

CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1 Students' Engagement

Students' engagement is the time and effort made by students in learning activities to be able to connect with the material, with teachers and other friends, to get the desired results, or even more. Same as Axelson and Flick (2010), stated that student engagement is how involved or interested students appear to be in their learning and how connected they are to their classes, their institutions, and each other. The students are more likely to participate in the learning process, take initiative in their learning, put up a lot of work and focus, and display positive emotions like excitement, optimism, curiosity, and interest when learning.

Similarly, Fredrick et. al. (2004) defined student engagement as any sustained connection a learner has towards any aspect of learning, schools, or education; student engagement is increasingly viewed as an indicator of successful classroom instruction. Student engagement becomes an aspect of achieving student and teacher goals in the learning process. Besides the material they are studying, they can also catch other aspects, such as working with the group, asking for increased criticism, and consistently trying their best.

From the above definitions, student engagement is how engaged or enthusiastic pupils are in their education and how closely they are linked to the material, their peers, and teachers. Students who are more engaged are more likely to participate in the learning process, take the initiative in their studies, and put in a lot of effort and concentration.

2.1.2 Type of Student Engagement

According to Fredricks et al. (2004), there are three types of engagement: behavioral, cognitive, and emotional.z

2.1.2.1 Behavioral Engagement

Behavioral engagement is an effort made by students to learn in a focused, active, and contribute to learning activities for the best outcomes. Fredricks et al. (2004) stated that behavioral engagement, as a form of participation in academic and extracurricular activities, is essential for achieving positive learning outcomes and anticipating dropping out. Thus, Philp and Duchesne (2016) propose that learners' degree of effort, persistence and active involvement are leading indicators of behavioral engagement. Action is critical, and the degree and quality of time students spend in active participation repeatedly appear as a positive predictor of academic achievement (Gettinger & Walter, 2012). Behavioral engagement draws on participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropout. Behavioral engagement is when students actively participate in the learning process, this is known as behavioral engagement. They arrive on time, turn in their assignments, and bring all necessary supplies to class. They also participate in class debates, follow their teacher's instructions, and always give their best. From those explanations behavioral engagement is based on participation; It entails social activities, the student's effort in action, and how they remain focused and active which is regarded as necessary for achieving successful academic achievements.

2.1.2.2 Cognitive Engagement

Cognitive engagement refers to mental processes such as deliberately allocating and maintaining attention and intellectual effort (Helme & Clarke, 2001). Thus, Fredricks et al. (2004) argued that cognitive engagement is an act of exerting the effort necessary to understand complex thoughts and master difficult skills. This cognitive dimension also implicates using relevant self-regulated strategies that facilitate this mental process (Philip & Duchesne, 2016). Cognitive engagement centres on the cognitive and self-regulation

strategy used by students in their learning processes. Students make every effort to study as much as possible. They pay attention in class and ask thoughtful questions and go above and beyond what you ask of them. Researchers desist that cognitive engagement refers to the internal state of students, such as the efforts made by students in understanding material and information, students' efforts in doing school work individually or in groups, efforts to obtain broader information, etc.

2.1.2.3 Emotional Engagement

Emotional engagement refers to emotions that students feel during learning activities in the class; they feel interested, exhausted, or the opposite. Fredricks et al. (2004) stated emotional engagement is delivering emotion and reactions to teachers, classmates, and school. Emotional engagement builds bonds to school and influence willingness to advance the work. Thus, according to Skinner & Pitzer (2012), emotional engagement varies with the research focus, from school level to specific learning activity. Then, in most instances, emotional engagement refers to the affective character of learners' involvement, enthusiasm, interest and enjoyment- essentially markers of one's affective involvement during class time - identified as critical indicators of emotional engagement in the classroom (Skinner et al., 2009). Emotional engagement draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills. Students have a favourable attitude toward their studies. Emotional engagement is defined as students' emotional reactions to teachers, students, learning, and school in general, including their sense of belonging, value, and identity, as well as their level of interest, boredom, happiness, sadness, anxiety, and other emotions (Finn, 1989). For example, when students treat you and their classmates respectfully and approach homework with hope, you know they are emotionally engaged.

From those explanations, emotional engagement is students' emotional responses to instructors, peers, learning activities, and school, in general, which are referred to as emotional engagement. For example, students feel interested, bored, confused, happy, melancholy, worried, etc.

