The Correlation Between Students Engagement and Students Academic Achievement in Learning English at 11th Grade of MAN 4 Agam

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ARTICLE INFO	ABSTRACT
Article history: Received 05 August 2024 Revised 15 August 2024 Accepted 28 September 2024	This study was conducted to find out the correlation between students' engagement and students' academic achievement in learning English at 11th grade of MAN 4 Agam. This study used correlational design. The sample was the XI IPS 1 and 2 which consisted of 37 students which selected by using purposive sampling technique. Technique data collecting in this study was questionnaires and tests. The questionnaire was Student Engagement Instrument (SEI) consisted 33 questions and academic achievement test consisted 22 questions. In analyzing the data, this study used Pearson's Product Moment in SPSS 20 version program. There were a strong positive correlation with a correlation coefficient of 0.669. This means that there is a significant relationship between these variables, showing that student engagement impacts academic achievement in various ways. So, higher student' engagement is associated with higher learning achievement in English, whereas lower engagement corresponds to lower achievement.
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INTRODUCTION

Classroom management plays a big role in helping students get involved in their learning. Teachers can use different strategies, like making clear rules, creating a happy learning space, and using fun ways to teach, to keep students interested. When classrooms are well-managed, students are more likely to pay attention, join in some activities, and really get into their lessons(Marzano et al., 2003, p. 4). By doing things that make students being engaged, teachers can create a good environment where students can do well in school.

Engagement can be seen in different forms, including students' active participation, academic involvement, commitment to school assignments, and overall involvement in academic activities(Ali & Hassan, 2018, p. 2162). Of course, this engagement can arise when the process of teaching and learning in the classroom also runs smoothly. The teachers role in fostering student engagement in learning is also

crucial. However, ultimately, engagement itself depends on the students, and how they can adapt it to produce a meaningful learning process.

Student engagement means students being active and interested in different ways. Student engagement refers to the level of attention, curiosity, interest, optimism, and enthusiasm that student shows while learning or being taught(Barkley, 2010, p. 5). It is a key concept in education as higher levels of engagement are associated with improved academic achievement and skills development.

Therefore, students have the opportunity to enhance their English achievement through active involvement in the teaching-learning process(Istiara et al., 2023, p. 2). Because students who actively engage in learning at school achieve higher levels of academic performance(Olson & Peterson, 2015, p. 3). So, by actively participating in the teaching-learning process also with the guidance of dedicated teachers, students can significantly improve their English proficiency, ultimately leading to greater academic achievement.

Students' engagement really affects how well they do in school. When students are engaged, they usually get higher grades, do better on tests, and are less likely to leave school early(Ali & Hassan, 2018, p. 2167). Engaged students not only do well in school, but they also really understand what they're learning and get skills they can use for the rest of their lives. On the other hand, students who aren't engaged are more likely to struggle in school, miss classes, and might even leave school before they finish. So, making sure students are engaged is super important for helping them do well in school and life.

Fundamentally, student engagement indeed greatly influences and can determine learning achievements. However, it is not necessarily the sole factor as there are other factors at play. These other factors may have a greater impact than engagement, which can lead to the discrepancy that students with high engagement may not always achieve outstanding results.

Based on preliminary research at MAN 4 Agam through interviews with teachers and 11th-grade students also through observation, as well as obtaining data from teachers there, several issues were identified. Firstly, some students admitted that they are often active in learning English but their academic performance cannot be considered high and remains low. Secondly, students' engagement in learning varies across subjects. Students express that they do not always have equal enthusiasm for all subjects. It all depends on the teacher, their teaching style, and the subject matter. Thirdly, some students in the class have not fully developed a good and proper engagement because many of them are merely being careless and disruptive in class.

Based on the interview with teacher and observation the class during teaching and learning process, the students in that class are the most lively among the other classes in the sense that the class is often noisy, whether in the form of actively learning or just

cheering. As a result, it becomes difficult to distinguish between their engagement and their disruptions, which leads to their academic achievements not aligning with their level of engagement. Although the teachers also acknowledge that there may still be shortcomings in teaching, they continuously strive to improve their efforts to ensure that students achieve good learning outcomes.

Based on the discussion of the facts, theories, and gaps above the researcher claimed that the students' engagement and students' academic achievement has a correlation and interconnected with each other. So, the purpose of this study is aim to find out whether there is a correlation between students' engagement and students' academic achievement in learning English at 11th-grade of Man 4 Agam.

