

CHAPTER 2

LITERATURE REVIEW

This chapter discusses literature reviews and reviews the meaning of each sub-chapter. It will be explained by quoting from several sources and then relating it to what we already know and understand. The first is Students' Engagement, Types of Students' Engagement, Description of Extensive Reading, Principles of Extensive Reading, Steps of Extensive Reading, Description of Novel, Benefits of Novel in Reading Classes, and relevant research.

A. Students' Engagement

Wellborn (1988) Engagement refers to the extent of a student's active involvement in a learning activity. For instance, Guthrie and Wigfield (2000) argue that engagement mediates the impact of curricular and instructional reforms on achievement. The potentially low levels of engagement for remote students need to be taken seriously as student engagement is associated with positive learning outcomes (Fredricks et al., 2004). Studying of student engagement is essential because students' level of engagement is one of the important factors for their learning; in some previous research studies, students' low engagement is considered the main reason for discontent, negative experiences, and dropping out of classes (Kuh, 2009). Trowler (2010) indicates at that many students drop out of school not because they are weak but because they are uninterested and dissatisfied with their learning process. Student engagement is defined as the time and effort students give to activities that are empirically related to desired outcomes of college and do to motivate students to participate in these activities (Kuh, 2001, 2003, 2009). The meaning and applications of this definition of student engagement have evolved over time to represent increasingly complex understandings of the relationships between the desired outcomes of

college and the amount of time and effort students invest in their studies and other educationally purposeful activities (Kuh et al., 2009).

Engagement is more than involvement or participation – it requires feelings, sense-making, and activity (Harper and Quaye, 2009). Acting without feeling engaged is just involvement or compliance; feeling engaged without acting is dissociation. In the most general sense, engagement is the level to which a student relates or participates in the educational process and the people, activities, objectives, values, and locations that make it up. Regardless of increasing agreement on the larger context, research on engagement has produced an extensive amount of conceptual and practical definitions because it takes in a variety of viewpoints (Fredricks et al., 2004).

Based on the results, it can be concluded that student involvement is defined as the level of participation students have in the educational process, which is crucial for determining their academic achievement and personal improvement. At this level of involvement, students and the learning environment interact actively and constantly rather than just passively. Student involvement is essential to the learning process because it impacts how well students integrate, remember, and apply the knowledge and skills being taught. Students' motivation, active engagement, and constant curiosity about the material being taught are the foundations of successful learning.

B. Types of Students' Engagement

Three types of engagement have been defined, although we present behavioral, emotional, and cognitive engagement separately.

1. Behavioral engagement refers to the definition that concerns involvement in learning and academic tasks and includes behaviors such as effort, persistence, concentration, attention, asking questions, and contributing to class discussion (Birch & Ladd, 1997;

Skinner et al., 2009). In general, these are definitions of various types of conduct, like involvement in extracurricular and educational classes. Finn's (1989) definition of behavioral involvement is one example. He defines four levels of participation, which include following instructions from the teacher to engaging in activities outside of school and student organizations, all of which call for student creativity. It is assumed that higher levels of involvement signify a qualitative variation in engagement, particularly a stronger level of commitment to the institution.

2. Emotional engagement refers to students' affective reactions in the classroom, including interest, happiness or a sense of belonging. (Birch & Ladd, 1997; Skinner et al., 2009). For some, it means being associated with school (Finn, 1989; Voelkl, 1997). As stated by Finn, identification is defined as value (an understanding of achievement in classroom- related outcomes) and connection (a feeling of significance to the school). These definitions of emotions duplicate an earlier amount of study on attitudes that looked at attitudes toward school and asked survey questions about whether students enjoyed or disapproved of school, their teachers, or their work; whether they were happy or sad in class; and whether they were bored or interested in what they did.
3. Cognitive engagement focuses on psychological investment in learning, a desire to go beyond the requirements, and a preference for challenge (Birch & Ladd, 1997; Skinner et al., 2009). For example, flexibility in problem-solving, an attraction for hard work, and positive coping in the face of loss are all a part of Connell and Wellborn's concept of cognitive engagement. Other scholars have provided broad definitions of engagement that go beyond actions, including a psychological component and commitment to learning. In the same way, learners who choose learning objectives beyond performance goals concentrate on learning, understanding

the material, and attempting to complete a challenging task.

Behavioral engagement. Students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or harmful behavior. Emotional engagement: Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. Cognitive engagement is when cognitively engaged students are invested in their learning, seek to go beyond the requirements, and relish challenges (Birch & Ladd, 1997; Skinner et al., 2009).