2.1.3 English Language Learning

English language learning is the study of the English language (i.e., teaching and learning) with the main objective of instructing students who are not native English speakers in the language. Learning English will enhance your personality and boost your self-esteem. To put it another way, studying a second language strengthens and diversifies the brain. It is not only beneficial, but it also provides a tremendous sense of accomplishment, and making progress will make you feel fantastic. It also allows you to converse effortlessly while on the road. Because English is spoken in practically every country, it can assist you to overcome linguistic barriers. English allows you to converse effortlessly with all of the world's fellow residents. You can obtain access to more information when your communication is unrestricted.

2.1.4 A Post-Pandemic Learning Situation

The Covid-19 pandemic is an unpredictable event, however, the teaching and learning process must continue, regardless of the conditions that are being faced. Distance learning has become the only option during the COVID-19 pandemic, as an effort to break the spread of the virus chain (Ginting et al., 2021) The learning activities are carried out online using technology as support, such as whatsapp, google classroom, zoom, google meet, etc. so that teaching and learning activities are still taking place, students and teachers can still interact online. With the easing of cases of covid-19 or what we can call the new normal, the government made a policy to implement PTMT in schools with regulations, namely reducing study time, reducing mobility in schools, and still adhering to health protocols. Each school has a different way of implementing the policy, such as some of the schools that responded used

blended learning, which is the process of incorporating online, offline, and in-person learning into the educational process. And some schools also implement a section system, one class is divided into two sessions, namely a morning session and an afternoon session to reduce mobility in a classroom.

From that explanation, a post-pandemic learning situation is a state of student learning after a pandemic period in which learning activities that were previously carried out online through several platforms, begin to be carried out offline but with applicable provisions.

2.1.5 EFL Classroom

An EFL classroom in a nation where English is not the primary language. Outside of the classroom students have very few opportunities to use English. Learning English as a Foreign Language (EFL) involves learning English in a nation where English is not spoken. Students learning English in China, for example, are classified as EFL students because English is not the country's official language. If the same kids were studying English in the United States, they would be classified as ESL students. English as a Foreign Language (EFL) is a subject that is taught in public schools all over the world. EFL teachers have the chance to focus on elements of learning depend grammar, vocabulary, and the conventional four skills as part of a wider general education curriculum.

From the explanation above, the researcher concludes that the EFL classroom is where Learners whose first language is not English and who live in a nation where English is not an official language are taught English in this context. For example, a class where Indonesian students learn English in Indonesia.

2.2. Study of Relevant Research

Online learning has been studied before pandemic and it is not new in language teaching. Rahmayanti et al. (2022); Hidayati & Saputra, (2020) found that online learning as a way to improve language skills and learning

engagement was still perceived positively by the students. The students felt that online learning gave them much chance to explore materials and flexibility in learning. Besides that, students found the challenge in the internet connection. Internet connection was the main problem of online learning. Moreover, two factors of limited internet connection: internal and external factors (Rahardjo et al., 2016). The internal factor is students' willingness to find better internet access, while the external factor is the limited internet facilities.

Besides that, the researcher had read the previous study on students' engagement during pandemics before deciding to undertake this study. The purpose of these studies was to examine how students engaged during online learning. Agustina et al. (2021,); Yates et al. (2021) found that students were disengaged in English class during distance learning in terms of behavior, emotion, and cognition. It happened because of a number of issues, including uninspiring learning exercises, a shaky signal, and a lack of student understanding. Some students had struggled with self-management because they felt they had too much independence, without the extrinsic motivations of school, routine, consequences, resources, and easy access to teacher and peer support. In Addition, other researchers found different results in students' engagement during pandemic situations. According to Salas-Pilco et al. (2022); Oraif, I., & Elyas, T. (2021), online learning increases student involvement. Students are exposed to instructional elements, the development of digital skills, and technological concerns in the behavioral area. the students also showed involvement through their participation in class, willingness to learn, relationships with professors and peers, the practice of skills, emotional investment in the course material, and performance in class.

The studies above show that online learning impacts on students' engagement. Some students disengage because of several factors, internal and external factors. Students have difficulty with internal connections, so they are confused and cannot follow the lesson well. They do not understand the

material because they do not do significant physical activities, such as going to school or interacting directly with other people. They are unable to find the intrinsic motivation to study. Meanwhile, other students engaged during online learning. They became active in learning and willing to learn. Their digital skills improved, and they can handle the issues in online learning.

Furthermore, this study will focus on how students' engagement in new situations after the pandemic reflects the re-enactment of offline learning or face-to-face learning systems, and the researcher will use the concept of engagement in three dimensions, behavioral, cognitive, and emotional engagement (Fredricks, 2004)