RESEARCH METHODE

This study used correlational research which is a means of testing objective theories by analyzing the connections between variables(Creswell, 2009, p. 23). Correlational research belongs to the category of non-experimental studies where the investigator gauges two variables and evaluates the statistical association. Aims to find valuable insights into relationships between students' engagement and students' academic achievement in learning English at 11th grade of MAN 4 Agam. The sample of this research are 37 of 96 population students at 11th grade. The researcher took the sample of the population through purposive sampling. Purposive sampling is a sampling technique based on specific considerations(Sugiyono, 2014, p. 85), that involves intentionally choosing a sample that the researcher believes accurately represents the target population. So, following purposive sampling, the researcher chose classes 11 IPS 1 and 2 as the samples because based on the preliminary research, among the other classes these are the ones that have issues relevant to this study.

Table 1.
Population of the Research

No	Class	Number of Students		Total
		Male	Female	
1.	XI MIPA 1	5	11	16
2.	XI MIPA 2	3	12	15
3.	XI IPS 1	7	13	19
4.	XI IPS 2	9	11	18
5.	XI PK	7	18	27
TOTAL				96

In conducting this research, the researcher used two instruments, they were questionnaire and test. The questionnaire was designed to assess students' engagement.

The questionnaire in this research is close questionnaire. It uses the SEI (Students' Engagement Instrument), adopted from James J. Appleton 2006. James J. Appleton is employed within the Research and Evaluation Office of Gwinnett Country Public School, GA. Dr. Appleton has codeveloped the Student Engagement Instrument (SEI). The instrument consists of 33 questions. the researcher utilizes the students' achievement specifically in the English subject from their daily test. The test will only be conducted once on a sample with 20 multiple-choice questions and 2 essays. These questions will be adjusted to the material currently being studied by the students.

The Likert scale is designed to have equal intervals between responses. In educational research, it's common to use Likert scales with three, four, or more response options (ranging from strongly agree to strongly disagree) as both sequential and interval data. In this study, a four-point scale corresponded to a particular evaluation period of the questionnaire. The utilization of the Likert scale points is illustrated in Table 3.3(Christenson et al., 2012, p. 793).

Table 2.
Likert Scale Score

Alternative Answer	Scores
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Source: Appleton, 2006

In analyzing data aims to see and find out is there any significant correlation between students' engagement and students' academic achievement in learning English by using Pearson's Correlation Coefficient using SPSS 20. Before conducting the correlation test, the two data sets - the survey data and the test result data - must be converted to the same interval scale using the successive interval (MSI) technique. Once both data sets have been converted to interval data, the correlation test can then be performed.

The significance critical values (∝) are 0,05 and 0,01 Criteria (Putri & Suryati, 2016, p. 28):

If sig < ∝ it means there is a significant correlation. Ha is accepted.

If sig > ∝ it means there is no significant correlation. Ha is rejected.

According to Jaya(Jaya, 2019), to be able to give an interpretation of the correlation coefficient obtaiSned, the interpretation guidelines as follow in this table:

Table 3.
Interpretation of Correlation Coefficient

Interval Coefficient	Interpretation
0,00 – 0,199	Very Weak
0,20 – 0,399	Weak
0,40 – 0,699	Moderate
0,70 – 0,899	Strong
0,90 – 1,000	Very Strong

RESULT AND DISCUSSION

The data sources were questionnaire and academic achievement tests. The research involved two variables, they are variable X (student engagement) and variable Y (student academic achievement in learning English). The sample size was 37 students, and the data were analyzed using the SPSS 20 version program.

The result of calculating data of students' engagement using SPSS can be seen in the table below.

Table 4.
Data Description Of Students' Engagement Results

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
		Score	Score	Score	Score	Std. Error	Score
Students' Engagement	37	63.58	120.32	3535.24	95.5470	2.25606	13.72310
Valid N (listwise)	37						

Based on Table 4, the data description of students' engagement: minimum was 63.58, maximum scorewas 120.32, mean score was 95.5470, and standard deviation was 13.72310. The convertion of the data for more detailed explanation, refer to the Table 5 below:

Table 5.
Data Convertion

Statement	Level
> Means score + Std. Deviation	High
Means score + Std. Deviation s/d Means score - Std. Deviation	Moderate
< Means score + Std. Deviation	Low

source : Jaya, 2019

So, the mean score plus the standard deviation is 95.5470+ 13.72310 = 109.2701. Therefore, the conversion is:

Table 6.
Data Convertion of Students' Engagement

Statement	Students' Engagemement
> 109.2701	High
81. 8239 - 109.2701	Moderate
< 81. 8239	Low

Based on Table 6, from the data on student engagement, there were 6 students with a high level of engagement, 28 with a moderate level of engagement, and 3 others with a low level of engagement. The majority of them had a moderate level of engagement, with the minority being low. Therefore, it can be concluded that the level of engagement in this sample is quite good, with the majority falling within the moderate to high range, specifically within the score range of 81.1 to 109.2.

Variable Y represented the students' academic achievement in learning English, measured through an academic test. Before being administered to students, the test was validated by three experts. The results of the student academic achievement in learning English showed in the table below.

