were just joking around and didn't mean it seriously.” |

Student 3

| **Question** | **Answer** |
|---|---|
| “The teacher gave instructions for the group activities earlier; did you find it easy to follow the rules or the steps required?” | “I easily understood it. There might be a little confusion because the steps required moving back and forth, and we had to arrange the chairs as well, but overall I could follow the instructions.” |
| “How much effort did you put into | “I didn't prepare too much because what I |

| | |
|---|---|
| understanding the descriptive text so that you could explain it clearly to your friends?" | said actually depended on whatever came to my mind at that moment, but I could still follow the flow of the Jigsaw activity." |
| "During the group discussions, how often did you try to speak or ask questions in English to share information with your teammates?" | "Quite often. Since many of my friends asked questions, I had to answer them in English. I also helped them translate because I personally quite like English, so it motivated me to speak." |
| "Do you think learning Descriptive Text through the 'Tourism Festival' activity was interesting? What made you want to join the conversation?" | "It was quite interesting because I could practice my pronunciation by role-playing as a tour guide. What made me want to join the talk was my desire to train my English skills, and I personally prefer direct speaking." |
| "How did you feel when you were asked to be an Expert and explain the material? Did you feel confident or were you feeling nervous?" | "I felt a bit nervous because sometimes I forgot the English words, which made it a bit difficult to explain. So, I ended up mixing the languages (English and Indonesian)." |
| "During the activity, did you feel comfortable and supported by your group members when you tried to speak?" | "Yes, I felt comfortable. Most of my friends supported me, and though a few of them were teasing, it was just a harmless joke." |

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Student 4

| **Question** | **Answer** |
|---|---|
| "The teacher gave instructions for the group activities earlier; did you find it easy to follow the rules or the steps required?" | "Personally, I understood the instructions well. I followed the steps, although there were times when I got confused. When that happened, I would ask my friends what it meant, and once they explained it and I understood, we would work and discuss together." |
| "How much effort did you put into understanding the descriptive text so that you could explain it clearly to your friends?" | "I put a good amount of effort into understanding the descriptive text because I wanted to make sure I could explain it clearly to my friends during the discussion." |
| "During the group discussions, how often did you try to speak or ask questions in English to share information with your teammates?" | "During the group discussion, I quite often spoke and asked questions in English to share information." |
| "Do you think learning Descriptive Text through the 'Tourism Festival' activity was interesting? What made you want to join the conversation?" | "Yes, the activity was really fun because I could practice speaking with my friends. What made it interesting was that the concept was completely new. Previous teachers had never implemented anything like this when explaining the material, so I thought, 'Oh, this is exciting, the concept is new.'" |
| "How did you feel when you were asked | "I felt confident because I was talking to |

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| to be an Expert and explain the material? Did yo5u feel confident or were you feeling nervous?" | peers of the same age, so I didn't feel nervous and didn't have to speak in a strictly formal way." |
| "During the activity, did you feel comfortable and supported by your group members when you tried to speak?" | "I felt comfortable. When we mixed English and Indonesian, my friends laughed and joked around. However, they also supported me by correcting my grammar or meaning whenever I made a mistake." |

Student 5

| **Question** | **Answer** |
|---|---|
| "The teacher gave instructions for the group activities earlier; did you find it easy to follow the rules or the steps required?" | "Yes, regarding the steps and rules, I could easily ask my friends about them, so it was doable." |
| "How much effort did you put into understanding the descriptive text so that you could explain it clearly to your friends?" | "Understanding the descriptive text was quite easy and better for me because the text structure is not that different from Indonesian. I could explain it back to my friends, although my pronunciation and grammar in English were still lacking." |
| "During the group discussions, how often did you try to speak or ask questions in English to share information with your teammates?" | "I tried to speak and ask questions in English quite often. I did it to get used to the language, improve my grammar and pronunciation, and discover new vocabulary." |
| "Do you think learning Descriptive Text | "Yes, it was interesting because we could |

| | |
|---|---|
| through the 'Tourism Festival' activity was interesting? What made you want to join the conversation?" | discover various tourist spots, their atmospheres, and how they are described, while also directly promoting those places. What motivated me to speak up was when my friends made grammatical errors; even though I'm not an expert in grammar, it felt awkward, so I felt an itch to correct them or tell them the meanings." |
| "How did you feel when you were asked to be an Expert and explain the material? Did you feel confident or were you feeling nervous?" | "Being an expert felt quite heavy because I had to explain everything to the 'tourists.' However, I still felt confident because the students were all my peers (no seniors or juniors). Moreover, I felt even more confident when I happened to meet a group with no female students." |
| "During the activity, did you feel comfortable and supported by your group members when you tried to speak?" | "I felt comfortable. Even though some friends laughed at me or when slips of the tongue occurred, it was just a joke. I didn't mind it because it's part of the learning process and it kept the lesson from being boring." |

