# THE CORRELATION BETWEEN STUDENTS' ENGAGEMENT AND THEIR ENGLISH ACADEMIC ACHIEVEMENT 

## THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Language
Education


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I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosah session.
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#### Abstract

Title : The Correlation between Students' Engagement and Their English Academic Achievement Name : Eva Yurike Mariska Student Number : 1803046095 Students' engagement is a significant predictor of the students' academic achievement. The objective of this research found out the correlation between students' engagement and their English academic achievement. This research was conducted at SMAN 8 Semarang with the total of 223 as the population. The sampling technique was simple random sampling and it was found 143 students. The researcher took some $11^{\text {th }}$ grade students as the trial sample to measure validity and reliability of research instrument. In collecting the data, the researcher distributed the questionnaire to explore the relationship between two variables, students engagement and their English academic achievement. This correlational research used quantitative approach which used descriptive statistics, normality test, and correlation test. Correlation Pearson Test was used to analyse the data and the hypothesis testing was computed using SPSS version 26.0. After giving instrument to trial sample, the researcher analysed the data, it was found that reliability of students engagement was 0.759 . It means that students engagement instrument was reliable. After calculating the data, the researcher found the research findings that $11^{\text {th }}$ grade students have positive and good engagement which involves aspects of teaching learning cycle including learning activity with the highest result of "agree" option totalling 921. Meanwhile, the next finding is to answer the research problem. The significance correlation was 0.000 . The value of significance correlation was $<0.05$. It meant that students engagement and their English


academic achievement have a strong significant correlation. The research's result can be interpreted that there was significant correlation between students engagement and their English academic achievement.

Keywords: students' engagement, English academic achievement, correlation

## MOTTO

"Now that we have learned to fly the air like birds, swim under water like fish, we lack one thing - to learn to live on earth as human beings. ${ }^{\text {. }}$

- George Bernard Shaw
"The best pleasure in life is doing what people say you cannot do"
- Eva Yurike Mariska
${ }^{1}$ George Bernard Shaw, 'We Are Taught To Fly in the Air Like Birds, and To Swim in the Water Like the Fishes; But How To Live on the Earth We Don't Know', 2016 [https://quoteinvestigator.com/2016/08/20/fly-swim/](https://quoteinvestigator.com/2016/08/20/fly-swim/).


## DEDICATION

This thesis is dedicated to:

1. Me, myself
2. My beloved parents, Marminah S.Ag, and Yopi Puaha for their never-ending love, prayers, financial and emotional support
3. My beloved siblings, Yose Rizal Puaha, Evie Maria Annisa, Yola Amelia, and Marcel Ahmad for their support never stop caring wherever they are
4. All of my lecturers, who have guided and educated me with big gorgeous and sincerity
5. All of my friends, who are always being for me

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In the name of Allah, the most gracious and the most merciful, prise is always given to Him. Sholawat and salam are always upon to the light of the darkness, Prophet Muhammad SAW. May we be acknowledged as his disciple!

The researcher realizes that a lot of people have been willingto help to complete and finish this thesis so that the researcher would like to express gratitude and appreciation to:

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At last, the researcher believes that this research is far from perfection. The researcher would be glad to gain constructive suggestions to make this thesis better.

## TABLE OF CONTENT

THESIS PROJECT STATEMENT ..... i
RATIFICATION ..... ii
ADVISOR APPROVAL ..... ii
ABSTRACT ..... iii
MOTTO ..... vi
DEDICATION ..... vii
ACKNOWLEDGMENT. ..... viii
TABLE OF CONTENT ..... xi
LIST OF TABLES ..... xiii
LIST OF APPENDICES ..... xv
CHAPTER I INTRODUCTION ..... 1
A. Background of Research ..... 1
B. Research Question ..... 6
C. Research Objective ..... Error! Bookmark not defined.
D. Pedagogical Significance ..... 7
CHAPTER II THEORETICAL REVIEW ..... 9
A. Previous Research ..... 9
B. Literature Review ..... 15

1. Students' Engagement ..... 15
2. English Learning Achievement ..... 27
C. Research Hypothesis ..... 32
CHAPTER III RESEARCH METHOD ..... 33
A. Research Design ..... 33
B. Population and Sample ..... 36
1.Population ..... 36
2.Sample ..... 37
C. Variable and Indicator ..... 38
D. Research Instrument ..... 42
E. Data Collection ..... 47
1.Descriptive Statistics ..... 48
2.Normality Test ..... 49
3.Simple Correlation ..... 50
CHAPTER IV ..... 51
RESEARCH FINDING AND DISCUSSION ..... 51
A. Research Description ..... 51
B. Research Finding ..... 52
1.Frequency of Students' Engagement ..... 52
2.Normality Test ..... 54
3.Correlation Pearson Test ..... 56
C. Discussion ..... 57
D. Limitation ..... 62
CHAPTER V ..... 64
CLOSING ..... 64
A. Conclusion ..... 64
B. Suggestion ..... 65
REFERENCES ..... 67
APPENDICES ..... 73
CURRICULUM VITAE Error! Bookmark not defined.

## LIST OF TABLES

Table 3.1 The Lattice of questionare (Students' Engagement) ..... 40
Table 3. 3 Liikert Scale Scores ..... 43
Table 3. 4 Reliability Test of Students' Engagement (X) ..... 46
Table 4. 1 Frequency of Students' Engagement ..... 52
Table 4. 2 Normality Test55
Table 4. 3 The Result of Correlations ..... 56

## LIST OF FIGURE

Figure 4. 1 Bar Chart o X.................................................. 53

## LIST OF APPENDICES

Appendix 1 Lattice of Instrument ..... 73
Appendix 2 List of Questionnaire ..... 75
Appendix 3 Validity Test of EFL Student' Attitude \& Plagiarism ..... 77
Appendix 4 Reliability Test of EFL Students' Attitude ..... 80
Appendix 5 List of Students Score ..... 92
Appendix 6 Surat Izin Reset ..... 92

## CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents the background of the research, research questions, objectives of the research, and significance of the research.

