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CHAPTER 2

LITERATURE REVIEW

2.1 Language Learning Engagement and Disengagement

Engagement is very important in learning for academic progress, because there are students involved who motivate themselves and direct their own learning, while there are students who are not mentally involved and physically absent. This is a recursive cycle, which causes and is influenced by student motivation, interests, and positive social interactions. Engagement is also most often associated with other characteristics in students, such as self-regulation, awareness, and agency. Students' academic results can be influenced by the extent to which students display the four aspects of engagement above, such as how far they put in the effort, show enthusiasm, think strategically, and constructively contribute to lesson plans.

Student engagement is often mentioned as being an important precursor to learning and academic achievement (Appleton, 2008). Student engagement is continuous student involvement in learning activities accompanied by positive emotions (Skinner & Belmot, 2008). They state that students can be called engaged when they show their willingness to choose assignments, participate voluntarily, and show effort and concentration. Despite the challenges and obstacles, engaged students are engaged in work and seem happy in completing their work (Schlechty, 2011). They show positive emotions as indicated by posture, facial expressions, and encouraging voices. These gestures show that they are enthusiastic, curious, and interested.

Students who are not involved will lose interest in-class activities and respond poorly to teacher directions and class interactions. Furthermore, they will participate in disruptive behavior and show negative attitudes on teachers and

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classmates. If students are not involved while doing academic tasks, then they may only gain little knowledge because engaged students are ready to take personal risks or opportunities in learning assignments (Alvarez, 2002). This means that involving students in learning activities is important because it relates to strategies to manage student behavior and motivate them to learn.

Disengagement from school created barrier for young people. Schools refer not only to the future of young people as a resource for progress and a better quality of life, but also to their present well-being. Feeling worthless and unable to make important contributions in many areas of life, such as at the family, community, or national level (Schlechty, 2011).

Without school participation, when young people drop out, they are subject to exclusion. This is because not only are their skills development hindered and their chances of finding a formal job diminished, but they are also more likely to become victims of prejudice. People who lack skills or knowledge.

2.2 Dimensions of Learner Engagement

According to this definition, the dimensions of learner engagement are ongoing student engagement and a positive emotional tone. The dimension groups aredivided into three types of student engagement: behavioural engagement, emotional engagement, and cognitive-disciplinary engagement within a broader framework of academic and social engagement (Dunleavy & Milton, 2009).

Figure 2.1 Dimensions of student engagement (Dunleavy & Milton, 2009).

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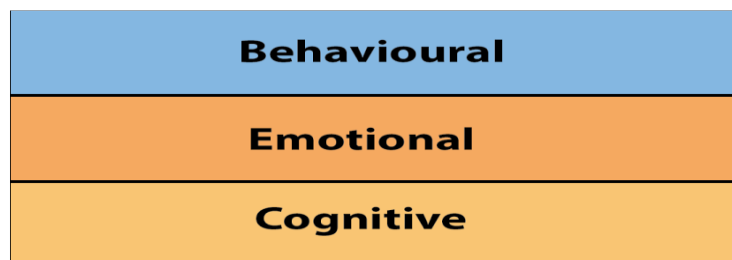
Behavioural engagement is engagement related to student participation and engagement in learning activities in and out of the classroom. When students are active in their learning activities and take responsibility for their own learning, they show greater involvement in the behaviors they pursue (Fredicks, 2004).

Emotional engagement is the emotional response by students to classmates, teachers, learning activities, and school, especially individualized emotions such as happiness, joy, boredom, and fear. Students with high levels of emotional engagement feel at home, secure, and engaged in learning activities (Fredicks, 2004).

Cognitive engagement is the mental effort by students to complete a task using deep learning approaches, self-regulation, and strategies. Students with high levels of cognitive engagement are interested in learning and exploring the task being taught and perceive the purpose of the learning activity (Chiu, 2021).

2.3 The Levels of Students' Engagement and Disengagement

Students can participate in learning activities at different levels. His Engagement section describes the characteristics of students involved in his four levels of student participation (Parn, 2006). However, he does not mention all levels of students' engagement. Students fall into four categories based on their level of knowledge regarding their involvement: Fully participating, moderately participating, slightly participating and non-participating students.