Student 6

| **Question** | **Answer** |
|---|---|
| "The teacher gave instructions for the group activities earlier; did you find it easy to follow the rules or the steps | "Understanding the rules definitely took a process. In the beginning, I was a bit confused, especially since it was an |

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| | |
|---|---|
| required?" | English lesson and I couldn't translate right away. However, once we actually did it, the steps were easy to follow." |
| "How much effort did you put into understanding the descriptive text so that you could explain it clearly to your friends?" | "I put about 80% effort into it. I had to prepare my words and learn how to pronounce them first. Spontaneous speaking is hard for me, especially pronouncing words with the 'R' sound in English, so it required a lot of effort to prepare." |
| "During the group discussions, how often did you try to speak or ask questions in English to share information with your teammates?" | "It was around 50-50. Although my effort to speak was 80%, my actual output was 50-50 because speaking is hard for me. Sometimes I understood the meaning, but when I was asked questions, I found it difficult to answer in English." |
| "Do you think learning Descriptive Text through the 'Tourism Festival' activity was interesting? What made you want to join the conversation?" | "It was very interesting and fun. English looks more enjoyable and easier to catch than Arabic, though my weakness is still in speaking. I really liked the activity because it was exciting and we gained new knowledge about the origins of those tourist sites." |
| "How did you feel when you were asked to be an Expert and explain the material? Did you feel confident or were you feeling nervous?" | "I felt nervous because I lacked the ability to explain things fully in English. I knew how to explain the material conceptually, but I struggled with the translation. I ended up mixing the |

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|---|---|
| | languages (code-mixing) and would often pause to think about the right words." |
| "During the activity, did you feel comfortable and supported by your group members when you tried to speak?" | "Yes, I felt comfortable. My group members definitely supported me; whenever I didn't know the meaning of a word, I could just ask them. No one judged me at all." |

2. Teacher's Interview Transcript

| **Researcher** | **Teacher** |
|---|---|
| "How do you evaluate the students' discipline and compliance with the instructions or rules of the activity that you implemented today?" | "In my opinion, the students' discipline today was very good. Although it was a bit noisy at first during the transition from home groups to expert groups, they were highly obedient to the rules. No students were playing around or getting out of the context of the activity; they were all compliant." |
| "Based on your observations, to what extent did the students show focus and effort in understanding the descriptive text material to prepare themselves for speaking?" | "I saw that they put a lot of effort into understanding their respective descriptive texts about the tourist destinations. Because they knew they had to explain the material to their peers, their concentration during reading and group discussion was quite high to prepare themselves for the speaking practice." |
| "How did you perceive the dynamics of verbal interaction among the students? Did they actively respond to one another or ask questions in English during the group discussions?" | "The dynamics were very alive and active. Even though their English was not perfect yet and they occasionally mixed it with Indonesian, they actively responded to one another. I also noticed a strong willingness to ask questions, particularly regarding the right vocabulary to describe the places, such as the meaning of words like 'vacation' or 'fun fact'." |
| "Based on the responses you saw in class, to what extent did the 'Tourism Festival' | "This activity was highly successful in triggering students' interest because the |

| | |
|---|---|
| activity succeed in triggering students' curiosity or interest in engaging in speaking practice?" | tourist destinations were familiar places they had already visited. This created a huge sense of curiosity to share, and other groups were eager to know about their experiences there. Their enthusiasm was excellent as they passionately searched for unique information about their assigned destinations." |
| "Did you notice any changes in the students' confidence or anxiety levels when they were required to speak and explain the material in their groups?" | "The changes were quite visible. Students who are usually quiet or anxious when asked to perform alone became more confident because they presented in pairs and within a group system. Regarding their anxiety, it was mostly about controlling their spoken English because they felt their skills were still lacking. So, while acting as experts, a slight hesitation or nervousness was still present." |
| "From the interactions that took place, how do you assess the way students supported or helped one another within their small groups?" | "The students were very supportive of one another. Even if some members lacked English skills or felt shy, they did not judge them at all. They kept supporting each other and helped when someone struggled with word pronunciation, instead of mocking them. They mutually encouraged one another so that all group members could understand." |