The literature study, which defines engagement in three ways, additionally highlights the complex character of involvement. Based on the concept of participation, behavioral engagement includes participation in extracurricular and social activities in addition to studies. It is seen to be essential for attaining positive academic results and preventing failure. Positive and negative emotions to teachers, other people, classes, and school are all included in emotional engagement, which is thought to create connections with the institution and affect students' motivation to put in the effort. Lastly, cognitive engagement is based on the concept of commitment; it includes thought and the ability to put in the effort needed to understand difficult concepts and gain challenging abilities. (Fredricks et al., 2004).

Based on the result, it can be concluded that types of student engagement which in general, student engagement can be divided into three types, namely, a behavioral engagement which focuses on students' active participation in learning activities, such as being on time, completing assignments, participating in class discussions, and obeying school rules. Second, emotional engagement, which means it is related to students' positive or negative feelings towards school, teachers, and classmates. The last is cognitive engagement,

which refers to the mental effort and learning strategies used by students to understand the subject matter in depth.

C. Description of Extensive Reading

Extensive reading refers to reading widely and thoroughly to comprehend what is read. Its goals are to foster a love of reading, improve vocabulary and structure, and foster healthy reading habits (Richards, 2022) as cited in Yamashita (2008). Implicit learning is the source of the theoretical relevance of extensive reading. Ellis (2007) stated that implicit learning is the process of acquiring knowledge without conscious awareness. It is crucial for the development of reading processes that support automatic lexical and syntactic processing as well as reading fluency (Grabe, 2009). For implicit learning to impact reading development, long-term and large volumes of input are necessary (Grabe, 2009), which means that learners need to read a lot and widely. According to Mikulecky & Jeffries (2007), extensive reading is an enjoyable reading activity that helps children select a variety of books that capture their interest. Nation (2009) stated that, depending on the amount the student reads, extensive reading relates to the course's subject-focused feedback and fluency development threads. The basis of extensive reading is the concept of "reading for pleasure," which motivates students to interact with books that catch their interest and develop an effective reading habit (Zhou, 2024). It aims to provide students with a lot of language exposure, which is essential for improving their fluency and language learning (Fujii, 2024). Extensive reading is enjoyable because it allows the reader to read a lot of texts without feeling pressured to understand every word. Grammar awareness, essential comprehension, reading speed, confidence, vocabulary mastery, and the motivation of language learners—particularly those learning English as a second language—all depend on it. Fatimah, A. S., et al (2020).

Overall, Hagley (2017) studies reveal that while college-level students believe in the benefits of E.R. in improving their English proficiency and have positive perceptions toward E.R., they might not actively participate in E.R.

The Extensive Reading course aims to discover the general picture and gain a general understanding of discourse. Through Extensive Reading activities, students can read faster, improve their reading skills, understand what they read, and prefer reading discourse in English. One example of a topic studied in this course is using novels as learning media (Mahmud, 2015).

Extensive reading is a reading activity to understand sentence meaning. This type of reading can help the students read easily because they do not need to pay more attention to text structure (Puspitasari et al., 2016).

In English Education Department in one of universities in Tasikmalaya, the extensive reading course aims to help them build reading fluency, reading confidence and develop their the attitude toward reading. This kind of the activities also have a purpose to promote their autonomous learning and master the foundation reading skills of word recognition, vocabulary development, and basic comprehension.

Therefore, extensive reading involves a reading strategy that promotes reading mostly for pleasure and curiosity rather than extensive study or analysis. Instead of learning specifics, the focus is on developing a broad understanding of the subject. Students can interact with texts at their speed with this kind of reading, which promotes a fun and natural relationship with reading. The development of several language abilities, such as writing, spelling, vocabulary, language comprehension, and reading competency, depends significantly on extensive reading. Students can develop their language skills and improve their general

comprehension of language used and structures by regularly being exposed to a variety of works of literature.

Additionally, activities connected with extensive reading can be regarded as an essential component of extensive reading if they are intended to improve language comprehension and learning.

Tasks that encourage students to concentrate on context, large comprehension, and overall meaning rather than specific grammar problems may be included in these activities. Students are encouraged to take in language organically and naturally when reading in this method, which helps them retain vocabulary and enhances their comprehension and contextual interpretation of new information. With an emphasis on both enjoyment and skill development, this method makes language acquisition less stressful and more interesting for students.

