

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some relevant theories underlying this study. It consists of some literature such as the definition of learning engagement, Google Sites, reading skills, Genre Based Approach, and previous studies.

A. Learning Engagement for Reading Skill

Engagement in learning has many aspects, including cognitive engagement which encourages deeper thinking, emotional engagement which creates intrinsic motivation, and behavioral engagement which encourages active participation in the learning process. The following explanation will provide in-depth information about the definition of learning engagement, the dimensions of learning engagement, and the factors of engagement in language learning.

1. Definition of Learning Engagement in Reading Skill

As explained by Alavi and Leidner (2001), learning engagement is the degree of individual involvement in the learning process, which includes active participation in learning activities, interaction with materials, and collaboration with peers. This suggests that engagement emphasizes various active learning endeavors. As Vaish (2016) and Wigfield et al. (2008) explain, the term “engagement” encompasses behavioral, emotional/motivational, and cognitive elements as essential goals of reading instruction within a multifaceted framework. Furthermore, according to Abdelhalim (2017), engaged readers are considered to be cognitively active (using reading methods), behaviorally active (reading frequently), and intrinsically motivated (loving reading). On the other hand,

Fredricks et al. (2004) assert that learning engagement is a crucial aspect of the learning process, comprising three components: behavioral engagement, emotional engagement, and cognitive engagement. Such engagement is likely to influence students' motivation and learning outcomes.

In previous research, Dirkx (2001) stated that when participating in enjoyable and safe learning activities, students become more open to the learning environment and creatively utilize their diverse backgrounds. This enables students to not only receive information but also actively engage in constructing their understanding. Another study by Klauda and Guthrie (2015) examined how motivation, engagement, and reading achievement develop in early adolescence by comparing the relationships among these factors in struggling and advanced readers. The results indicated that, in contrast to intermediate readers, advanced readers exhibited a stronger connection between motivation and engagement with achievement. Additionally, Shreeve (2008) discovered that the roles of emotion and imagination in adult learning models, as well as learning activities that engage the affective domain, significantly impact the transformation of learning. This finding underscores the importance of learning engagement in fostering an emotional connection with the material. Students are therefore more likely to actively participate in the learning process, explore new concepts, and achieve a deeper understanding.

2. Three Dimensions of Language Learning Engagement

1.) Behavioral Engagement

Behavioral engagement has several aspects, the first is positive behavior for example, obeying rules and complying with class norms as well as non-disruptive

behavior for example, skipping class and getting into trouble (Finn, 1993; Finn et al., 1995; Finn and Rock, 1997). The second aspect explains that engagement in education and academic tasks includes behaviors such as effort, perseverance, concentration, attention, asking questions, and participating in class discussions (Birch and Ladd, 1997; Finn et al., 1995; Skinner and Belmont, 1993). Meanwhile, the third definition mentions behavioral engagement that involves participation in school activities such as athletics and school management (Finn, 1993; Finn et al., 1995). From some of these definitions, it can be concluded that behavioral engagement includes various aspects including positive behavior, academic tasks, and participation in class.

Besides, as previous research according to Tayaporn (2023) stated that the statement “I do not let other activities distract me from reading EIL materials” also received the highest mean score among the various components of reading engagement, with behavioral engagement with the text having the highest mean score. From this, it can be concluded that students read EIL materials extensively as they can concentrate on reading despite external distractions.

2.) Emotional Engagement

Furthermore, talking about emotional engagement according to Connell and Wellborn (1991); and Skinner and Belmont (1993) emotional engagement leads to students' affective reactions in the classroom including interest, boredom, happiness, sadness, and anxiety. This allows emotional engagement to focus on inter-student reactions during learning. On the other hand, Similar findings were made by Anderson (2018), who discovered that students can read for extended periods if they are engaged in the material and that the kind of texts they read can

affect their reading duration. As a result, EIL materials are the kind of books that students find engaging and can spend hours reading.