Figure 2.2 Rubric for Measuring the Level of Students' Engagement

The Level of Students' Engagement

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Indicators	Fully engaged	Fairly engaged	Slightly engaged	disengaged
Feeling (SPE)	being excited	being quite pleased	being uninterested	being bored
Focus(ACE)	often listening to the teacher's instructions, working hard to do the tasks	sometimes listening to the teacher's instructions, being reminded once to do the tasks	seldom listening to the teacher's instructions, being reminded more than once to do the tasks	never listening to the teacher's instructions, leaving the group Responsibility (BE)
Responsibility (BE)	preparing the group/individual performance, completing the tasks	being reminded once to prepare the group/individual performance and to complete the tasks	being reminded more than once to prepare the group/individual performance and to complete the tasks	not preparing the group/individual performance and completing the tasks
Participation (BE)	often joining group discussion	more than once joining group discussion	once joining group discussion	never joining group discussion
Task completion time (ACE)	being able to complete the tasks earlier than the due time	being able to complete the tasks in time	being able to complete the tasks in the extra time	being unable to complete the tasks until the end of the lesson

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SPE = Social-Psychological Engagement

BE = Behavioral Engagement

ACE = Academic-Cognitive Engagement

Engagement can be operationalized more effectively if researchers identify the dimensions of engagement they are studying, explicitly acknowledge that it may overlap with other dimensions, and indicate the granularity of the engagement they are measuring increase. Figure 2.3 provided a visual representation (Sinatra, 2015).

Macro Level	Meso Level	Micro Level
School Engagement	Classroom Engagement	Task Engagement
Course Engagement		Event Engagement

Figure 2.3 Grain size continuum

2.4 Factors of Students' Engagement and Disengagement

Efforts to involve students are related to how classroom behavior is managed (Taylor & Parson, 2011). It deals to committed to reducing distractions and disciplinary issues in the classroom. In other words, it is not about solving the problem of misbehavior in the classroom, but about stimulating the interest of uninvolved students. The factors to engage students in the teaching and learning process are students` perceptions of the teacher and his duties (Taylor & Parson, 2011).

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a. Student Perceptions of Teachers

In any size classroom, student perceptions of teachers have a significant impact on student engagement, whether teachers care about them or not. How teachers treat students can influence how students feel about their teachers (Parn, 2006). Therefore, teachers needed to show a friendly attitude when teaching students, and teacher behavior influenced student engagement (Ortiz, 2017). He argues that students typically respond with positive attitudes and high levels of engagement towards their teachers when teachers' attitudes towards their students are shown to be positive. On the other hand, demonstrating negative teacher attitudes generally has negative consequences for student attitudes and engagement.

b.Task

Task selection determines student engagement. Task selection takes into account the difficulty of the given task, how the lesson is delivered, and the resources available for learning. Students benefit from assignments by working in groups to solve problems. Fun and interesting activities help students solve and reduce problem behaviors in the classroom. Thus, the quality of engagement is indicated by efforts to increase student enjoyment. Teachers should help students to enjoy their learning by using their interests into the material and using various strategies to involve students in their work, such as in small group work and project-based learning (Taylor & Parson, 2011).

According to Taylor & Parson (2011), indicators at the school level that a student may be at risk of disengaging includes:

• Erratic or no attendance

• Low literacy or numeracy/poor attainment

• Lack of interest in school and/or stated intention to leave

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• Negative interactions with peers

• Behavioural issues including aggression, violence, or social withdrawal

• Significant change in behaviour, attitude or performance.

According to Taylor & Parson (2011), schools can draw on a range of data and tools to identify students that are at risk of disengagement. These may includes:

• Information on family background, educational history and personal issues collected at the time of enrolment

• Attendance data

• Educational, health or welfare assessments completed by in-school or Department support services (and external support services where these have been provided to the school with the student and their parents' consent)

• Reports from classroom teachers on learning and behavioural issues

• The student mapping tool, a computer-based application available to all Victorian Government schools that collates a range of school-level data to identify those students at risk of disengagement.

2.5 The impact of Students' Disengagement

Disengagement in the classroom can affect student retention and learning because knowledge frameworks are structured for use in clinical simulations and rotations, if students do not engage in learning activities, they can overwhelm the rest of the learning experience and hinder professional growth and effectiveness (Schlechty, 2011).

Classroom educators have had the advantage of being constantly exposed to their students. The educator's focus may be divided among multiple groups, and educators rarely get quiet time to discuss student effectiveness. Therefore, classroom

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educators should use these early exposures to identify early signs of withdrawal, as follows (Schlechty, 2011).

• Interaction. Lack of interaction between students and educators and other students is the most obvious form of distance. I often avoid answering questions during class. For example, during breakout discussions, they tend to be quiet and withdraw to allow group members to lead the conversation. They do not usually ask questions or indicate they need help.

• Reliance. The class was made up of a mix of ambitious and engaged students and those who were not. Non-participating students tend to rely on ambitious fellow students for group work and discussions. If they had been called in person, they probably could have said nothing but "I agree with what I said."