D. Principles of Extensive Reading

Day & Bamford (2002) developed 10 principles of E.R. that could be regarded as the key ingredients of a successful E.R. program and encouraged teachers to use them. The 10 principles were:

1. The reading material is easy

This is the most important principle of extensive reading for language learning because students are unlikely to be successful in extensive reading if they are struggling with difficult material. Therefore, reading materials should be easily accessible, and learners should read materials that contain few or no unfamiliar vocabulary and grammar items.

2. A variety of reading material on a wide range of topics is available

It means that students can find things they want to read, whatever their interests. A variety of reading materials also encourages a flexible approach to reading.

3. Learners choose what they want to read

This is the basis of extensive reading, and the teacher chooses or the textbook provides the reading material. One reason many students enjoy extensive reading is that they choose what they want to read. Learners are also free, even encouraged, to stop reading anything that is not interesting or that they find too difficult.

4. Learners read as much as possible

The language learning benefits of extensive reading come from the quantity of reading. To feel the benefits of extensive reading, one book a week is a good target.

5. Reading is for pleasure, to gain information, and for general understanding

The purpose of reading is usually for pleasure, information, and general understanding. In contrast to academic reading and extensive reading, which require detailed understanding, extensive reading encourages reading for pleasure and information. Most learners aim for just enough understanding to achieve their reading goals.

6. Reading is the reward itself

Because the student's own experience is the purpose of extensive reading, it is usually not followed by comprehension questions. At the same time, teachers can ask students to complete some kind of follow-up activity after reading. Usually, this helps to find out what students understand and experience from reading, track what they read, and check their attitudes toward reading. It is important that each follow-up activity respects the integrity of the reading experience and encourages rather than discourages further reading.

7. Learners generally read quickly and not slowly

It means that learners read material that they can easily understand, which encourages them to read fluently. Dictionaries are generally not recommended because they interfere with reading,

making it impossible to read fluently.

8. Reading is silent and individual

It means that students read at their own pace. In some classes, there are silent reading sessions where students read books of their choice in class. However, most of these activities take place outside of class at a time of the students' choosing, when and where they choose.

9. Teachers orientate and guide students

It means that when in extensive reading class is different in many ways from traditional or regular classroom practices, the teacher needs to explain to the students what it is, why they are doing it, and how to do it. The teacher also wants to track what and how much the students are reading and their reactions to what is read to guide them in getting the most out of their reading.

10. The teacher models being a reader

It means that if teachers do something, then students can also model what they have done. For example, teachers read some of the same material that students are reading and talk about it, this will give students an example of what it means to be a reader. It also allows teachers to recommend reading materials to students individually. In this way, teachers and students can become an informal community of readers, experiencing together the value and pleasure found in the written world.

The conclusion of the principles mentioned above highlights what is related to the novel. The research highlights the third point. The third point is that the novels in this course are free to choose from, and there are no benchmarks; this will make it easier for the students to choose what they want to read and match their interests. Moreover, in the ten opinions of the principles of Extensive Reading according to Day & Bamford (2002), the researcher chooses the fifth most important point

because reading aims to gain pleasure, much information, and general understanding. Extensive reading may be defined as reading for enjoyment and looking for general information. It is also a strategy that helps students improve their reading comprehension and speed (Anindita, 2020). Ng et al. (2019) state that Extensive Reading might be beneficial because it can provide readers with more background knowledge and information through the items they read. Students who read a lot gained prior information and improved comprehension of the text they were reading (Alzu'bi, 2013).

Based on the result, it can be concluded that the principles of extensive reading are largely dependent on the extensive reading principles. These fundamental concepts act as the foundations that not only support the growth of students' reading abilities but also promote a culture of collaborative learning between educators and learners.

When properly implemented, these guidelines offer a structure that allows both sides to work together to optimize the extended reading strategy's effectiveness. Students who follow these guidelines are better able to enhance their reading habits, comprehension, and fluency, besides other areas of their knowledge. Additionally, the extensive reading principles help with the development of a more organized and encouraging learning environment that motivates students to interact meaningfully and enjoyably with reading materials. By encouraging students to read for enjoyment and comprehension, this method improves their capacity to process and understand materials more quickly. Students who read extensively continue to improve their reading fluency, which helps them read more quickly and accurately. Additionally, as students develop increasingly used to setting aside time for reading and improving

their literary knowledge, the consistent practice of extensive reading promotes the development of beneficial habits of reading.