3.) Cognitive Engagement

Jennifer et al. (2004) argue that cognitive engagement comes from the literature on school engagement, which refers to investment in learning, and the literature on learning and instruction that involves self-regulation to be more purposeful. By doing so, students gain greater cognitive engagement, greater mental effort, stronger connections between ideas, and a better understanding of ideas thanks to the use of deep strategies. In addition, in previous research according to Tayaporn (2023), students stated that they consistently used their prior knowledge when reading EIL materials and agreed with all the characteristics of an engaged reader. This suggests that individuals use prior knowledge to aid their comprehension when reading.

Thus, three main components of engagement make up a complete and effective learning experience, including firstly, cognitive engagement, which includes deep processing and thinking about information. Secondly, emotional engagement, which includes an individual's feelings and motivation to do something. The last is behavioral engagement, which shows active participation and real action in the learning process or experience. According to some researchers, this aspect of engagement is crucial for increasing students' sense of attachment to their educational institution and influencing students' desire to participate in education (Fredricks, 2011; Fredricks et al., 2016; Jimerson et al., 2003).

Previous research by Fredricks et al. (2004) explains that another characteristic of the engagement literature is the repetition of ideas and the lack of

distinction in terminology between different forms of interaction. For example, the definition of effort is part of both behavioral and cognitive engagement, as there is no distinction between work aimed at achieving behavioral expectations only and work aimed at understanding and mastering the subject. Meanwhile, students who choose learning goals over performance goals will concentrate more on learning, understand the material, and try to complete difficult tasks, which is part of cognitive. Likewise, motivational studies on interest, for example, make a distinction between situational interest and personal interest. Situational interest is temporary and triggered by certain aspects of an activity, such as novelty in a particular activity. This is part of emotional engagement.

Recent research as Mohamed and Sharif (2021) in their earlier study showed that important elements, such as learning styles, affect student learning outcomes. Undoubtedly, courses cannot simply conclude that the use of technology is as simple as face-to-face teaching and that not all learning resources are equally beneficial for promoting and enhancing student engagement.

3. Factor of Learning Engagement

Some factors from the external environment, such as support from family and peers, also affect students' engagement in learning. Based on research conducted by Wang and Eccles (2012:45), argue that “social support from parents and peers can increase students' motivation to engage in learning activities”. In addition, “student engagement in online learning is strongly influenced by the quality of interactions they have with their instructors and peers” according to (Artino, 2008:78). Therefore, creating a supportive and interactive learning environment is essential to increase student participation.

However, in contrast to previous research based on Asri and Adrianto (2021) stated that the main variables involved are the teaching style and attitude of the teacher during the English reading learning process; the more students involved, the better. According to the second study's observation and interview data, both students continued to acquire English in original and surprising ways. In addition, the study found that student B unconsciously picked up new language from his IT interests, student A will never stop learning by reading poems, short stories, songs, and making literary products. So the research shows that teachers' attitudes and teaching styles have a positive effect on blind students' English learning. These students learn English in a unique way and based on their own interests.

Likewise, student engagement (Lee et al. 2019) is in line with other research regarding the main components of student engagement. Furthermore, as Qureshi et al. (2021) emotional engagement is associated with psychological motivation and community support, behavioral engagement is associated with learning management and interaction with teachers, and cognitive engagement is associated with peer collaboration and cognitive problem solving.

These factors suggest that student engagement is a multifaceted construct influenced by various internal and external components. Students' intrinsic motivation, interest, and self-confidence are internal factors, and learning design, interaction quality, and the overall learning environment influence the level of student engagement. Therefore, educators must consider all these elements if they want to increase student engagement. They should take a broad approach that incorporates behavioral, cognitive, and emotional elements.