## A. Background of Research

One of the goals of learning subjects at school is to achieve academic achievement. Moreover, it has become an indicator of learning success. Students with high academic achievement are considered to have high intellectual abilities and have a chance to succeed in society, both in learning and working in the future. ${ }^{2}$ Students need academic achievement because it is considered to describe students' abilities from the results of learning behaviour in the form of positive changes in students and produce new skills and knowledge. Academic achievement is a composed appraisal obtained by a teacher as numbers or qualities from the assessment, evaluation, and measurement of student learning outcomes. Doménech-Betoret et al., in their research

[^0]article, stated that academic achievement and satisfaction are two of the most essential learning outcomes, and it is considered vital indicators of education quality. ${ }^{3}$

Student engagement refers to students who are actively involved in their assignments and learning activities. ${ }^{4}$ This involvement does not appear to only have a direct effect on school changes, such as teacher professional identity, and positive school atmosphere, ${ }^{5}$ but also appears to lead to an increase in the academic achievement of poor students, and a decrease in education levels. Student dissatisfaction and dropout rates. Therefore, over the past 20 years, researchers have maintained a strong interest in student engagement and its various functions.

Student engagement is one of the critical exploration areas of educational research. Furthermore, numerous

[^1]researchers have identified similar research. First, research conducted by Glapaththi et al. In their research, they stated that the link between students' engagement and academic achievement help teacher understand to which extent student engagement affects academic achievement. ${ }^{6}$ Second, research by Rajabalee et al. argued that critical components of quality education ensure students' engagement. In short, the need to effectively measure students' engagement is imperative to determine learners' performances and achievements. ${ }^{7}$ Third, research conducted by Lei et al. agreed that Academic achievement has consistently been regarded as an essential outcome of student engagement. ${ }^{8}$

Academic achievement is consistently considered an important outcome of student engagement. Although there is extensive empirical research on the relationship

[^2]between the two, the results so far have been inconsistent. There are two main perspectives on this relationship. For example, there was a significant and relatively strong correlation between student engagement and academic achievement, ${ }^{9}$ and academic achievement was positively correlated with behavioural and emotional engagement. ${ }^{10}$ A positive correlation between cognitive engagement and academic achievement. ${ }^{11}$ The proposed mechanism underlying this relationship is that student engagement promotes academic success, which further promotes student engagement with learning activities, thereby establishing a "good learning cycle". ${ }^{12}$ Several researchers have shown that, compared to emotional and

[^3]cognitive engagement, the positive correlation between behavioural engagement and academic achievement is more pronounces. ${ }^{13}$ Overall, the findings in this research indicate that different aspects of student engagement have different relationships with academic achievement.

However, other scholars have not reached the same conclusion, and in some studies researchers have not even found a significant correlation between student engagement and academic achievement. For example, Shernoff and Schmidt in 2008 found that student engagement did not predict mean scores among African Americans. A significant correlation between student engagement and academic achievement. ${ }^{14}$ There is no significant correlation between students' active emotional involvement and their mathematics and English achievement scores. ${ }^{15}$ The correlation between cognitive engagement and academic achievement was weak. ${ }^{16} \mathrm{~A}$

[^4]possible explanation for this result may be that students who achieve good grades master the skills needed to learn content quickly, thereby spending less time studying. On the other hand, students who score poorly do not have a good skill base to help them study, so they have a hard time getting good grades even when they try to be more involved.

The previous researches have a common theme, namely students' engagement and academic achievement. Thus, the main research gap in the previous studies was the sample. The researcher will use a different sample which is senior high school students. This research will investigate the correlation between students' engagement and their English academic achievement of $11^{\text {th }}$ grade students at SMAN 8 Semarang.

## B. Research Question

Based on the background above, the researcher found the problem as follows:

1. How is the students' engagement at SMAN 8 Semarang?
2. How is students' English Academic Achievement at SMAN 8 Semarang?

[^5]3. How is the correlation between students' engagement and their English academic achievement?

## C. Research Objective

Based on the statements above, the researcher intends to achieve some objectives to the research as follows:

1. To explain the students' engagement at SMAN 8 Semarang
2. To explain the students' English academic achievement at SMAN 8 Semarang
3. To analyse the correlation between students engagement and their English academic achievement

## D. Pedagogical Significance

The result of this research is hoped to give some positive contribution both theoretically and practically.

1. Theoretical Significance

The research is expected to explain students' engagement and the correlation of their English academic achievement at SMAN 8 Semarang. Hopefully, the result of this research can be a reference for the future researcher who wants to
conduct the same about students' engagement and English academic achievement.
2. Practically Significance

This research served three practical significances are:
a. For the researcher

This research is expected to give more knowledge about students' engagement and the correlation of their English academic achievement at SMAN 8 Semarang
b. For the readers

This research is expected to give information about students' engagement which is expected to increase awareness of the English achievement at $11^{\text {th }}$ grade students of SMAN 8 Semarang
c. Further researcher

This research can be a reference for the further researcher who wants to conduct the same research which is related to this topic, especially students' engagement and the correlation of their English academic achievement

## CHAPTER II

## REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents, previous research and literature review

## A. Previous Research

1. Journal by Jana Lay-Hwa Bowden, et .al entitled "The four pillars of tertiary student engagement and success: a holistic measurement approach". The purpose of this study is to develop a holistic approach to measuring student engagement. It models and measures two antecedents to engagement, namely involvement and expectations, four dimensions of engagement, namely affective, social, cognitive and behavioural engagement. A survey with a sample of 952 tertiary students enrolled at a major Australian tertiary institution was employed.. The results show that student expectations and involvement have an important seeding role in student engagement.