E. Steps of Extensive Reading

Based on the research by Susser (1990) developed the steps of Extensive Reading involving:

1. The first step is the whole class reading. Ask students to do some reading as a class so they get used to reading a longer text; then, choose a topic or find out the students' reading history.
2. The second step is self-selected reading. When students are used to their easy reading as a class, it is time to introduce them to self-selected reading. After that, the students can choose what they want to read based on their level of interest.
3. The third step is out-of-class reading. After students have read a few books, they explain that they must read outside of class, too. This means that students can choose a few books to read out of class, but it can be based on their level of interest, and students are free to choose anything they want to read outside of class.

Moreover, based on another research by Nation & Waring (2013) stated that:

1. Find plenty of books at the appropriate reading levels for the students. It needs to have plenty of books at the right level for learners. They need some books that contain a small amount of unknown vocabulary for them and some books that are very easy for them to read.
2. Schedule an ongoing quiet reading, initially lasting around 20 minutes. Later, comprehensive reading should account for around 25 percent of the total amount of time spent learning both in and out of class, with the majority of this time spent outside of the

classroom.

3. Let the students select the book they want to read. Students can choose what they want to read, and an extensive reading program involves having a few more books than there are learners in the class.
4. Allow them to continue reading.
5. After they finish a book, ask them to complete a short evaluation form or take a quick test about it. Then, let them select a new book to read.
6. Motivate them to read a lot of books.

Meng (2009) conducted the six steps to look at the practical applications of extensive reading: first, learn more about the learners' characteristics; next, define the ER Program's goal and features; at last, use graded readers as a reading resource to meet the conditions needed for learning from ER; ultimately, monitor and encourage students' reading; finally, include sustained silent reading in class and pleasure reading outside of it; and finally, determine the minimum requirements of the ER program.

Based on the results, it can be concluded that extensive reading involves several steps. The first step is whole-class reading; next, various researchers suggest finding plenty of books at appropriate reading levels for students, while some believe that the initial step is to learn more about the learners' characteristics. The second step is self-selected reading, but some also advocate for scheduling ongoing quiet reading sessions, initially lasting around 20 minutes. Additionally, it's recommended to define the goals and features of the Extensive Reading Program. Finally, using graded readers as a reading resource is necessary to meet the learning conditions. The third step, according to some, is out-of-class reading. After students have read a few books, they emphasize the

importance of reading outside of class as well. Others suggest allowing students to choose the books they want to read, with the final recommendation being to monitor and encourage students' reading. Therefore, it can be stated that the process of extensive reading consists of significant and interconnected processes that enhance its overall effectiveness. Allowing students the freedom to choose their reading material is the first crucial step, ensuring that the selections align with their reading levels and individual interests. This phase is vital as it empowers students to take charge of their reading journey and fosters a sense of independence and natural curiosity. When students select books that genuinely interest them, they are more likely to engage meaningfully with the material, which enhances their learning and enjoyment. After selecting their desired books, students must decide how they want to approach the reading process. This can involve creating a reading schedule that suits their preferences, whether they enjoy silent reflection or applying strategies for deeper text analysis and critical thinking. Establishing a reading schedule is essential as it helps students manage their time effectively and set regular reading periods, both of which are crucial for developing lasting reading habits. Having a defined plan enriches the reading experience, whether for pleasure or for deeper understanding.

F. Novel Definitions

A novel is a type of media that English teachers must utilize to help their pupils acquire the language. Wahyudin (2019), as cited in Sasalia and Sari (2020), states that novels are regarded as efficient and effective forms of media if they can impart knowledge to readers while also having visually appealing packaging that appeals to them specifically. The novel is a literary work created by the author's imagination, written in a narrative form, and often contains stories about personal and societal problems. It includes intrinsic elements such as themes and messages that

attract readers from various backgrounds (Nurfauziah et al., 2022). The novel is a type that makes for fascinating analysis. A novel is one kind of literary genre, and the novel is a picture of real life. Wellek & Warren (1976) as cited in Van Rees, C. (1984). The novel has unique tragedies and complicated problems that relate to real life, making the story more attractive. The definition and understanding of a "novel" have undergone substantial change. The novel can be seen from classical ancient forebears to its great diversity in contemporary writing, which reflects changes in thought and culture. The Novel is also used as additional materials in teaching and learning activities in the classroom (Tsai & Hsin, 2012). The term "novel" in literature refers to a significant fictional work that can be identified by its complex plot and style of writing. Cheryl Nixon's anthology, which features commentary from authors and critics of the era, captures the critical discussion involving the formal characteristics and cultural importance of the English novel throughout its rise in the 18th century (Nixon, 2009).

