

## **CHAPTER II**

### **LITERARY REVIEWS**

This chapter presents the meaning of active learning, opinions about active learning, and factors that influence student engagement in class.

#### **1.1 Previous Study**

Several authors have conducted research on student engagement in EFL classrooms. They are Dwi Sloria Suharti, Didi Suherdi, Sri Setyarini (English Education Program, Universitas Pendidikan Indonesia). Octana Ayu Prasetyawati and Priyatno Ardi (Sanata Dharma University, Mrican, Catur Tunggal, Depok, Sleman, Yogyakarta, Indonesia). Dan Xue Zhang<sup>1</sup>, Yue Huang<sup>2</sup>, dan Ying Liu<sup>3</sup> (School of Foreign Language & Literature, Hunan Institute of Science and Technology, 439, Xueyuan Road, Yueyang 414006, China.)

1. Dwi Sloria Suharti, Didi Suherdi, Sri Setyarini (English Education Program, Universitas Pendidikan Indonesia)

Based on research entitled "Exploring Students' Learning Engagement in EFL Online Classroom." Presenting the findings of researchers regarding student engagement in EFL classes in online class. In this study, researchers used a qualitative approach which was carried out at vocational schools in Karawang. The researcher gave an online questionnaire through WhatsApp's Group and recruited 23 of the 33 students to fill out the form and took observational data in video recordings four times from an EFL teacher who voluntarily participated in the study. The results found in the research explain that student engagement in class cannot be separated from the role of a great teacher. The findings of friendly teacher observation, as well as giving value to students who are active, succeed in making class interesting, and understand student character are efforts to increase student involvement in EFL classes. Researchers explain in four videos that show the behavior of a teacher in teaching has a great impact on increasing student engagement in class.

2. Octana Ayu Prasetyawati and Priyatno Ardi (Sanata Dharma University, Mrican, Catur Tunggal, Depok, Sleman, Yogyakarta, Indonesia)

Based on the second study entitled "Integrating Instagram In to EFL Writing To Foster Student Engagement." A qualitative study conducted through observation and interviews aims to describe behavior, settings and interactions in the EFL class which consists of the first 45 students in the English Education Study Program at Sanata Dharma University, Indonesia for the 2017/2018 academic year. With the situation where students are currently close to social media, researchers use one of the popular social media which is included in the learning process which can encourage student involvement in learning, namely Instagram. It is possible for students to be involved in learning when a teacher can provide a new learning environment, encourage collaboration and interaction between students, and facilitate students to choose their own learning style. Researchers show positive results and recommend Instagram which can be implemented in EFL classes to encourage student engagement. Such findings show that platform implementation facilitates interaction, communication and collaboration. In this study, students were enthusiastic in participating in learning English, they interacted with each other through the Instagram platform by leaving comments and discussing other people's work. This is one of the points that shows the involvement of students as feedback in the learning process in interactions between students.

3. Xue Zhang<sup>1</sup>, Yue Huang<sup>2</sup>, and Ying Liu<sup>3</sup>. (School of Foreign Language & Literature, Hunan Institute of Science and Technology, 439, Xueyuan Road, Yueyang 414006, China.)

Based on the third study, Enhancing Engagement with Language Tasks in the Guided Language Classroom: Voices of Chinese EFL Students and Teachers. The purpose of this study is to find out the language learning tasks of Chinese students and teachers. in English classes and find out if these assignments are interesting and why. To achieve this goal, they used a qualitative survey study. This study examines the language tasks that English as a Foreign Language (EFL) students and teachers perform in their language classrooms through a qualitative

survey collected from 392 Chinese students and 54 English teachers, this study establishes six principles of task performance, namely authenticity, social interaction, challenge, autonomy, and learning support, and to interest and extend the conceptualization further to the Chinese EFL population. In particular, both students and teachers considered social interaction and interest as the most important conditions to sustain engagement; However, they value challenge and autonomy less. differences are observed in relation to perceptions of authenticity and support for learning. These findings provide EFL teachers with insights into how these terms can be interpreted and incorporated into task plans to increase engagement.

From the three previous studies, it shows that the role of a teacher is important in increasing student involvement in EFL classes. The influence of teacher creativity and behavior has a very great impact in encouraging students to be involved in the learning process.

The author hopes that his findings can help readers gain insight into the beliefs of future teachers, develop learning opportunities, and prepare future teachers to face real challenges and situations in the classroom.

## **1.2 Teacher's Perspective About Active Class in the Learning Process**

Learning is not just the transfer of knowledge from teacher to student. Learning requires the mental and physical participation of students. So that there is an interaction between teachers and students, students and students, which affects the learning outcomes of students. The learning results of students are preserved for a long time and will not be forgotten for long if the learning takes place through active learning. Active learning should be skillful, fun, passionate and passionate. Active learning cannot be separated from the teacher's role in designing effective and efficient learning strategies so that learning is meaningful and learning goals are achieved.

Active learning is learning that invites students to actively participate in continuous learning. Active learning is any form of learning that allows students to

actively participate in the learning process and how students or students and teachers interact in the learning process. Active learning is learning that makes students think about what they are doing while they are doing something.

Furthermore (Watkins, 2008) active learning is learning that invites students to learn actively. When students are actively learning, it means that students are in control of the learning. Students actively use their brains to find the main idea of a topic, solve problems or apply what they have learned in real life.

Based on some of the above opinions, it can be concluded that students' active learning is learning that invites students to be directly active in learning. So that learning is not only remembering what the teacher conveys, but learning is more meaningful when students actively participate in learning activities.

### **1.3 Engagement**

Engagement is defined as “the amount of physical and psychological energy that the students devote to the academic experience” (Astin, 2014). It is frequently related with the endeavors, behaviors, and encounters that the understudies commit to instructively intentional exercises contributing specifically to craved learning results (Fredricks et al., 2004). In other words, student engagement is the result of the meaningful learning which is experienced by the students during the learning process.

Understudy engagement plays a extraordinary part in dialect educating and learning forms since the understudies who are locked in frequently work well within the learning handle. They spend their time and exertion working on their assignments and effectively locks in within the learning prepare. They appear their intrigued in learning and working on the learning materials, whereas they confront and illuminate impediments within the learning prepare, and they feel fulfilled after they wrap up working on it (Prasetyawati & Ardi, 2020).

## **1.4 Factors Influencing Student Engagement in the Classroom.**

In addition to improving student success in school, student engagement can protect students from dropping out of school and avoiding crime (Darling-Hammond et al., 2020). On the other hand, students who participate little in learning can harm themselves and drop out. of school (OECD, 2004).

### **a. Teacher support**

The support given by the teacher to the students can influence the behavior, emotions and knowledge of the students to participate in the learning. The support given by the teacher to the students can make the students participate in a way that has a positive effect on the academic performance of the students (Skinner, E. A., Kindermann, T. A., Connell, J. P., & Wellborn, 2009).

### **b. Peers**

Friends are school students who have strong relationships and peer support and may experience discrimination to be more likely to participate in school (Skinner, E. A., Kindermann, T. A., Connell, J. P., & Wellborn, 2009).

### **c. Class structure (classroom structure)**

Classroom structure is where teachers who have clear rules and standards for conducting learning activities are more able to engage students in learning activities (Skinner, E. A., Kindermann, T. A., Connell, J. P., & Wellborn, 2009).

### **d. Motivation (self-determination theory)**

Motivation is a basic psychological need of individuals (Skinner, E. A., Kindermann, T. A., Connell, J. P., & Wellborn, 2009). Students are engaged in learning when the basic psychological needs of the individual are met.