The similarity from the researcher's is the topic which consists of students' engagement. The differences are from the research design, sampling technique, and the setting.
2. The journal of Baranova, et.al entitled "Evaluation of Students' Engagement in Integrated Learning Model
in A Blended Environment". The purpose of the research is to evaluate the students' engagement in a newly-introduced integrated learning model, identify the impact of such a model on students' learning outcomes, and to determine if students 'engagement levels influence their learning outcomes. The research used qualitative and quantitative data of students' records of professional discipline and English testing, surveys and interviews on behavioural engagement, emotional engagement, and cognitive engagement ( $\mathrm{N}=63$ ). Results on students' engagement showed that online activity, especially the online international project, involved students more than face-to-face classes, but at the same time some of them noted that without lectures it would be difficult, or even impossible, to participate in a project. Thus, the overall engagement level was quite high. Additionally, an integrated approach positively impacted learners' outcome. The correlation analysis showed that learners' engagement played an influential role and highly impacted students' learning results. In this case we can conclude that our integrated learning model contributes to students' involvement in the
educational process and, consequently, allows them to achieve greater results. ${ }^{17}$

The similarity from the researcher's is the topic which consists of students' engagement and the impact on the students' outcome or achievement. The differences are from the research design, sampling technique, and the setting.
3. The journal of Tim, et.al entitled "School Climate, Student Engagement, and Academic Achievement: A Latent Variable, Multilevel Multi-Informant Examination" This research tested the authoritative school climate theory that schools characterized by high structure and student support have greater levels of student engagement and that these factors are associated with higher academic achievement, as indicated by school graduation rates and school performance on state-mandated testing. The model was tested through a multilevel multi-informant structural model on a state wide sample of 60,441 students and 11,442 teachers in 298 high schools. Consistent with the authoritative school climate model, both structure and student support were

[^6]associated with higher student engagement in schools. Moreover, student engagement was directly associated with academic achievement and operated as an intervening factor. Results provide new evidence that an authoritative school climate is associated with high school academic achievement. ${ }^{18}$ The similarity from the researcher's is the topic which consists of students' engagement and academic achievement. The differences are from the research design, sampling technique, and the setting.
4. The journal of Ayçiçek, B., \& Yanpar Yelken, T entitled "The Effect of Flipped Classroom Model on Students' Classroom Engagement in Teaching English" the aim is to determine the effect of flipped classroom model on students' classroom engagement in teaching English. This research was conducted within the English course for four weeks period in the Spring term in 2016-2017 school year in a secondary school in the city of Hatay. In the study, pre-test/post-test quasi-experimental design with control group was applied. The experimental

[^7]group was lectured with flipped classroom model whereas the courses were carried out based on the current curriculum in the control group. In the current study, descriptive statistics, Mann Whitney U Test and Wilcoxon Sign. Test were used in the analysis of the quantitative data. It was concluded that there is a significant difference between the pre-test and post-test scores of the experimental group whereas there is no significant difference between the pre-test and post-test scores of the control group. Finally, teachers can be suggested to use flipped classroom model to enhance classroom engagement. ${ }^{19}$

The similarity from the researcher's is the topic which consists of students' engagement. The differences are from the research design, sampling technique, and the setting.
5. The journal of Andrew entitled "Teacher-Student Relationships and Students’ Engagement in High School: Does the Number of Negative and Positive Relationships with Teachers Matter?" This study extended prior research into teacher-student

[^8]relationships by exploring the relative balance of negative and positive teacher-student relationships in high school students' academic lives (in each of English, mathematics, science, history, and geography subjects). Also examined was the role of this relational balance in predicting students' school engagement (operationalized by academic participation, enjoyment, and aspirations). The study involved a longitudinal sample of 2,079 students from 18 high schools. Findings identified a significant linear (main) effect, with an increase in the number of positive relationships (relative to negative relationships) with teachers predicting greater school engagement. This was accompanied by a significant curvilinear effect. Specifically: (a) when the relational balance became predominantly negative, students' engagement was lower, but did not decline with an increasing number of negative teacher-student relationships, and (b) when the relational balance became predominantly positive, students' engagement was higher and became increasingly more so as the number of positive teacher-student relationships outnumbered the negative. We conclude that the enhancing properties
of positive teacher-student relationships seem to outweigh the limiting (or narrowing) properties of negative teacher-student relationships. Further, there is cumulative engagement yield through increasing the number of positive teacher-student relationships across students' school subjects. ${ }^{20}$

The similarity from the researcher's is the topic which consists of students' engagement. The differences are from the research design, sampling technique, and the setting.

