CHAPTER 2
LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to Student engagement, Behavioral engagement, and Teaching English for young learners (TEYL).

2.1   Theoretical Framework

2.1.1   Student Engagement

Student engagement has been defined as participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes Kuh et al., (2007), and as the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes Krause & Coates (2008, 493). Similarly, Hu & Kuh (2001, 3), define engagement as the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes. in other definition, Finn & Zimmer (2012), emphasize that student engagement is a dynamic and continuous process, where students are actively involved in social and academic interactions. They emphasize that this level of engagement can be influenced by social support from teachers, parents and classmates. It is a valuable factor for a teacher to pay attention to the students while teaching to support their learning.

Student engagement has been studied at the level of learning within a single activity, focusing on what is happening in the moment, to the level of a student's whole school experience. Skinner & Pitzer (2012), developed a model that best explains the levels at which student engagement has been studied, as well as the general outcomes of interest at those levels. At the broadest level is institutional engagement, which focuses on activity in social institutions in general, such as school, family, and church. Outcomes of this level of engagement are character development and prosocial orientation. Moving deeper, research can focus on engagement in all school-related activities, such as involvement in clubs, sports, or other student organizations and activities as well as academic work in the

classroom. The outcomes of this engagement are a sense of belonging in school and lower risks of dropout. Engagement can then be focused on involvement in a specific course, or even on a specific learning activity, the outcome being academic achievement and learning. Skinner and Pitzer's framework of student engagement is useful for identifying the purpose and scope of various measures of engagement, from factors specific to a single learning activity to broader institutional concerns. For instance, the National Survey of Student Engagement Kuh (2001), is best suited for studying institution-level engagement, with questions focused on learners' general experience in school. Institution-level measures would be inadequate to identify insights as to how a specific learning activity affected learner engagement in a course.

Many researchers view student engagement as a meta-construct that includes different types of engagement or other theoretical constructs, such as motivation and self-regulation Reschly & Christenson (2012). Fredricks et al. (2004), described what have become the common sub-constructs or types of engagement: behavioral, emotional, and cognitive engagement. According to Fredricks et al. (2004), behavioral engagement includes the observable behaviors necessary to academic success, such as attendance, participation, and homework completion. Emotional engagement includes both feelings learners have about their learning experience, such as interest, frustration, or boredom, and their social connection with others at school. Cognitive engagement is the focused effort learners give to effectively understand what is being taught, including self-regulation and metacognitive behaviors Fredricks et al. (2004). Cognitive engagement and behavioral engagement center on actions by the learner. Cognitive engagement differs from behavioral engagement because it focuses on the less observable effort expended in the mind Appleton et.al (2006). As student engagement includes both self-perception and behavior, self-reported and observable indicators can be appropriate.

2.1.2   Behavioral Engagement

Schiavo et al. (2021), describe behavioral engagement as directly observable student involvement, such as participation in group tasks, interaction with the teacher, and adherence to classroom rules. They also associate this engagement with better academic outcomes and consider it a significant predictor of learning success. Fredricks et. al (2016), also defines behavioral engagement as an aspect of engagement that focuses on students' outward behaviors, such as attendance, persistence, and active participation. They also note that behavioral engagement plays an important role in supporting emotional and cognitive engagement, thus helping to create a positive learning atmosphere. Behavioral engagement includes both student conduct and involvement in learning and school-related activities Fredricks et al. (2004).

One of the simplest ways to evaluate behavioral engagement is to observe how the students behave during the lessons. It can be looked for signs of engagement such as active participation, eye contact, body language, facial expressions, and feedback Jimerson et. al (2003). Active Participation in Class refers to the level of student engagement in classroom learning activities. This includes things like answering teacher questions, participating in class discussions, and collaborating with classmates. Eye contact refers to visual interactions between teachers and students, or between students and each other, where they look into each other's eyes during conversations or learning activities. Eye contact is one of the most important forms of nonverbal communication, as it can show interest, attention, and engagement in the interaction. Body language refers to a person's physical expressions and body movements that can give clues about their feelings, attitudes and emotions. In the classroom, students' body language can indicate their level of engagement in learning. Facial expression can refer to the way a person expresses their emotions or reactions through facial expressions. Students' facial expressions can provide clear clues about their level of understanding and engagement in learning. Feedback this refers to the response given by teachers or fellow students to one's performance or contribution in the learning process. Effective feedback can help improve students' understanding, clarify expectations

and motivate them to engage more actively in learning. In addition, it also considers student engagement through three categories: compliance with rules, involvement in learning activities (paying attention to lessons, asking questions and participating in discussions) and participating in sports and organizational activities at school Fredricks et. al (2004).

2.1.3 Teaching English for Young Learners (TEYL)

Teaching English for Young Learners (TEYL) involves not only language instruction but also fostering social and cognitive skills in young children Garton & Copland (2019). Cahyati (2019), emphasizes the necessity of thorough preparation and understanding the unique needs of young learners, such as their limited attention spans and the need for activities that involve physical movement. Additionally, TEYL should be designed with an understanding of cultural contexts and learners' backgrounds to ensure relevance and effectiveness Pinter (2017). This approach helps to avoid an overemphasis on linguistic accuracy, focusing instead on fostering communication skills in a supportive, enjoyable environment.

Brewster et.al (2017), showed that English language learning at the elementary school level plays an important role in developing early literacy skills, such as reading and writing in a foreign language. They argue that English lessons integrated with fun activities, such as games and stories, can increase children's interest and help them understand language structures naturally. In addition, according to Nikolov et.al (2014), research, English language teaching in primary school has a long-term impact on students' learning motivation. They found that children who start learning English early tend to have a more positive view of the language and are more motivated to continue learning at a higher level.

2.2 Study of the Relevant Research

Previous studies have been conducted related to behavioral engagement. The research conducted by Brewster et.al (2017), showed that English language learning at the elementary school level plays an important role in developing early literacy skills, such as reading and writing in a foreign language. They argue that English lessons integrated with fun activities, such as games and stories, can increase children's interest and help them understand language structures naturally.

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Research by Cognia (2021), shows that elementary students tend to show more consistent behavioral commitment in completing school tasks and have stronger emotional engagement, mainly because they feel more connected to their teachers and classmates compared to older students. When students feel that teachers care about their progress, their engagement is also likely to increase (Nguyen et al., 2023). In addition, the presence of group activities and learning that supports collaboration can increase student engagement, especially when they are given the opportunity to interact academically with their classmates. Other research has also highlighted the impact of family support on student engagement in elementary school. Support from parents, especially those that assist students in learning at home, such as helping with homework or reading together, has a positive effect on students' behavioral engagement in elementary school Smith et al. (2022). To address this gap, this study aims to find out student behavioral engagement in one of the elementary schools in Tasikmalaya through observation and semi-structured interviews to gain a deeper understanding of student behavioral engagement.