

CHAPTER II

LITERATURE REVIEW

This chapter reviews literature review related to this study such as students' engagement, English academic achievement, and previous studies.

A. Students' Engagement

Student engagement indicates the level of participation, invested, and participative in their learning. It includes behavioral, cognitive, and emotional aspects, highlighting both their efforts and emotional connection to the learning experience. Examples of engagement include contributing to class discussions, participating in activities, asking questions, completing assignments, and displaying interest and enthusiasm for the subject matter. Additionally, it is influenced by many factors, such as the educational environment, the teaching methods used, the relevance and perceived value of the content being taught, and the support and resources available to students (Carvalho et al. 2023). Engagement involves more than just being present or participating in activities, it includes emotional involvement and the ability to make meaning from the experience. Simply acting without genuine emotional can be considered mere participation or compliance, while feeling mentally engaged without taking action may reflect a lack of full engagement.

In an attempt to better understand of student engagement, various theoretical models have been developed. One frequently referenced theory is by Fredricks et al. (2004), which divides student engagement into three primary elements: cognitive, emotional, and behavioral engagement. Philp et al. (2016)

introduced a fourth factor to this model, social engagement, recognizing that learning is a communal process. Philp's model broadens the scope by acknowledging that peer interaction and social engagement play equally important roles in fostering engagement, especially in classroom settings that emphasize collaboration and communication, despite both theories sharing a similar foundation and agreeing on the significance of the behavioral, emotional, and cognitive aspects.

Several studies such as Galaphati et al. (2019) reflect these theoretical perspectives. For instance, Fredricks et al. (2004) provided the conceptual foundation for numerous investigations focusing on students' internal motivation, discipline, and investment in learning tasks. On the other hand, studies aligned with Philp's framework, such as Moranski et al. (2016) and Sato et al. (2018), explore how social dimensions, like peer interaction and group work significantly enhance engagement and learning outcomes. Therefore, integrating both theories provides a more holistic understanding of student engagement, suggesting that educators should not only focus on individual effort and emotions but also cultivate a collaborative classroom culture. There are Philp et al., (2016) usefully identify four dimensions of student engagement focusing on the school level, as discussed below.

1. Behavioral Engagement

Behavioral engagement is often defined as visible actions such as staying on task and participating in class. Bond et al. (2019) described it as encompassing observable student behaviors like attending lessons, engaging in discussions, submitting work punctually, and adhering to rules. As noted by Fredrick et al.

(2004), this type of engagement is a vital component of overall student engagement, as it signifies a learner's active contribution to the educational process. It plays an essential contribution in shaping academic achievement by promoting consistency and self-discipline (Gettinger et al., 2012). King, (2015) also found a strong connection between behavioral engagement and academic success, emphasizing the importance of students' active classroom participation. Supporting this view, Wang et al. (2025) highlighted those behaviors such as closely tied to better academic achievement, even in online learning. However, while behavioral engagement is action-oriented, it is also influenced by the students' emotional engagement to their education.

1. Emotional Engagement

Emotional engagement involves how students feel toward their learning, encompassing aspects such as motivation, interest, and sense of connection or belonging within the learning environment (Skinner et al., 2009). It encompasses the emotional connections students make with the material, their teachers, and their peers. The emotional such as enthusiasm, curiosity, interest, pride, or openness (Bond et al. 2019). Emotional engagement can be observed when students engage with their assigned tasks. Students who are emotionally engaged often experience enjoyment and satisfaction while completing the tasks. Supporting this perspective, King (2015) reported a positive relationship between students' emotional engagement and their academic achievement, indicating that greater emotional investment in learning leads to higher academic achievement. In line with the study, Abulela et al (2023) found that students' emotional engagement could be

significantly predicted by their learning strategies particularly the use of study aids, positive attitudes, and effective concentration. Their study demonstrated that these strategies explain of the variance in emotional engagement, emphasizing that emotionally engaged students are those who are cognitively and behaviorally active in shaping supportive classroom atmosphere. This suggests that promoting emotional engagement could build a supportive atmosphere that not only enhances students' feelings about learning but also lays the groundwork for deeper cognitive engagement

2. Cognitive Engagement

Cognitive engagement in learning encompasses continuous attention, mental effort, and the application of self-regulation techniques. Lee et al. (2019) further explain that it involves investing thought and effort, along with employing strategies to enhance learning achievement. Key components include self-efficacy, goal setting, and the use of effective learning methods. Cognitive is essential as it drives students' academic performance and their ability to learn effectively. It can be seen by assessed through lesson transcripts, observations, questionnaires or interviews. A study by Early et al. (2008) showed that high school EAL students who visually represented a short story engaged deeply both behaviorally and cognitively, enhancing their understanding through multiple readings and discussions. Moreover, Baah et al. (2024) demonstrated that the integration of gamification within educational settings substantially enhances students' intrinsic motivation and mitigates cognitive loss, thereby facilitating

heightened cognitive engagement and promoting a more sustained and purposeful learning process. The research emphasizes the importance of cognitive engagement as a foundation for deeper learning, which can be further enriched by social interactions among peers.