## B. Literature Review

## 1. Students' Engagement

## a. Definition of Students' Engagement

According to Frederick, student engagement is a form of student behaviour who feels bound to activities at school and manifests in behavioural engagement, cognitive engagement and emotional

[^9]engagement. ${ }^{21}$ Fredicks, et al explained that student engagement is an observable behaviour including participation and time given by students to assignments in the learning process at school. Trowler states that student engagement focuses on the interaction between time, effort, and other relevant resources made by students and institutions to optimize the experience and improve learning outcomes and develop student performance and the reputation of the institution. ${ }^{22}$

Dharmayana, Masrun, Kumara, and Wirawan also revealed the same thing that student engagement at school is a psychological process characterized by attention, interest, investment, effort and involvement of students who are devoted to the process of learning work at school. ${ }^{23}$ Hart, Stewart and Jimerson define student behaviour engagement in three behavioural

[^10]indicators, namely: strategies in solving academic difficulties (Cognitive Engagement), the effort shown in class when dealing with assigned tasks (Behavioural Engagement) and feelings of liking learning activities and positive feelings towards school (Affective Engagement). ${ }^{24}$ Based on the explanation above, it can be concluded that student engagement is the involvement of students in participating in every school activity.

## b. Aspects of Students' Engagement

The aspects that exist in student engagement behaviour are as follows ${ }^{25}$ :
a) Behavioural Engagement

Student involvement that can be seen in the form of behaviour. This involvement appears in the activity of students in teaching and learning activities in the classroom, such as asking the teacher, discussing in class, paying attention when the teacher explains and obeying the rules

[^11]that apply in class. Student involvement is also seen in the activeness of students in engaging in non-academic activities held outside school hours.
b) Emotional Engagement

Involvement in emotions is an affective reaction that is generated students in class. This affective reaction is manifested in feelings of pleasure, sadness, anxiety, boredom, and interest in learning in class. These reactions arise from the activities in the school and the teacher's teaching techniques in the classroom. The emotional involvement of students is seen in doing the existing tasks. Students feel happy or sad in doing the task at hand. Students who show good emotional involvement will feel happy with the tasks given.
c) Cognitive Engagement

Student involvement in school activities cognitively is about how students develop strategies in solving problems that occur in working on school assignments. The strategy consists of planning, monitoring, and evaluating the actions taken. This strategy can generate
motivation in students to stay focused and persevere in the face of problems that appears in the course of work. Cognitive involvement is seen when students repeat the material provided, summarize the material, elaborate on the material and students can understand the material provided.

## 2. Factors of Students' Engagement

The efforts to engage students refer to the ways to manage classroom behaviours. ${ }^{26}$ It deals with the reduction of a classroom disruptions and discipline issue. In the other words, the focus is not about the ways to solve classroom misbehaviour problems but the ways to garner disengaged students' interest. The factors to engage students in the teachinglearning process are the students' perception of their teacher and the tasks.
a) Students' perception of their teacher explains that, in classes of any size, the student's perception of their teacher, whether the teacher cares for them,

[^12]it greatly impacts their engagement level. ${ }^{27}$ How a teacher establishes a relationship to his/her students can influence their feeling to him/her. Thus, teachers need to show the friendly manners to teach the students. Teachers' behaviours influence to student engagement. ${ }^{28} \mathrm{He}$ argues that when the teachers' behaviours are demonstrated in a positive manner toward students, students generally respond to the teacher with positive behaviours and high levels of engagement. As the reverse, the negative demonstrations of teachers' behaviours, also generally yield negative behaviours and engagement levels from students.
b) Tasks

The choices of the tasks determine the students' engagement. The choices of the tasks consider the difficulty level of the work they are given, the

[^13]manner in which a lesson is conducted, and the resources that are available to learn. ${ }^{29}$ Students benefit from being challenged by working and solving problem in the group. Fun and interesting activities enable to engage students and to reduce behavioural problems in classroom. Thus, the quality of engagement is indicated by the efforts to improve student enjoyment. Teachers should help students to enjoy their learning by using their interest into the materials and using various strategies to engage students in their work, such as in small-group work and project-based learning. ${ }^{30}$

## 3. Factors Affecting Student Engagement

Student engagement behaviour in students is influenced by many factors. These factors include
${ }^{29}$ Ferri, F., Grifoni, P., \& Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. Societies, $10(4), 86$.
${ }^{30}$ Chen, C. H., \& Yang, Y. C. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators. Educational Research Review, 26, 71-81.
individual factors and environmental factors ${ }^{31}$, which are described are as follows:
a) Individual Factor

1) Student personal

Individual factors in students can influence the level of student involvement in learning activities in the classroom. Things in students include: student characteristics, students' emotional state, student selfconfidence, and internal motivation.
2) Minority groups

Minority groups are often not actively involved in activities studying in school. This is due to pressure from the majority group. This pressure makes students uncomfortable in participating in learning in class. The worst indication of this discomfort is the phenomenon of students dropping out of minority students.
3) Students with special needs

[^14]Students with special needs need facilities and different learning methods with students in general. The difference in these methods is often an obstacle to the transformation of learning materials in the classroom. Some cases of students with special needs find it difficult to follow the learning process in class, so they decide to leave school.
4) Environmental factor Environmental factors are things that are outside of students. This factor is able to support students to be active in school activities. These environmental factors include:
a) Friendship

Supportive friendship patterns make students have a party who able to help him in dealing with difficulties in passing the learning process at school. Students who get good support from their friends are able to make students actively involved in every activity at school.
b) Family

Family is the closest element of students who are able have an influence on student behaviour. Researchers in this case prove that parenting patterns for children affect the activeness of students in being involved in the learning process at school. The support and motivation provided by the family is also able to make students more motivated in participating in activities at school.
c) Interaction with teachers

The teacher is the party who has the authority to create a conducive climate in the classroom. Support from teachers on students can make students more motivated in participating in activities in class. This has an impact on the level of student involvement in classroom activities that increases. The thing that can support this is by providing a variety of fun teaching techniques in the classroom.
d) School climate