Table 7.
Data Description of Academic Achievement in Learning English

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Students' Academic Achievement	37	68.0	94.0	3062.0	82.757	5.4386
Valid N (listwise)	37					

Based on the table 7, the data description of students' academic achievement in learning English: the lowest score was 68 and the higher score was 94,also mean was 82,75. After adding up the mean score and std. Deviation, the result was 88.18. The convertion of the data for more detailed explanation, refer to the Table 8 below:

Table 8.
Data Convertion of Students' Academic Achievement in Learning English

Statement	Students' Academic Achievement in Learning English
> 88.18	High
77.32 - 88.18	Moderate
< 77.32	Low

Based on Table 8, from the data on student engagement, there were 5 students with a high score, 29 with a moderate score, and 3 others with a low score. The majority of them had a moderate score, with the minority being low. Therefore, it can be concluded that the Students' Academic Achievement in Learning English score in this sample is quite good, with the majority falling within the moderate to high range, specifically within the score range of 77.32 - 88.18.

The correlation test was carried out to determine the significance and strength of the correlation between student engagement and student academic achievement. Testing was carried out using SPSS version 20 program, the results showed by the table below.

Table 9. Correlation

		Students' Engagement	Students' Academic Achievement
Students' Engagement	m	1	.669**
	Sig. (2-tailed)		.000
	N	37	37
Students' Academic Achievement	Pearson Correlation	.669**	1
	Sig. (2-tailed)	.000	
	N	37	37
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on Table 9, it was seen that the sig value was 0.669>0.05. It means that Students' Engagement and Students' Academic Achievement had a significant correlation. In addition, to determine the correlation between students' engagement and academic achievement in learning English, the correlation index that was previously obtained was consulted with the interpretation table as below:

Table 10.
Interpretation of Correlation

Interval Coefficient	Interpretation
0,00 – 0,199	Very Weak
0,20 – 0,399	Weak
0,40 – 0,699	Moderate
0,70 – 0,899	Strong
0,90 – 1,000	Very Strong

Source: Jaya, 2019

Based on Table 10, the researcher can conclude that there was a moderate correlation between students' engagement and students' academic achievement.

The analysis found a moderate positive correlation (r=0.669) between student engagement and academic achievement, indicating that higher engagement corresponds with better performance, though not in a perfectly linear manner. The moderate correlation suggests engagement is a significant factor, but not the sole influence on achievement, as other variables may also play a role. The positive correlation direction confirms the positive relationship between the two variables. These findings imply that improving student engagement could enhance academic outcomes, though the impact may vary. The results underscore the importance of engagement while suggesting it should be considered alongside other relevant factors affecting achievement.

The hypothesis will accept followed this criteria : If ∝ was 0.05, so sig 0.00 < 0.05 and if ∝ 0.01, so sig 0.00 < 0.01. It could be concluded that Ho was rejected and Ha was accepted. Stating that there was a significant correlation between Students Engagement and Students Academic Achievement.

The analysis revealed the teaching model positively impacted students' English achievement, contributing to their overall success (Melyann, 2021). The moderate positive correlation (r=0.40-0.699) indicates engagement is a significant factor, but not the sole influence on achievement, as other variables also play a role. This suggests engagement should be considered alongside other relevant factors affecting student outcomes. In Halad and Veni, where students learn at home and practice in class, increased both engagement and communication compared to traditional classrooms (Hulwana & Veni, 2023). Also according to Al Bahadli which states the more engaged students are, the better their academic outcomes (Al-Bahadli, 2020). Students' engagement relate to a motivation, meanwhile in Fatima and Hilma, the students have to have instrinsick motivation because it can increase self esteem, confidence, and willingness to communicate (Fatima & Putri, 2022). So, based on that theory the results of this research show the student who has a high engagement also got a high point on their academic achievement test.

Therefore, student engagement can be assessed and correlated with their academic achievement. Additionally, the theory from Harper and Quaye state that student who can get good score in academic achievement must have previously had high engagement (Harper & Quaye, 2009). It means that they spend more time paying attention while studying and being active. Therefore, sometimes students who have high engagement when studying seem like they are noisy in class.

CONCLUSION

Based on the results, the conclusion of this study that Ha or alternative hypothesis of this research is accepted. It means that there is a correlation between students' engagement and students' academic achievement in learning English. The result is obtained after the researcher examine the correlation between these two variables. The criteria was 0.669 and it was a strong correlation. Essentially, higher student' engagement is associated with higher learning achievement in English, whereas lower engagement corresponds to lower achievement. In this strong correlation, sometimes the student who has high engagement when studying seem like they are noisy in class.

This is evident from the research results. The study aims to be beneficial for teachers, the researcher highlights the importance to have a high student' engagement in achieving better learning outcomes in English. Also for future researchers, this study serves as a reference for conducting further research.

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