A novel can be defined as an imagined literary story, typically lengthy and complex, that focuses primarily on human experience through a generally related series of events (Depow et al., 2021). The novel shows significant structural variations between them. Ghiabi (2014) stated that novels differ from other workbooks, making them exciting and motivating students. Aliyev (2021) stated that a novel is a complicated literary form created by the interaction of internal and external factors.

Throughout literary history, the definition and meaning of "novel" according to Maksum et al. (2020), novels are defined as works of narrative fiction that explore the complexities of human existence and relationships. Novels are a useful teaching resource as they help students improve their writing and comprehension skills. As stated by Nnyagu (2015), a novel is a type of long-form writing that makes use of several

narrative components, including story, theme, setting, and characters, to express a main idea or message. The novel's center is the story itself, which offers an organized structure for the happenings that take place throughout the narrative. The theme appears as the underlying idea or problem explored inside this framework, providing the reader with a deeper understanding of social issues or individual experiences. The setting, which includes both location and time, is essential to creating the background of the story and so influencing the mood and sense of tone of the narrative. Meanwhile, the reader can connect emotionally with the story because of the characters' actions, relationships, and growth, which give the storyline life. The writer effectively mixes these components to produce a complex, complex story that captures the complexity of life and invites the reader to consider its importance.

The novel's internal components, such as the story, theme, characters, point of view, setting, language style, and the author's fundamental message, are referred to as intrinsic elements. Every one of these elements has a unique yet related role in determining the narrative's integration and structure. For example, the subject represents the main concepts or problems that are examined throughout the narrative, whereas the plot offers the structure for the events that are currently taking place. Furthermore, write novels to tell fictional stories. While the point of view provides the viewpoint from which the story is told, the characters give the narrative life using their actions and growth. The setting establishes the time and location of the events, while the author's language style influences the general mood and accessibility of the text. Lastly, the message captures the author's intended moral implications or deeper meanings. All of these fundamental elements work together to create an integrated and engaging narrative that involves the reader intellectually and emotionally while maintaining their interest.

It can be concluded that the novel's significance keeps increasing as

time goes on; it can be stated that it is generally considered to be among the most important and influential works of English literature in any given discipline. People start to see how the novel changes over time, becoming both intellectually and physically engaging as we explore deeper into its many layers and educational clarity. As a literary form, the novel is defined as a lengthy and complicated fictional prose story that provides readers with a large vocabulary that enables a comprehensive examination of both characters and challenges. The narrative of a novel is usually advanced and develops progressively through the characters' actions, conversations, and responses to events. These components are skillfully put together to provide an engaging story that transports the reader to the setting. As a result, when students read novels, they are able to do more than just read; they can relate to the book on an intellectual and emotional level, going through similar challenges, emotions, and changes as the characters. A greater understanding of the novel's ideas and messages is created by this emotional involvement, which improves the educational process. Novels provide significant perspectives into society and human nature, making them an effective medium for both education and enjoyment.

G. Benefits of Novels in Extensive Reading Classes

Using novels has several advantages, one of which is that the author can use simple language to impart knowledge without boring the reader, without needing to instruct, as in the learning process, through the plots and characters in novels. The readers do not feel taught or forced (Kholisoh, 2012, as cited in Sasalia and Sari, 2020). Novels help students develop reading comprehension and critical thinking skills, as they are required to analyze and interpret complex plots and characters (Rachuri, 2024). Novels enhance students' language, social, and pragmatic skills. In students' language, it means that literary texts, such as novels, are particularly effective in enhancing students' language (Mukta et al.,

2024). In society, the addition of novels in the education system may increase students' knowledge of social and cultural issues, encouraging critical analysis and empathy. This is particularly important in understanding fairness, identity, and social interaction (Junyanti, 2024). Therefore, in pragmatic skills, the ability to use language effectively in various social contexts is crucial for communication. Novels provide a platform for students to practice and improve their pragmatic skills by exposing them to different social scenarios and language uses (Zhanysbekova et al., 2024).

Therefore, novels are recommended for extensive reading for various reasons. First, language development: novels' length and variety of content make them perfect tools for both supporting the integration of skills and supporting isolated abilities. Novels support teaching grammar through built-in context and reforming forms and structures (Ghiabi, 2014). Second, for cognitive reasons, reading novels helps students apply their thoughts and feelings while developing their critical thinking abilities in literary materials. Third is motivation. Ghiabi (2014) stated that extensive reading of textbooks in traditional ESOL textbooks seemed boring, but using novels as course books made reading more enjoyable and helped them diversify their reading habits.