A conducive classroom climate can make students more comfortable and able to increase student involvement in the learning process. A conducive classroom environment can be seen from the supportive relationship between teacher-students and students. The researcher states in this case that support from teachers and peers has a positive impact on student engagement in the classroom. This is because there is a comfortable environment to take part in conducive classroom learning. In addition, a conducive classroom climate is also supported by the management of school rooms. The researcher in this case states that the size of a school affects the level of student engagement in class. This is based on the assumption that the large and small sizes of a room affect the comfort and movement of students and teachers in the classroom.
e) School Rules

The rules in schools are arranged to create a conducive learning climate conducive. The involvement of students in the preparation of existing school rules is able to make students understand the urgency of the existence of these rules. Students' interests and perceptions of school rules can make students able to follow the rules at school for selfawareness. ${ }^{32}$ Students who have a good interest and perception of the rules are able to understand the urgency of existing rules and understand the consequences if they violate these rules. Students become more involved in every school activity because students realize the urgency of their involvement in school activities. Based on the explanation above, it can be concluded that the factors that can affect student engagement consist of individual factors

[^15]and environmental factors. Individual factors include student personality, minority position, and special needs. Environmental factors include friendship, family, interaction with teachers, school climate, and school rules.

## 2. English Learning Achievement

## a. The Understanding of Learning

Each scientist has their own theory about what is learning. Kimble said that learning is a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice. That means learning has a change in behavioural and needed a reinforcement to reinforce it. Nowadays that theory also has a meaning that learning is a change in behaviour or potential behaviour of a relatively permanent that comes from experience and cannot be attributed to temporary body states as a condition caused by illness, fatigue or drugs. In this theory, learning still need an experience but it leaves to the theorists itself what kind of that experience. ${ }^{33}$

[^16]The experience may be as the correlation of stimulus and response, reinforcement and others. Schunk defines the learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviours. It means that learning is not only getting knowledge, but also modifying the knowledge itself and elaborates it into skills, attitudes and so on. Learning is an enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience. ${ }^{34}$ So learning is the process that involves not only the practice but also other forms of experiences ${ }^{35}$ It is described by Schunk as follow;

Three criteria of learning;
f) Learning involves change-in behaviour or in the capacity for behaviour. People learn when

Study from the Munich Streetlife Festival', Sustainability (Switzerland), 10.10 (2018) [https://doi.org/10.3390/su10103731](https://doi.org/10.3390/su10103731). ${ }^{34}$ Janeve Desy and others, 'How Teachers Can Help Learners Build Storage and Retrieval Strength’, Medical Teacher, 40.4 (2018), 407-13 [https://doi.org/10.1080/0142159X.2017.1408900](https://doi.org/10.1080/0142159X.2017.1408900).
${ }^{35}$ Dale H. Schunk and Maria K. DiBenedetto, 'Motivation and Social Cognitive Theory', Contemporary Educational Psychology, 60 (2020), 101832 [https://doi.org/10.1016/j.cedpsych.2019.101832](https://doi.org/10.1016/j.cedpsych.2019.101832).
they become capable of doing something differently.
g) Learning endures over time.
h) Learning occurs through experience

It means that learning is not a simple process. Learning has to make the changing in the person. ${ }^{36}$ Learning must make the learner being able to do what they have learned. Learning needs time to make the successful learning can be achieved.

The researcher deduces that the learning have to be able to make the learners have their new experiences, knowledge. Then these new parts of learning also have to be modified by the learner. The modifying means that the learners are able to apply their knowledge in any condition because they are really understand it.

## b. The Understanding of Achievement

[^17]To see how far the students have learned in their learning, the teacher can see it through their achievement test. An achievement test is intended to measure what the student has learned or what skills the student has mastered. ${ }^{37}$ It makes the researcher concludes that achievement test is the way to measure the students progress in their learning. With achievement test, the teachers get the evidence of the students' progress result from their class that they have taught.

The researcher also gets another theorist that "achievement refers to school-based learning, while ability and aptitude refer to broader learning acquired mostly through non-school sources such as parents and peer groups." Ur also states that "an achievement test measures how much the material taught in a given course, or part of one, has in fact been learned. ${ }^{388}$ It is same with Oosterhoff who states "achievement tests

[^18]measure students' present status with a set of skills. ${ }^{39}$ Achievement test are used to evaluate the effectiveness of instructional programs and to identify students with learning disabilities." ${ }^{40}$ That means achievement test is the measurement tool that teachers give to their students in order to see the effectiveness of the learning process is going in their students. Also with this test, the teachers can see what difficulties that the learners have in their learning process.

That means achievement is the proficiency that students have in their learning process. This achievement is also as indicator that what students get in their learning. The achievement commonly is designed in the scores by test scores or teachers' marks. With these theories, the researcher concludes that achievement is the accumulative result of learning process. In achievement, the

[^19]teachers or the students themselves can see how far their learning process that they did.

## C. Research Hypothesis

The research hypothesis proposed is that there will be a positive relationship between students' engagement and their English academic achievement.

## CHAPTER III

## RESEARCH METHOD

The researcher presented, place and time of the research, research design, population and sample, variable and indicator, data collection technique, data analysis technique, and final analysis in this chapter.

## A. Research Design

Research design was the specific procedures involving data collection, data analysis, and writing report in the research process. ${ }^{41}$ This research adopted a quantitative design which aimed at describing the data. The quantitative data was related to counts and measurements of statistical analysis such as means, standard deviations, frequencies, and range. ${ }^{42}$ According to Creswell, quantitative research referred to identify research problems based on trends or needs. It meant the research could answer the best research problems analysed by setting the overall trend of individuals'

[^20]responses and noting how these tendencies vary. This research results provided information on how large populations view these issues and the diversity of views. The result of calculation would be represented in the table of matrices or frameworks which reported the characteristics of the data.