3. Social Engagement

Social engagement in learning refers to interactive and collaborative aspects of student participation, especially among children and adolescents (Philp et al., 2008). The type of engagement is closely connected to emotional engagement, as interactions with peers create a distinctive environment that supports learning. Researchers (Moranski et al., 2016; Sato et al., 2018) have suggested social engagement emphasizes mutuality, where learners listen to, support, and provide feedback to one another. Research conducted by Storch, (2002) also suggested that learners are more effective when they collaborate, draw from each other's expertise, and engage in reciprocal discussions, as highlighted in studies on task-based peer interaction. Furthermore, Tuovinen et al. (2020) found that social engagement plays a protective role against school burnout and positively correlates with students' self-esteem and academic involvement, even among introverted learners, emphasizing the broad psychological and academic benefits of sustained social participation in educational settings.

In conclusion, behavioral, emotional, cognitive, and social engagement are essential aspects of learning that impact students' academic achievement. Behavioral engagement reflects students' active participation and commitment to their education. Emotional engagement fosters a sentiment of belonging and

inspiration, while cognitive engagement involves the mental effort strategies necessary for effective learning. Finally, social engagement emphasizes collaboration and peer interaction, enhancing both emotional and cognitive aspects. Students who take an active role in their education in the learning process tend to achieve better academic achievements, demonstrate stronger motivation, and achieve greater insight into the material. Fostering engagement not only creates a more dynamic and supportive classroom atmosphere but also encourages students to take responsibility for their learning. Teachers have a crucial distribution in promoting engagement by designing inclusive and stimulating lessons, offering meaningful feedback, and supporting students who face challenges. In addition, incorporating group activities and involving students in decision-making can enhance their sense of engagement and commitment. When student engagement is prioritized, the educational experience becomes more enriching and contributes to the development of lifelong learning habits. To better understand the dynamics of student engagement, it is important to consider the various factors that influence it.

According to Bond et al. (2019), various elements influence student engagement, which are generally divided into personal and environmental factors.

a) Individual Factor

Personal aspects within the student can significantly affect their level of participation in classroom learning. These aspects include individual traits, emotional well-being, self-confidence, and intrinsic motivation (Bandura, 2010). Understanding these individual factors is crucial (Bond et al. 2019),

as they set the foundation for how students interact with their learning environment and can significantly impact their overall engagement.

b) Environmental factor

Environmental influences refer to external elements beyond the student that can encourage the active participation in school-related activities. The factor include:

a) Friendship

According to Bond et al. (2019), positive and supportive peer relationships play a significant role in helping students navigate challenges encountered during the learning process. Learners who receive consistent many supports from their friends are more likely to demonstrate active participation in various school activities. The influence of friendships on student engagement underscores the importance of social connections, which may also be shaped by family dynamics.

b) Family

Family is one of the closest and most influential elements in shaping student behavior. Research shows that parenting styles significantly impact students' level of engagement in learning at school (Bond et al. 2019). Encouragement from families members can enhance students' enthusiasm and willingness to participate actively in school activities. This familial influence underscores the interconnected of environmental factors, as support from family can enhance the impact of friendships and peer relationships.

c) Interaction with teachers

Teachers hold a pivotal role in creating and maintaining a positive and supportive classroom environment. When teachers provide encouragement and support, students tend to feel more motivated and can lead to higher levels of participation and involvement (Philp et al. 2016). One effective way to foster this is by implementing a variety of engaging and enjoyable teaching strategies. Moreover, when teachers actively involve students in discussions about classroom management and school rules, it can further enhance their sense of belonging and responsibility.

d) School Rules

School rules are designed to establish a supportive and effective learning environment. When students are involved in the process of developing these rules, they are more likely to understand their importance. Their interest in and perception of school regulations can encourage them to follow the rules out of self-awareness rather than obligation (Bond et al. 2019). Students who value these rules are better able to comprehend their significance and recognize the consequences of violating them. The result is that students become more actively engaged in school-related activities, understanding the importance of their participation.