• Body language. Some students think their devotion does not need to be spoken to express it. Some students appear uncomfortable when asked to participate in class, such as avoiding eye contact with teachers or flinching in their seats. Even the chairs they choose can reflect their comfort level. Do they sit at the front or the back of the room? Do they stay by the door?

Schlechty's extensive characterization can provide ideas about engagement that go beyond the simple polarity between engagement and non-involvement. Students may not be involved in every situation, or even if they are always involved in the situation, they may not be involved. This can blind researchers and practitioners to the hardships experienced by students who are perceived primarily as "hard working". Schlechti's typology also helps students focus on why they act the way they do, rather than on the action itself. At the primary school level, these withdrawal indicators include: Pupils are inattentive, not complete schoolwork, have disorganized behavior, are sometimes withdrawn, performing poorly, and often skipping school and are expelled from school. Both low school enrollment and failure to complete primary education were significant problems in Indigenous communities.

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2.6 Relationship Between Motivation and Learner Engagement

Learning motivation has a big influence on students to achieve their grades or achievement goals. Individually students are able to achieve excellent learning achievements, many aspects or students understanding to remain stable in their enthusiasm for learning such as optimism, responsibility in commitment, perseverance, feedback and also student initiative in learning. Strong defense and high enthusiasm are the keys to achieving student goals in their achievements. There are two factors that influence student learning motivation, namely intrinsic and extrinsic (Vallerand & Ratelle, 2002). Intrinsic is a personal drive that is in line with needs, while extrinsic encouragement is outside the individual such as rewards, competition, learning environment, punishment and so on (Vallerand & Ratelle, 2002). Therefore, the teacher must be smarter in responding to it and better understand the students' intentions. Many things were lost that were not obtained by students during the pandemic, there was no praise, feedback reprimands so that students were caught off guard in the spirit of learning. These three things are very important for student motivation in learning. There have been many changes in the way of learning that affect students' enthusiasm for learning, from normal learning to distance learning during this pandemic. The distance learning process will make it more difficult for students to achieve their achievements in learning. The lack of student engagement in the learning process, only giving assignments does not fully make students not enthusiastic in their learning activities. Students with high engagement have an important positive role in improving their achievement. While these explanations suggest a uni-directional influence from motivation to engagement, other models emphasize the bidirectional nature of the relationship between motivation and learner engagement (Skinner & Pitzer, 2012).

Figure 2.4 A dynamic models of motivational development organized around student engagement and disaffection

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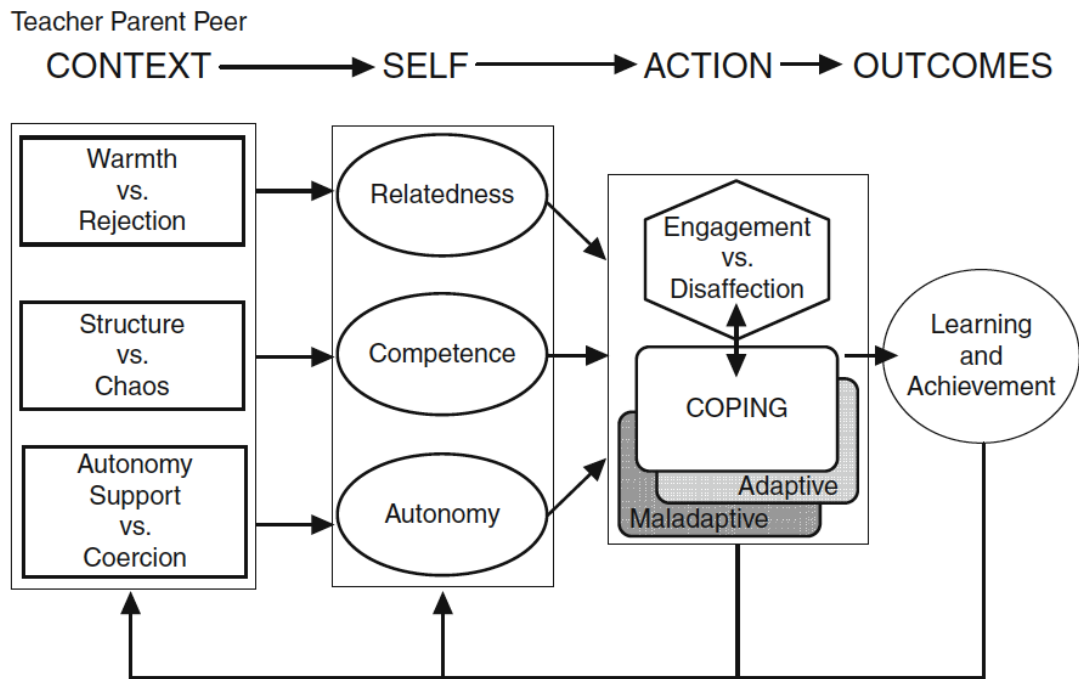
2.7 Blended Learning