The research approach applied in this research was correlational approach. In correlational approach, it was used to explore the relationship between variables and quantitative data was required to conduct this research. Some research focused more on examining the relationships of one or more variables than testing their impact. ${ }^{43}$ Meanwhile, researching such characteristics, it could be used a correlational approach. This type of research is quite common in education and psychology because of the persons' comparisons frequency with different characteristics. ${ }^{44}$ Correlation approach was a procedure in
${ }^{43}$ Cresswell and John W, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 5th Edition.
${ }^{44}$ Dona M Mertens, Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods, 3rd Ed (USA: SAGE Publications Inc, 2010).
quantitative research which demanded the statistical procedures of correlation analysis as the data calculations. A number specified the level of relationship whether two variables were interrelated or whether one could predict the others. In correlational research, a researcher might conclude that there was a strong and positive relationship between two or more variables.

It was substantial to recognize that the correlation coefficient could range between 0 and $+/-1.00$. The closer the correlation coefficient to +/1.00 , it meant the stronger the relationship. A positive correlation meant that the two variables increased or decreased together. A negative correlation meant that the two variables differed inversely in which one went up, the other went down while the correlation coefficient was near zero, no relationship existed. ${ }^{45}$

[^21]
## B. Population and Sample

## 1. Population

A population was defined as a group of individuals which had the similar characteristics. ${ }^{46}$ On other side, Dona implied that an operational definition of the population in the post-positivist paradigm, called the experimentally accessible population, defined as the list of people fit the conceptual definition. ${ }^{47}$ Researchers should decide which group to study and the selection of respondents representing the entire group was a more advanced research process. The sample of the selected population was typical of the study population and represented personal choices. ${ }^{48}$ The target group for this study was the students of SMAN 8 Semarang at the $11^{\text {th }}$ grade who were considered to have active engagements in the learning process.

[^22]
## 2. Sample

The sample was a sub-group of the population studied. The selected sample of individuals must be able to represent the entire population. ${ }^{49}$ The usage of sampling technique was required to determine the total of representative samples which then analysed as data. According to Dona, it was important to the study to determine the dimensions of diversity which was an important strategy of choosing a sample. ${ }^{50}$

Simple random sampling was the sampling technique adopted in this research. In simple random sampling, each member of the population independently had an equal chance of being selected. Simple random sampling selection could be conducted by assigning numbers to each member of the population using a random number table. Where each member of the population had zero-zero probability of being included in a sample was called a random sample. Sampling errors could be estimated for random samples defined as the difference between sample and population. ${ }^{51}$

[^23]Slovin formula was used to determine the number of sample with precision level of $5 \% .{ }^{52}$ This research population was 223 students and the sample was 143 students which was obtained from the Slovin formula measurement below.

## Slovin Formula

$$
n=\frac{N}{1+N e^{2}}
$$

Description:
n $\quad=$ Sample size
$\mathrm{N} \quad=$ Population size
$e \quad=$ Error tolerance limit

## C. Variable and Indicator

Arikunto stated that a variable is a determined characteristic which could presume any one of a values range. ${ }^{53}$ Meanwhile according to Creswell, a variable was an individual or organization characteristic which could be measured or observed by researchers and could vary

[^24]among individuals or organizations examined. ${ }^{54}$ They were key ideas which were seek to collect information on the research purpose.

There were 2 types of variable in this research. The first was predictor variable, in another name for independent variable. Predictor variable was the variable caused or influenced a dependent variable. ${ }^{55}$ Predictor variable in this research was students’ engagement. The instrument applied in this research was questionnaire. There were 18 items of questionnaire with 4 points of scale. It aimed to measure students' engagement. Forming the lattice of questionnaire based on indicators which were taken from the theory relating to the variable. The indicators of students' engagement were behavioral engagement, effective engagement, social engagement, cognitive engagement in which the theory of Jana Lay-Hwa Bowden et al (2021). ${ }^{56}$

[^25]The following table served more detail lattice of questionnaire items of students' engagement.

Table 3. 1 The Lattice of questionare (Students'
Engagement)

| Variable | Indicator | Description | Number of items | Total |
| :---: | :---: | :---: | :---: | :---: |
| Students' <br> Engagement Jana LayHwa Bowden et al (2021) | Behavioral <br> Engagement | - Attendance <br> - Effort to stay on task <br> - Contribution <br> - Participation in class discussion <br> - Involvement in academic and co-curricular activities <br> - Perseverance and resiliency when faced with challenging tasks | 1 2 <br> 3 <br> 4 <br> 5 <br> 6 | 6 |
|  | Affective Engagement | - Happiness <br> - Pride <br> - Enthusiasm <br> - Openness <br> - Curiosity | $\begin{gathered} 7 \\ 8 \\ 9 \\ 10 \\ 11 \end{gathered}$ | 5 |

Education, 46.6 (2021), 1207-24
[https://doi.org/10.1080/03075079.2019.1672647](https://doi.org/10.1080/03075079.2019.1672647).

|  | Social <br> Engagement | - Listening to others <br> - Maintaining a balanced teacher-student power structure <br> - Students' participation in community groups <br> - Study groups and student societies | 12 <br> 13 <br> 14 <br> 15 | 4 |
| :---: | :---: | :---: | :---: | :---: |
|  | Cognitive <br> Engagement | - An increased understanding of the value <br> - An importance of academic work <br> - Application of academic tasks | 16 <br> 17 <br> 18 | 3 |

The second variable was criterion variable, in another name for dependent variable. Anderson stated dependent variable was a variable which was caused or influenced by a treatment or intervention of independent variable. ${ }^{57}$ The criterion variable was English Academic

[^26]Achievement. In this variable, the students' score was considered as the research instrument.

