

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Concept of Engagement

Engagement is the involvement of students in the learning process. The term engagement refers to active involvement in a variety of academic activities to achieve learning objectives (Ginting, 2021). According to Aubrey et al., (2022), engagement is associated with the students' attention, relation among students with other students and teachers, active participation, and involvement in a learning process. Engagement is crucial to ensure the quality of the learning experience because meaningful learning is impossible without engagement (Hiver et al., 2021). Students who engage in the learning process are shown by being involved with a certain thing related to the learning activity.

There are several types of engagement. Some scholars believe that there are three types of engagement, namely behavioral, emotional, and cognitive (Davis et al., 2012; Fredricks et al., 2004; Ginting, 2021). Some other scholars (Oga-Baldwin, 2019; Philp & Duchesne, 2016) argued that engagement has four types, namely behavioral, emotional, cognitive, and social.

Engagement is not only about individual effort but also about the quality of relationships with other students or teacher. Whether some scholars conceptualized as having three and other scholars four types, the core idea remains that engagement is essential for meaningful learning. It drives students to be active, emotionally invested, intellectually committed, and socially connected, creating a rich and supportive educational environment that enhances learning outcomes.

2.1.2 Types of Engagement

2.1.2.1 Behavioral Engagement

In the context of education, behavioral engagement refers to students' visible actions, and participation in the learning process. Oga-Baldwin (2019) believed that behavioral engagement is the most observable engagement in the learning process, it includes body language such as gazing, nodding, writing down notes, and raising a hand to ask or answer questions. Besides, some scholars argued

that behavioral engagement is shown not only through body language (Davis et al., 2012; Fredricks et al., 2004; Ginting, 2021; Hiver et al., 2021; Philp & Duchesne, 2016), but encompasses some indicators namely students' effort, persistence, participation, and compliance with the instructors (Davis et al., 2012). Effort means that students are attempting to focus or achieve something in the learning process, such as finishing the task on time. The second, persistence is the students' willingness to persist to learn and face the challenges in learning. Third, participation means that the students participate or become involved in the learning process, such as in the discussions or responding to the teacher's directions. The fourth, compliance with the instructors, means that students follow an order, rule, or request with school systems in general. Since the focus of this study is behavioral engagement, this study uses theory from Davis, et al. (2012) which stated that behavioral engagement encompasses four indicators. It involves effort, persistence, participation, and compliance. Those indicators are used as the measurement of students' behavioral engagement.

2.1.2.2 Emotional Engagement

Emotional engagement is also called affective engagement by some scholars such as Finn and Zimmer (2012), and Ginting (2021). Emotional engagement is associated with students' psychological, motivation, and feelings. This kind of engagement is also observable, like behavioral engagement. Students' reactions in the classroom, including their interest, happiness, grief, boredom, enjoyment, sadness, and anxiety, are referred to as emotional engagement (Fredricks et al., 2004; Ginting, 2021; Oga-Baldwin, 2019). These emotions are divided into two categories, positive and negative emotional engagement (Philp & Duchesne, 2016). The positive emotional engagement involves the students' enthusiasm, interest, and enjoyment. While the negative emotional engagement involves students' anxiety, boredom, and frustration. Emotional engagement is important in the learning process since it has a positive influence on active learning. Molinillo et al. (2018) stated that the more positive emotional engagement (for example, enjoyment, or interest) shown by the students, the greater the chance of active learning will be.

2.1.2.3 Cognitive Engagement

Cognitive engagement refers to students' efforts to show their ability to learn new skills or knowledge. Effort is involved in both behavioral engagement and cognitive engagement. According to Fredricks et al. (2004), the term effort in cognitive engagement is more likely to be how students attempt to master the materials or skills. Davis et al. (2012) defined cognitive engagement as how students perceive themselves and their work, their skills, and the strategies they use to master what they learn. Another scholar, Fredricks et al., (2004) defined cognitive engagement as two different definitions. First, cognitive engagement is the students' psychological investment in learning. It refers to the student's preference to work harder in understanding or mastering the materials and handle failure in learning in positive ways. Second, cognitive engagement is defined as students' strategies for learning. For example, to understand the material, students use learning strategies such as rehearsal, summarization, and elaboration

2.1.2.4 Social Engagement

Social engagement refers to the relationship between students with their learning environment, whether to other students or the teacher. Hiver et al. (2021) believe that social engagement differs from other forms of engagement since it is relational, and its goal is interaction. Social engagement in language learning underlies the students' relation with peers to listen to one another or pay attention to teacher's explanation in the relation between students and teacher (Hiver et al., 2021). In addition, Philp and Duchesne (2016) stated that taking advantage of one another's knowledge and ideas and providing feedback to one another are also forms of social engagement in language learning.

2.1.3 Speaking for EFL Learners

In the era of globalization, the ability to communicate in English is essential, and it can be developed by learning to speak the language. Speaking is one of the language skills that is referred to as productive skills. Kayi (2006) defined speaking

as the process of building and sharing meaning using verbal and non-verbal language, in a variety of contexts. Speaking occurs in real-time and cannot be edited like writing can (Bailey, 2003). In other words, speaking is the process of producing sounds and words that are used in oral communication.