Blended learning is an educational model in which some students attend classes in person and others study at home. This learning refers to web-based learning activities used to supplement face-to-face teaching. Students spend less time sitting in classrooms listening to lectures and are more encouraged to conduct research online and learn from their peers. The benefits of blended learning are increased interaction with peers and instructors, greater engagement, more flexible scheduling, and a more interactive learning environment. How this blended learning works is for educators to use video conferencing hardware and software to teach students remotely and face-to-face at the same time. A well-designed blended course combines the best of classroom and online learning, making education more accessible to many students.

Blended learning is a learning method that combines two or more methods and approaches in learning to achieve a learning goal. Blended learning combines

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different learning media, such as technologies, activities and event types, with the aim of creating the best learning program for students specifically (Sutisna, 2016). Blended learning is a learning model that combines the power of face-to-face learning with electronic learning formats. Blended learning combines synchronous and asynchronous learning (Bersin, 2004). Blended learning as a combination of different approaches and learning (Massoud, 2011).The most successful blended classes are highly interactive learning environments that are quieter than traditional classrooms, where learners interact with devices in the same way you and other students in class.

2.8 Study of the Relevant Research

Many people have investigated the issue of engagement and disengagement from a different perspective. Derakhshan (2021) investigated the boredom in online classes in the Iranian EFL context: Sources and solutions. Their findings showed that (1) teachers' long, monotonous monologues, lack of student participation, logistical problems, and carelessly chosen, repetitive tasks were the main sources of boredom; (2) most of the suggested solutions revolved around making the class live lier through more teacher-student interaction, improving inter-personal relationships, and solving technological problems; and (3) although boredom may be experienced throughout online English classes, even at the outset, it tends to reach its apex towards the end.

Suharti (2018) investigated the exploring students' learning engagement in EFL online classroom. Their findings showed that using an online language-learning platform in the learning process can give EFL students significant learning involvements. A further implication of this study was revealed teachers should explore effective online EFL learning techniques that include assessments.

Puspitasari (2010) investigated the contributing factors to EFL student disengagement. Their findings showed that student personality and teacher-associated factors are the most influential factors among all. Moreover, student disengagement may be caused by other factors such as academic shaming culture, heavy workloads,

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inappropriate textbook selection, inadequate facilities, unfavorable environment, and class scheduling.

Amin & Zulfitri (2022) investigated the emergency remote teaching during COVID-19 crisis: An analysis of EFL students' engagement in Aceh. Their findings showed during emergency remote teaching. It indicates that EFL students have a better grasp of how to use technology in education. It is essential to constantly enhance their skills and have enough equipment and infrastructure to facilitate online learning.

2.9 Contribution of Students' Disengagement to instrument design of this study

Students' Disengagement has a negative impact on the success of the learning objectives. There have been many studies examining this matter. One of them is the research conducted by Ratna (2018) which has been adapted into the design of this research instrument. This study aims to determine the aspects that affect students' disengagement in learning English in the classroom. The results of this study indicate that the effect of student non-involvement comes from aspects, namely teacher teaching techniques, classroom environment, classmates, and communicating learning objectives.

1. Teaching Techniques

   Teaching techniques can be defined as an integrated organization that includes a set of materials, devices, tools, and educational attitudes that the teacher uses to clarify an idea or to change a vague concept in order to contribute to a better state of the educational process (Mostafa, 2019). In this section, the researcher tries to obtain information about students' satisfaction with the teacher's teaching techniques.

2. Classroom environment

   Classroom environment is a blend of the social, emotional, and instructional elements of your class (Ambrose, 2010). In this section, the researcher tries to

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get information about the students' comfort in the condition of the classroom environment.

3. Classmates

    Classmates can provide social support in the form of a sense of fate that makes a sense of mutual understanding and understanding of each other's problems, exchanging advice and sympathy (Hurlock, 1999). In this section, the researcher tries to get information about the creation of motivation through classmates.

4. Communicating learning objectives

    Learning objectives are clearly communicated to students' the reasoning goes students' will be more likely to achieve the presenter goals (Clair, 2017). In this section, the researcher tries to get information about students' understanding of the learning objectives.