## D. Research Instrument

Instrument used was a questionnaire made to gather the valid result. Choosing a questionnaire as a research instrument was intended to obtain a valid response of the students to what does exist. The instrument was premised by the researcher based on the indicators. The indicators for each variable were taken from some theories to limit the researcher's items on the questions in the questionnaire. The indicator was then used as a starting point for collecting instrument items, which could be statements or questions.

1. Questionnaire

Questionnaire aimed to measure students' engagement and English academic achievement. There were 18 items on students' engagement in the questionnaire. The instrument was distributed to all respondents. The questionnaire frames are shown in Table 3.1.

The Likert scale theoretically shows equal intervals among the responses. In educational
research, for example, the Likert scale (strongly agree to strongly disagree) with three, four or more possible response is used as sequence and interval data. In this research, the scale was considered based on four points that were decisive for the selection of the criteria for the analysis of the data. Each score had its own score based on the evaluation period of the questionnaire sheet. The use of Likert scale points is shown in Table 3.3.

Table 3. 2 Liikert Scale Scores

| ALTERNATIVE ANSWERS | SCORES |
| :---: | :---: |
| Strongly agree | 4 |
| Agree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |

2. Score

In this research the type of data used was performance measures since this type means a data to assess an individual's ability to perform on the achievement test. According to Cresswell, a student's achievement test is judged by how well the student performs a series of learning processes compared to group tests. In short, this research uses a performance test with English academic
achievement. ${ }^{58}$ The Likert scale range of 1-4 was used to score it and shown in Table 3.4.

Table 3.4 Interval Score Category (Purwanto, 2009) ${ }^{59}$

| Interval Score | Category |
| :---: | :---: |
| $76-100$ | Strongly agree |
| $51-75$ | Agree |
| $26-50$ | Disagree |
| $0-25$ | Strongly disagree |

3. Validity

Validity in quantitative research relates to a person's ability to draw useful and instructive conclusions from the results of a given instrument. ${ }^{60}$ Establishing the score validity in a survey supported researcher to recognize whether the instrument was a good one to implement in survey research or not. The validity test was used to determine the feasibility and accuracy of items

[^27]on the instrument in determining the type. ${ }^{61}$ The validity was calculated through SPSS version 26.

The validity value of students' engagement ( X ) was described below. It consisted of 18 items of questionnaire. Based on the calculation, it was known that there were 16 valid items and 2 invalid items. The valid items were item 1 and item 4 to 18 while the invalid items were item 2 and item 3. The items of questionnaire of students' engagement (X) had two stars (**) that meant item was valid at the significant level of $1 \%$ or 0,01 , called two-tailed and had one star $\left({ }^{*}\right)$ that meant item was valid at the significant level of $5 \%$ or 0,05 , called one-tailed. Meanwhile, 2 items had no star that meant those items were invalid.

Questionnaire items of this research were tested as a trial instrument on 40 respondents. After determining the result and eliminating invalid items, the questionnaire was redistributed among the respondents of the population who were able to be the sample of research. Therefore, the

[^28]data used for the trial test was non-sample data of research.
4. Reliability

Reliability refers to the extent that instrument produces the same result over multiple trials. However, it is considered reliable when it provides consistent results for the same trial. ${ }^{62}$ In this research, the researcher used the Cronbach's Alpha aims to measure the internal consistency especially the scale reliability. ${ }^{63}$ The reliability of the questionnaire was analyzed with the SPSS software version 26. Instruments are considered reliable if the reliability value is $>0.600 .{ }^{64}$ The reliability value for each variable is shown in the following table below:

## Table 3. 3 Reliability Test of Students' Engagement (X)

## Reliability Statistics

Cronbach's
Alpha Based
on
Cronbach's Standardized
Alpha $\quad$ Items $\quad \mathrm{N}$ of Items
${ }^{62}$ Creswell and Creswell.
${ }^{63}$ Priyatno, Mandiri Belajar Analisis Data Dengan Spss.
${ }^{64}$ Imam Ghozali, 'Aplikasi Analisis Multivariate Dengan Program SPSS', 2013.

According to the table above, the reliability of Cronbach's alpha students' engagement is 0.759 , which shows that its value is $>0.600$. This means that the students' engagement was reliable.

## E. Data Collection

1. First of all, before acquiring the testing proper, the researcher made a request letter to the vice principal of SMAN 8 Semarang
2. Upon approval, the researcher requested the list of students' academic score and created the framework of questionnaire. The questionnaire included 1 variable consisting of students' engagement (X)
3. Then, the researcher used google form for distributing the $11^{\text {th }}$ grade students who were selected as trial sample.
4. After the google form was filled by the trial sample, the researcher input the data to SPSS Application 26 version.
5. The researcher calculated the validity and reliability to obtain valid and reliable statements. Then
eliminated the invalid ones. It was found 2 invalid statements from students' engagement (X).
6. To obtain the accurate data, the researcher created new google form and distributed to the $11^{\text {th }}$ grade students of SMAN 8 Semarang who were selected as research sample.
7. The researcher calculated the descriptive statistic to verify the normality and correlation from the data by using SPSS Application 26 version.
8. The last, the researcher concluded the research finding.

## F. Data Analysis

The process of analyzing data was calculated using statistical analysis to analyze the data of numbers. Data analysis used in this research was descriptive statistics, normality test, and simple linear regression through SPSS 26 version. Those types of data analysis had each function. Data was analyzed using the appropriate correlational technique and its result was compute into correlation matrix.