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**Appendix 8 Research Permission Letter**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-16676/In.20/3.a/PP.009/05/2026
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MAN 1 Jember
Jl. Imam Bonjol No. 50, Kelurahan Kaliwates, Kecamatan Kaliwates, Kabupaten Jember, Jawa

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

| | | |
|---|---|---|
| NIM | : | 224101060015 |
| Nama | : | NUR IMAMA |
| Semester | : | Semester delapan |
| Program Studi | : | TADRIS BAHASA INGGRIS |

untuk mengadakan Penelitian/Riset mengenai; Analyzing Student's Speaking Engagement in Descriptive Text Learning at the Tenth Grade of MAN 1 Jember selama -14 ( minus empat belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Nur Aliyah, S.Pd., M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 04 Mei 2026
an. Dekan,
Wakil Dekan Bidang Akademik,

**KHOTIBUL UMAM**

**Appendix 9 Research Completion Letter**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 1
Jalan Imam Bonjol nomor 50, Telepon. 0331-485109
E-mail: man1jember@yahoo.co.id
Website: www.mansatujember.sch.id

**SURAT KETERANGAN PENELITIAN**
Nomor : 1245/Ma.13.32.01/05/2026

Yang bertanda tangan di bawah ini :

| | |
|---|---|
| Nama | : Dr. Nur Aliyah, S.Pd, M.Pd |
| NIP | : 197204191998032001 |
| Jabatan | : Kepala |
| Unit Kerja | : MAN 1 Jember |
| Instansi | : Kementerian Agama |

dengan ini menerangkan bahwa :

| | |
|---|---|
| Nama | : Nur Imama |
| Nim | : 224101060015 |
| Prodi | : Tadris Bahasa Inggris FTIK UIN KHAS Jember |

Benar benar telah selesai melakukan penelitian di MAN 1 Jember dengan judul: "Analyzing student's speaking engagement in descriptivetext at the tenth grade of MAN 1 Jember".

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

18 Mei 2026
Kepala

Nur Aliyah

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Dipindai dengan CamScanner

**Appendix 10 Journal of Research**

Journal of Research

| No | Day/Date | Activities | Information/ source of data | Signature |
|---|---|---|---|---|
| | 8 Oktober 2026 | Pra Observasi pembelajaran *speaking activity* pada materi *Descriptive Text* | Nurul Riezza Riesty Fauzie, S.Pd. | |
| | 4 Mei 2026 | Penyerahan surat izin penelitian | Siti Asyizah | |
| | 9 Oktober 2026 | Wawancara dengan guru terkait keterlibatan siswa | Nurul Riezza Riesty Fauzie, S.Pd. | |
| | 17 Oktober 2026 | Wawancara dengan murid terkait keterlibatan dalam *speaking activity* | Student of X KTR2 MAN 1 | |
| | 20 Oktober 2026 | Pengumpulan data dan konfirmasi hasil wawancara | Nurul Riezza Riesty Fauzie, S.Pd. | |
| | 18 Mei 2026 | Permohonan surat keterangan selesai penelitian | Siti Asyizah | |

Jember, 21 Mei 2026
Kepala MAN 1 JEMBER

Nur [illegible], S.Pd., M.Pd.

**Appendix 11 Validation Sheet**

## LEMBAR VALIDASI INSTRUMENT

### A. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap instrument yang saya gunakan. Saya ucapkan terimakasih atas kesedian Bapak/Ibu menjadi validator dan mengisi lembar validasi ini.

### B. PETUNJUK

Bapak/Ibu dimohon memberikan penilaian terhadap instrumen penelitian dengan memberi tanda ( ✓) pada kolom skor yang tersedia dengan skala penilaian sebagai berikut.