B. Google Site for Reading Engagement

Based on Gunawan et al. (2023) argue that one of Google's products that functions as a website creation tool is Google Sites. Its characteristics allow teachers to create personalized instruction that meets students' needs by providing different levels of multimedia components, interactivity, and material complexity as Salsabila and Aslam (2022). By creating a website that contains different types of reading content, such as articles, short stories, and videos, teachers can make it easy and interesting for their students to access. Since the attractive interface can be easily downloaded and deleted, Google Sites can be used without programming languages and encourage students' interest in learning (Rizal et al., 2023). Therefore, students can deepen their understanding of the reading text by discussing the reading together. In this way, Google Sites helps independent learning and forms an active student community. This allows Google Sites to provide opportunities for students to work together in groups, discuss problems related to lessons, or share ideas about projects to be completed (Ma et al., 2018). That way students can support and motivate each other, and ultimately increase their engagement in reading. Analyzing a text in a group discussion will also make students think more critically, better understand the content from the context of their reading, and make reading part of a fun activity.

In addition, previous research according to the Ministry of Education's report (2023) found that SMK Negeri 4 Banjarmasin experienced a decrease of about 0.45% in student literacy from the previous year. To close this gap, the study examined how the use of Google Sites as a teaching aid for differentiated teaching affects reading comprehension and learning motivation, especially when used with

English narrative texts in class XI Fashion Technology at SMK Negeri 4 Banjarmasin. The study examined the possibility of using Google Sites for differentiated instruction to provide a learning experience tailored to students' needs.

C. Reading Skill

Reading has been a subject that is for students to avoid their English ability. Because this activity not only helps to understand the text but also helps the students to learn critical thinking and analysis which are very important skills for language learning. Reading is the ability to comprehend text and use the information in various situations (Snow, 2022). So therefore it can be concluded that reading is an active process of understanding the content of written text that involves readers using their cognitive abilities to process information, relate it to prior knowledge, and apply it in various situations.

On the other hand, effective teaching techniques must be used to improve reading skills. One of them is an interactive reading session, where students interact by asking questions and debating. Therefore, teachers must understand the learning objectives, in order to help students read well and get professional support if needed (Department of Education of the Republic of South Africa, 2008). According to Robinson and Conway (1990) stated that reading by heart helps students understand the developing meaning. Currently, reading comprehension is considered a strategic action where readers use text clues and their knowledge to produce meaning. Gerry et al. (2012) mentioned several important components in teaching reading: phonological development, rich vocabulary, comprehension approach, motivation, and satisfaction with reading. Furthermore, as previous

research according to Ahmad (2013), teachers use three stages in teaching reading: pre-reading, temporary reading, and post-reading. While Aidil (2014) and Muslaini (2017) said that the right method improves reading comprehension and helps better learning outcomes.

Reading in the context of learning, especially English language teaching, is an important aspect that students must master today. With the times, the ability to understand reading is very necessary in this vast world of information. We live in a world where almost all information is captured through reading. If only reading is not enough without knowing the content of the reading. Although reading is very important, especially in the teaching of reading in certain schools, reading proficiency in students especially in English teaching is not fully satisfactory as Khand (2004) argues There is only an oral lecture method taught in the classroom, and there is no opportunity for students to communicate with the teacher, most of the teacher's activities during learning consist of oral presentations only so it is very monotonous. Because of these various reasons, students fail to understand a text correctly. To deal with all these problems, the researcher has a specific way of addressing them such as incorporating Google Sites into the educational process. Google Sites will be used as an interactive platform to provide various interesting and relevant reading materials for students. With its collaborative features, teachers can present texts more engagingly by adding images, videos, or audio, so that students can understand the text better.

Therefore, although there are many different methods and approaches to teaching reading, students still face many problems when they learn to read well. One of them is the lack of development of language comprehension skills to

understand the content of a text (Lesaux et al., 2010; Lesaux and Harris, 2017). In addition, it is also because of the difficulty of recognizing words that occur together as they are said (Lesaux and Kieffer, 2010). For various reasons, students fail to understand a text correctly. To deal with all these problems, researchers have special ways to overcome them, such as incorporating Google Sites into the educational process. Google Sites will be used as an interactive platform to provide a variety of interesting and relevant reading materials for students. With its collaborative features, teachers can present texts in a more interesting way by adding images, videos, or audio, so that students can understand the text better.