Novels have the advantage of allowing authors to express instructional messages in simple language without boring the reader, which is one of their primary educational benefits. Melon (1994), as cited in Tsai & Hsin (2012), noted that novels are great places to find understandable information. While real textbook books are considered reading material for enjoyment, they are hardly ever used to augment reading (Tsai & Hsin, 2012). The novel has all the credibility that Wordbook does not have. They are heavily edited, unredacted, written in a standard style, and recorded to communicate meaning (Tsai & Hsin, 2012). Novels are effective tools for improving various language skills, including reading, writing, speaking, and listening. They provide a

context for students to practice and refine these skills in an engaging format, as opposed to traditional textbooks. Novels also enhance vocabulary acquisition and grammar understanding, as students are exposed to a variety of language usage in real-world situations (Suoth et al., 2023). Students can learn about many different perspectives and cultures by reading novels, which is important for language acquisition. Students get empathy and a greater understanding of the world as a result of this experience. Novels give students a better knowledge of the culture of the desired language by typically showing social challenges and cultural differences (Başar, 2023).

Based on the result, it can be concluded that enables readers to find themselves in places and experiences beyond their own, reading novels can greatly enhance creativity by stimulating readers' imaginations and inspiring them to think creatively. Readers might develop their creative faculties by engaging themselves in the various events and characters found in books, imagining viewpoints and situations that they would not have experienced in their daily life. Additionally, reading novels helps readers enhance their communication abilities because they introduce them to a variety of character interactions, dialogues, and expressions. Through these conversations, readers can see and integrate many approaches of expressing ideas and feelings, which can help them communicate more successfully in their personal lives. One of the main benefits of reading generally is that it enables students to choose books that they truly enjoy and feel comfortable with, which is crucial for improving their self-confidence in their reading skills. Students' feelings of independence and autonomy in their learning process is enhanced when they select books or other resources that they think they can understand and find interesting. This independence is increasing because when they enjoy what they are reading, they are more likely to keep reading and learn about new subjects.

H. Relevant research

Students' engagement with reading texts that reflect their background knowledge positively affects their comprehension. Culturally relevant materials provide more equitable opportunities to students because more of them can benefit from connecting to the text (Christ & Sharma, 2018). As a result, the students participating in the study consider that similar experiences of the story in terms of feelings and motivation conveyed, actions of the characters, and the possibility of experiencing the same event are the main factors that make reading texts cultural. Therefore, the differences between this research and the reading text are as follows: The study only focuses on the reading text and their comprehension.

In addition, Pham & Chen (2019) encourage involvement as one strategy to help people succeed. Similarly, Dunn & Kennedy (2019) contend that student success in the classroom is closely correlated with their degree of participation in learning environments. They contend that participation in the classroom is the single most important factor in helping students achieve academic success. This study suggests using PACARD (tailored Adaptive CARD-based interface), which combines push alerts, badges, tailored adaptation, and a card-based interface, to improve mobile learning engagement.

In a similar, Dunn & Kennedy (2019) contend that student success in the classroom is closely correlated with their degree of participation in learning environments. They contend that participation in the classroom is the single most important factor in helping students achieve academic success. However, research has been hampered by a failure to distinguish between usage and engagement and to acknowledge the diversity of TEL applications. The current study looked at how students' grades were affected by their emotional, cognitive, and behavioral involvement with TEL and how different

types of TEL are predicted by different motivation levels. The current study aimed to assess the relative predictive power of TEL usage and engagement on academic accomplishment within the context of students' motivation levels. A large

U.K. higher education institution with 16,150 undergraduate students provided data during the 2016–17 academic year. Psychology students who participated in the study were given course credit and the opportunity to learn more about it via an internal intranet. Therefore, all the respondents were enrolled in undergraduate psychology or psychology-related courses. Students were told about the research goals on a webpage dedicated to internal participation recruiting, including a survey link. Before data collection, the host institution obtained ethical approval. Before beginning, each participant was allowed to give informed permission and reminded of their ability to withdraw without facing repercussions.

Based on the result, it can be concluded that the relevant research is that the students participating in the study consider that similar experiences of the story in terms of feelings and motivation, actions of the characters, and the possibility of experiencing the same event are the main factors that made reading texts cultural. Therefore, the differences between this research and the reading text are as follows the study only focuses on the reading text and their comprehension.