In learning to speak, some components of the speaking itself should be known. Mulyanti et al. (2021) stated that there are five components of speaking skills, and it involves 1) pronunciation, which refers to how the speaker produces the sound that will be caught by the listener 2) fluency, which refers to the speaker's ability to talk effectively and easily 3) grammar, refers to how the speaker arrange the sentences 4) vocabulary, it is a set of words that needed to communicate and 5) comprehension, refers to the speakers' ability to understand what they are talking. Hence, those components are needed to master learning speaking to make it more meaningful.

Some activities can be used in ESL and EFL classroom settings to promote speaking and improve the students' communication skills. It involves discussions, role-play, simulations, information gap, brainstorming, storytelling, story completion, picture narrating, and picture describing (Kayi, 2006). Some activities can be categorized into conversational practices since they require the verbal communication between two or more individuals, such as discussions, role-play, simulations, information gap, and story completion.

2.1.4 English Conversational Practices

Conversation is the process of exchanging ideas or information among the participants. Dubberly and Pangaro (2009) defined conversation as the interactions between two or more individuals to learn, share and evolve knowledge, and confirm agreement. Conversation also enables the participants to learn, coordinate, and collaborate with others. Dubberly and Pangaro (2009) stated that the process of conversation starts when the participants 1) open a channel, and initiate the interaction with others 2) commit to engaging, shown by participants paying attention to the speaker 3) construct meaning, the coherent messages convey between the participants 4) evolve, participants get new beliefs, information, or

ideas 5) converge an agreement, and 6) act to perform an action or transact to an exchange.

Conversation always occurs in daily life such as greeting, chatting, or asking and answering questions. The importance of the ability to communicate effectively in English in this global era leads the ESL and EFL countries to do so. Therefore, English conversational practices are being taught in both formal and informal education (Dewi et al., 2018; Masoumi-Moghaddam, 2018). Numerous activities can be used in teaching conversational practices. Dewi et al. (2018) on the study implemented the use of a turn-taking strategy in an English community, namely an English conversation class. Another study conducted by Masoumi-Moghaddam (2018) used drama or role-play techniques in teaching English conversation in school. There are also other strategies such as small-group discussions, or debates that can be used in teaching English conversation (Dobson, 1981). Besides the different strategies used, the purpose of conversational practices is to improve students' communication skills.

2.2 Study of the Relevant Research

Some scholars carried out earlier studies relevant to the student's engagement in an ELT setting. Luan et al. (2020) investigated the online language learning scale in university students. The study involved students at a university in China, and they were asked to fill out the questionnaire. The study revealed that the highest engagement shown by the students in EFL online learning was behavioral engagement since the students were actively involved in the online learning activities. The lowest engagement shown by the students was emotional engagement, they showed inadequate interest or positive emotional reactions to the online learning context

Other relevant studies were conducted by Marlina & Sulastri, (2023). The study examines Indonesian English education students' experiences with online grammar learning during the Covid-19 pandemic. It reveals that while students showed positive motivation and engagement, believing grammar to be crucial for language skills and appreciating interactive platforms like Jamboard and Quizizz. Additionally, the study identified several challenges that lead to students' negative

motivation and engagement. Poor internet connectivity in rural areas hindered participation and comprehension during synchronous sessions. Moreover, students expressed anxiety about their grammar competence, fearing criticism and performance evaluation from peers and instructors. Despite these challenges, students demonstrated resilience and proactive learning behaviors. They persisted in seeking clarification through self-study, discussions with peers, and leveraging additional online resources.

Saeli and Cheng (2021). They conducted a study in TOEFL iBT classes, that involved Iranian students and teachers. The study aimed to investigate how the engagement of Iranian EFL learners in peer feedback is affective, behavioral, and cognition ways. The study revealed through the interviews that peer feedback in writing can improve the students' writing quality. Peer feedback also leads to the students' engagement in the writing activity, especially in behavioral and cognitive engagement. The behavioral engagement was shown through the learners reviewing the received peer feedback and incorporating it in their revised drafts. Meanwhile, the cognitive engagement shown through the learners allocated cognitive resources to processing the peer feedback.

Hu and Wang (2023) investigated EFL learners' willingness to communicate (WTC) and academic engagement. The study aimed to examine the relationship between students' WTC and engagement with the immediacy behaviors of EFL teachers. The data of the study was collected through online questionnaires and involved Chinese EFL students from different universities. The study revealed that teachers' immediacy behaviors or interpersonal communication skills affect the students' WTC and engagement. This led the researchers to the conclusion that effective EFL teaching depended on teachers' communication abilities as much as their educational understanding.

The effect of collaborative-based instruction on student engagement in Chillan EFL school was studied by Vega-Abarzúa et al., (2022). The study employed action research as its methodology, and the intervention lasted for five weeks. According to the study, the most evident dimension in collaborative-based training is behavioral engagement. Some students demonstrated it by

assigning assignments, setting up group projects, editing notes, and forming groups before the teacher entered the room. It was succeeded by the students' delight in their emotional engagement and the researchers' recognition of cognitive engagement as the least substantial evidence.