D. Genre-Based Approach (GBA) for Teaching Reading

According to Yuherna and Rosyid (2024), the Genre-Based Approach (GBA) is an innovative learning method that emphasizes reading, evaluating, and understanding various genres of text. Furthermore, according to Ningsih et al. (2015), GBA emphasizes how language is used contextually in everyday situations rather than traditional methods that only focus on grammar and language structure. Furthermore, GBA creates a dynamic and cooperative learning atmosphere where students actively participate in genre studies, discussions, and production. Unlike traditional approaches that focus more on grammar and structure, the Genre-Based Approach (GBA) is a new learning approach that focuses on reading and understanding various genres of text and the use of language in everyday life. This approach creates a dynamic and collaborative learning atmosphere where students are actively involved in discussions.

Based on previous research conducted by Destri (2015) found that "Implementation of Genre-Based Approach in Teaching Reading: Case Study at

SMPN 17 Pekanbaru," several other teachers have done their jobs well in class, but there is no reading practice. To some extent, teachers do not do the activities that should be done at that stage. He also found certain challenges faced by English teachers when using GBA. All English teachers when doing the BKOF phase, teachers emphasize more on sharing experiences and preparing students to engage with the material. On the other hand, according to Angraini and Rozimela (2019), there are challenges experienced by teachers when implementing GBA in the English learning process. The findings of this study indicate that GBA has a positive impact on the development of competencies for both teachers and students. That way, teachers must improve their competencies, knowledge, and professional abilities to foster a positive learning environment in the classroom. Therefore, teaching English in high schools using GBA helps improve students' language skills.

E. Previous Studies

Previous studies have shown various effects of Google Sites usage on student learning participation. Among them is a study conducted by Susanti et al. (2023) on 62 respondents, which showed that students' assessments or perceptions of the use of Google Sites scored 85.48, which is included in the very high category. In addition, an analysis of how Google Sites affects changes in knowledge and skills scored 81.45, which is included in the very high category. This study uses quantitative and descriptive data analysis that can help researchers understand and describe data statistically and measurement instruments using questionnaires.

In addition, research conducted by Abdjul (2023) on 20 students of Gorontalo State Junior High School showed that learning materials assisted by

Google Sites can meet the requirements for being effective as a learning medium. This study uses a research and development (RnD) method with a 4-D model. As well as data analysis using qualitative descriptive and data collection obtained through observation, questionnaires, and tests. The results of student activity observations were 83% (Good) and further trials were 85% (Good). The N-Gain value of student learning outcomes in the limited trial was 0.60 (Moderate) and the advanced trial was 0.62. This states that the Google website is an effective learning medium for use in the educational process in schools.

Not only that, the use of the Google Sites platform in this study uses the Genre Based Approach (GBA) teaching model. Based on previous research according to Gunawan (2023) which was conducted on eighth-grade students at SMP Negeri 1 Sibulue through the Genre-Based Approach (GBA) which focuses on junior high school reading comprehension instruction using a genre-based approach (GBA). Stated that, the cycle I score was 61.80 and the cycle II score was 75.80, there was an increase in scores from cycle I to cycle II. Therefore, it can be said that after taking the cycle I exam, grade VIII students of SMP Negeri 1 Sibulue showed a fairly high level of reading comprehension, which increased to a good level after taking the cycle II exam.

Overall, based on the literature review above, it can be concluded that the use of Google Sites can increase student participation and learning achievement with the GBA-based teaching approach model. Where researchers found positive results and showed that Google Sites functioned well as a learning medium. The results showed that Google Sites increased students' knowledge and skills and

improved their learning. Not only that, the use of Google Sites is an excellent tool to help students learn at school.