In conclusion, student engagement is shaped by a combination of individual and environmental factors. Environmental influences include peer relationships, family support, teacher-student interactions,

and adherence to school rules. Understanding the dynamic interaction among these factors is crucial for educators seeking to improve student engagement and foster a more conducive learning atmosphere that promote students' academic achievement and overall success.

B. English Academic Achievement

Achievement refers to output from learning that has been done or created as individual or group (Steinmayr et al. 2014). Achievement tests are commonly utilized by teachers to evaluate the extent of students' learning progress. These tests are designed to measure the knowledge students have acquired and the skills they have mastered over a specific period (Al-Hawamleh et al., 2022). These tests provide concrete evidence of learning outcomes and help teachers evaluate instructional effectiveness. Furthermore, achievement differs from ability and aptitude in that it specifically reflects learning that occurs within the school setting. In contrast, ability and aptitude encompass broader learning experiences that extend beyond the classroom, including those acquired through interactions with family and peers (Sahin et al. 2020). Achievement test not only function as a measurement tool but also serve as a diagnostic instrument to identify students' learning difficulties and guide teachers in implementing appropriate interventions (Mahasneh et al. 2018). Since achievement reflects students' proficiency in various academic subjects, it also applies to specific areas of learning, such as English language learning, where comprehension and skill mastery are essential indicators of achievement.

English academic achievement refers to the outcomes of English learning activities that demonstrate students' comprehension of English learning materials (Kardena et al., 2020). Similar to general academic achievement, English achievement is assessed through grades, tests, and assignments that indicate how well students understand and apply language skills (Phye, 1993). Measuring English academic achievement involves evaluating students' proficiency in reading, vocabulary, spelling, and grammar skills (Pradhan et al. 2022). Rizaldi et al., (2024) added that English academic achievement encompasses grammar, vocabulary, reading comprehension, and writing skills, making it a comprehensive of language proficiency. These evaluations not only serve as the standard of language proficiency but also provide insights into their strength and areas for improvement. By assessing English academic achievement, teachers can identify learning gaps, refine instructional strategies, and enhance students' overall academic achievement in language learning.

C. Previous Studies

Rizaldi et al., (2024) conducted a study to examine the relationship between student engagement and English academic achievement among ninth-grade students. The research specifically explored how behavioral, emotional, and cognitive dimensions of engagement impact students' performance in English. Employing a correlational research design, data were gathered from a sample of 70 students using a validated engagement questionnaire and standardized English assessments. The findings emphasize the significant contribution of emotional engagement in enhancing academic success. While the study aligns with previous research supporting the connection between engagement and

achievement, it offers a unique contribution through its specific context, targeted population, and methodological approach.

Pradhan et al. (2022), through a correlational study conducted a study examine the relationships among student engagement, attitudes toward learning English, and academic achievement in English among third-grade students attending an international school in Thailand. The purpose was to assess whether increased engagement and more positive attitudes are linked to higher academic achievement in English. Employing a quantitative design, data were gathered from 115 students using Student Engagement and Attitudes Toward Learning English Questionnaire (SEATLEQ) along with their final English test scores. The findings indicated a strong positive relationship, suggesting that both engagement and positive attitudes play a key role in enhancing academic achievements. Although this study aligns with the current study in examining the influence of engagement on achievement, it differs in terms of educational context, and sample group.

Latifa et al. (2024) examined the relationship between student engagement and academic outcomes among eleventh-grade students at MAN 4 Agam. The study utilized quantitative research, employing the Student Engagement Instrument (SEI) alongside English academic tests to gather data. A total of 37 students were selected using purposive sampling. The results presented a moderate positive relationship ($r=0.699$, $p < 0.01$), indicating that more engaged students tended to achieve higher scores in English. The findings highlight that while student engagement significantly contributes to academic achievement, it is not the only influencing factor. Although this study shares a

similar focus with the current research, it differs in terms of grade level, sample size, and the instruments used to measure engagement and academic achievement.

In conclusion, the reviewed studies demonstrate that student engagement has a vital contribution in influencing students' English academic achievement across various educational contexts and levels. Despite differences in sample populations, research designs, and additional variables such as learning styles or reading comprehension, the overall findings consistently indicate that higher levels of student engagement particularly behavioral, emotional, and cognitive engagement are positively associated with academic achievement. This study is in line with previous research by specifically examining the connection between students' engagement and English academic achievement. It contributes to the growing body of evidence suggesting that enhancing student engagement positively affects learning outcomes across diverse settings. Moreover, the variation in methodologies and sample characteristics further strengthens the importance of developing contextually tailored strategies to effectively support student achievement.