5= Sangat Sesuai
4= Sesuai
3= Cukup Sesuai
2= Kurang Sesuai
1= Tidak Sesuai

| No. | Aspek Yang Dinilai | Skor | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Kesesuaian pertanyaan wawancara dengan tujuan wawancara | | | | | ✓ |
| 2. | Pertanyaan wawancara mudah dipahami | | | | | ✓ |
| 3. | Pedoman wawancara layak digunakan untuk mengnalisis kemampuan berbicara siswa | | | | | ✓ |
| 4. | Bahasa yang digunakan tidak mengandung makna ganda | | | | | ✓ |
| 5. | Maksud dari pertanyaan dirumuskan dengan singkat dan jelas | | | | | ✓ |

Kesimpulan Validator:

☑ Instrumen layak digunakan tanpa revisi

☐ Instrumen layak digunakan dengan revisi

☐ Instrumen perlu direvisi besar

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Komentar/Saran:

Continue to the next steps of research procedure

Jember, April 2026

Validator

Dinda Indriyani

NIP: 197802102007122002

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## LEMBAR VALIDASI INSTRUMENT

### A. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap instrument yang saya gunakan. Saya ucapkan terimakasih atas kesedian Bapak/Ibu menjadi validator dan mengisi lembar validasi ini.

### B. PETUNJUK

Bapak/Ibu dimohon memberikan penilaian terhadap instrumen penelitian dengan memberi tanda ( ✓ ) pada kolom skor yang tersedia dengan skala penilaian sebagai berikut.

5= Sangat Sesuai
4= Sesuai
3= Cukup Sesuai
2= Kurang Sesuai
1= Tidak Sesuai

| No. | Aspek Yang Dinilai | Skor | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Kesesuaian butir amatan dengan tujuan observasi | | | | | ✓ |
| 2. | Butir amatan observasi mudah dipahami | | | | | ✓ |
| 3. | Pedoman observasi layak digunakan untuk menganalisis keterlibatan berbicara siswa | | | | | ✓ |
| 4. | Bahasa yang digunakan tidak mengandung makna ganda | | | | | ✓ |
| 5. | Maksud dari butir amatan dirumuskan dengan singkat dan jelas | | | | | ✓ |

Kesimpulan Validator:

☑ Instrumen layak digunakan tanpa revisi

☐ Instrumen layak digunakan dengan revisi

☐ Instrumen perlu direvisi besar

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Komentar/Saran:

Jember, 30 April 2026

Validator

Ninik Indrayani

NIP: 19780210 200912 2002

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## Appendix 12 Documentation

**Students' interaction and discussion session within their groups**



**Students showing confidents during their presentation**



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**Students move to another group while the changing group session**



**Students helping one another during discussion**



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**Students attention to teacher's explaination**



**Inteaction between Tour Guide and Tourist within group discussion**



**Teacher Interview**



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**Student Interview**



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**Appendix 13 Turnitin Letter**

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KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

**SURAT KETERANGAN LULUS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Nur Imama
NIM : 224101060015
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Analyzing Student's Speaking Engagement in Descriptive Text Learning at the Tenth Grade of MAN 1 Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (14%)

1. BAB I : 15%
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3. BAB III : 22%
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5. BAB V : 8%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 20 Mei 2026
Penanggung Jawab Turnitin
UIN KHAS Jember

(Ika Ning Novienda,S.Sos.I.,M.Pd.)
NIP. 19308112023212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

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**Appendix 14 Declaration of Authorship**

DECLARATION OF AUTHORSHIP

Yang bertanda tangan di bawah ini :

NIM : 224101060015

Nama : Nur Imama

Semester : VIII (Delapan)

Program Studi : TADRIS BAHASA INGGRIS

Dengan ini menyatakan bahwa skripsi saya yang berjudul *'Analyzing Student's Speaking Engagement in Descriptive Text Learning at The Tenth Grade of MAN 1 Jember'* adalah hasil dari penelitian/karya saya sendiri. kecuali pada bagian-bagian yang di rujuk sumbernya. Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya.

Jember, 1 Juni 2026
Saya yang menyatakan




Nur Imama
224101060015

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**Appendix 15 Curriculum Vitae**

## CURRICULUM VITAE



Name : Nur Imama

NIM : 224101060015

Place//Date of Birth Address : Banyuwangi, 01st of April 2003

Faculty : Tarbiyah and Teacher Training

Program : English Education

**Educational Background**

1. TK Aisyah III (2008-2009)
2. MI Darussalam I Kalipuro (2009-2015)
3. SMP IT Baitul Ulum (2015-2018)
4. SMA IT Baitul Ulum (2018-2021)

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