

## CHAPTER I

### INTRODUCTION

This section provides the background of this study, the reason why the researcher chooses this kind of study and the goal of this study, The study based on the phenomena on how the students can achieve high GPA while they have a lot of activities in campus, the researcher tried to explore on how they engage themselves with the campus activities while they are still able to maintain the high academic achievement.

#### **A. Background**

In undergraduate level students in Indonesia, The students' goal mostly is to reach the highest Grade Point Average (GPA), "GPA is becoming one of many factors that will help them in their future, one of the reason is because GPA is now used by most of the institutions as a summary measure of students' academic performance. It is considered as an appropriate measurement because it provides greater insight into the relative level of performance of individuals and different groups of students" (Khosrow-pour M, as cited in Hamza, 2019). This situation leads them to study hard in order to achieve it. In the learning process, students have their own pace in learning, in the process they engage themselves with campus activities. The engagements are described as the act based on their motivation to reach the goal. Each students' engagement performed becomes part of the students live, and it has a huge impact towards it. Students' engagement has often been used to predict these performance outcomes. The engagements used by the students also unique among students.

The relation between educational outcomes, achievement goals and student engagements have been proven to have a strong link among other, Reschly and Christenson's (2012) posited multiple levels of development (personal, school, family and peers) to influence the extent and nature of students' engagement, which in turn provide the enabling conditions to social, emotional and behavioral outcomes. Positive engagements will lead the students to better outcomes, The longer students are in university, the higher their engagement (Astin, 1984; Ahlfeldt, Mehta, & Sellnow, 2005), and the more engagement promoting behaviors they develop (Roebken, 2007). The relation of student engagements and achievement as described by Krause and Coates (2008) is "Student engagement focuses on the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes". This proves that positive engagements will direct the students to positive outcomes.

The previous study found the relation between Social engagement and academic proved to be really close and synergic (Mouzakis, K., 2017). the study by Mouzakis focused on how social engagement and academic engagement could predict the students performance and the research examined students' social engagement with a new measure of positive social behaviors, and social engagement was examined in relation to other important variables. To fill the gap, researcher trying to look upon the process on how the Social engagement and Cognitive engagement related on the high achievement students by replacing the component, the reason is by using Appleton (2006) cognitive engagement theory the researcher can get the deeper insight on the effort that students performed to

learn and improve by using the indicator of invest in learning, goal settings, strategizing, and relevance of study to future aspirations. Motivation found to be the set the stage for cognitive engagement, motivation leads to achievement by increasing the quality of cognitive engagement (Blumenfeld & Rogat, 2006), Social engagement as mentioned above related with the wellbeing and satisfaction among students which is able to increase the motivation of the students, which will automatically increase the students cognitive engagement quality. In this study the researcher tries to explore how each engagements mentioned above performed by the two high achievement students.

There are many studies of students engagements, but most studies focus on predicting the outcomes of the students. My interest was on how cognitive engagement could help us understand motivation to learn and how social engagement affect the motivation because positive social activities will result to positive motivation. In this study the researcher tries to reveal how those engagements used by the students with the high GPA Based of each kind of engagements mentioned above, and try to see how they go through it. This study tries to reveal how those engagements (Cognitive and social) showed and performed by the high achieving students in Indonesian University, which hopefully could help students with low achieving find their “role model”.

## **B. Formulation of the Problem**

The research formulated in a question, How Social and Cognitive engagements performed by the high achievement students in undergraduate level?

### C. Operational Definitions

1. High Achievement Students: Academic achievement measured by the students' score at the end of the semester, the higher the number means the higher academic achievement. In this study, college grades ranged from 1 (insufficient/fail) to 4 (excellent). The participant achievement used for gaining the data will be the closest with the perfect grade (3.5 and above) in the 7<sup>th</sup> semester of their study in the college.
2. Students' Engagement: Engagements is observable behavior that active involvement in a task or activity, There are four types of students' engagement: Behavioral, cognitive, emotional, and social. In this study students' engagement known as activities that students do in college This research only highlights cognitive and social engagements as its focus.
3. Cognitive Engagement: Activities students performed in order to understand the subject of his learning and completing tasks included investing in

learning, goal settings, strategizing, and also relevance of school to future aspirations.

4. Social Engagement: Activities students perform to socialize, Social engagement can help students stay in university and graduate, help make the university experience a pleasant one, and help students get good grades and learn. It is included on how they make friends, perform activities with friends, and relationships with their parents.

#### **D. Aim of the Research**

This research aims to explore high achievement students' engagements in English learning in undergraduate level.

#### **E. Significances of the Research**

##### **1. Theoretical use**

This research will expand the study of students' engagements, especially in looking from the perspective of the students.

##### **2. Practical use**

This research will help the low achievement students with the information of how the role model student effort in keeping their academic achievement

### **3. Empirical use**

By doing this research, the researcher increased his knowledge towards case study on high achievement students, and experience in doing research in this kind of topic.