## 1. Descriptive Statistics

Descriptive statistics was used to know description of data such as mean, median, mode,
minimum, maximum, standard deviation, range, and variance. The essence of descriptive statistics was the distribution of frequencies. Frequencies aimed to calculate the data frequencies of variable and it was served in the form of numbers and graphic. ${ }^{65}$ To present descriptive data in full was usually included a histogram that contains the summary of the frequency of the data. In practice, histograms often classified various values for this representation. The advantage of a histogram was its similarity which meant that most people who saw the histogram could easily understand it. ${ }^{66}$

## 2. Normality Test

Visually, the normality test could be assessed through looking at the frequency histogram or the normal probability output result of a computer program. The normality test used to find out whether the data was normally distributed or not. In this research, it used normality test One Sample Kolmogrov Smirnov which was calculated using SPSS 26 version.

[^29]
## 3. Simple Correlation

Simple correlation was used to compute the correlation between one variable and another variable linearly. It involved interval or ratio data. Pearson was the correlation analysis used in this research. The value of correlation was 0 to 1 . If the result was close to 1 , it meant there was a strong correlation between two variables. ${ }^{67}$

[^30]
## CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher the researcher presents the research description, result of students' engagement frequency, normality test, correlation test, discussion, and limitation of the research.

## A. Research Description

The researcher conducted this research at $11^{\text {th }}$ grade students of SMAN 8 Semarang in Academic Year 2022/2023. After the researcher observed and collected some data, the researcher analyzed this chapter, which refers to statistical data analysis, to determine the correlation of students' engagement and their English academic achievement. The researcher used a questionnaire to measure students' engagement (X) and their English academic achievement (Y).

The questionnaire had previously been performed in $11^{\text {th }}$ grade. Following that, the questionnaire results were analyzed using the SPSS 26 application's validity and reliability questionnaire. Its goal was to obtain instruments that were both valid and reliable. The questionnaire consists of 38 questions. Each statement is worth 4 Likert scales. The researcher
collected data after obtaining a valid and reliable instrument. The researcher then administered the valid 36 statement questionnaire to the $11^{\text {th }}$ grade students of SMAN 8 Semarang as the 143 sample. They were 223 of eleventh-grade students.

The researcher then performed a normality questionnaire to determine the normality distribution and the correlation of students' engagement and their English academic achievement. Finally, the researcher performed a correlation test to determine whether the two variables had a correlation or not on the hypothesis.

## B. Research Finding

1. Frequency of Students' Engagement

Table 4. 1 Frequency of Students' Engagement

| STUDENTS' ENGAGEMENT |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | STRONGLY DISAGREE | 320 | 14.0 | 14.0 | 14.0 |
|  | DISAGREE | 639 | 27.9 | 27.9 | 41.9 |
|  | AGREE | 921 | 40.3 | 40.3 | 82.2 |
|  | $\begin{aligned} & \text { STRONGLY } \\ & \text { AGREE } \end{aligned}$ | 408 | 17.8 | 17.8 | 100.0 |
|  | Total | 2288 | 100.0 | 100.0 |  |

Based on the table 4.1, it indicates that the respondents who chose strongly disagree is 320
answers; disagree is 639 answers; agree is 921 answers; and strongly agree is 408 answers. It is taken from 16 items of questionnaire of students' engagement. In conclusion, most of respondents chose agree which shows positive result. For detail information in percent, it can be shown through bar chart below.

Figure 4. 1 Bar Chart o X

2. Frequency of English Academic Achievement

Table 4. 2 Frequency of English Academic Achievement

| ENGLISH ACADEMIC ACHIEVEMENT |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Frequency | Percent | Valid Percent | Cumulative <br> Percent |
| Valid | 0-25 | 3 | 2.1 | 2.1 | 2.1 |
|  | 26-50 | 2 | 1.4 | 1.4 | 3.5 |
|  | 51-75 | 15 | 10.5 | 10.5 | 14.0 |
|  | 76-100 | 123 | 86.0 | 86.0 | 100.0 |
|  | Total | 143 | 100.0 | 100.0 |  |

Based on the table 4.2, the range of score is classified into 4 parts. It indicates that the samples of students of $11^{\text {th }}$ grade who get range score $0-25$ is 3 students; 26-50 is 2 students; $51-75$ is 15 students; and $76-100$ is 123 . It is taken from result score of English achievement certificate. In conclusion, the highest frequency of students' score goes to score range of 76-100 which shows good result. For detail information in percent, it can be shown through bar chart below.


## 3. Normality Test

Normality test in this research is one sample Kolmogorov-Smirnov. The data of Students' Engagement and English Academic Achievement computed through SPSS 26 version. The table below serves the value of normality test.

## Table 4. 2 Normality Test

## One-Sample Kolmogorov-Smirnov Test

Unstandardized
Residual

| N |  | 143 |
| :--- | :--- | ---: |
| Normal Parameters ${ }^{\text {a,b }}$ | Mean | .0000000 |
|  | Std. Deviation | 5.53063196 |
| Most Extreme Differences | Absolute | .053 |


|  | Positive | .050 |
| :--- | ---: | ---: |
|  | Negative | -.053 |
| Test Statistic |  | .053 |
| Asymp. Sig. (2-tailed) |  | $.200^{\text {c.d }}$ |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The data of table 4.2 shows the significance value (Asymp.Sig 2-tailed) of normality test with the result of 0.200 . It indicates that the result is $>0.05$ which means the residual is normal.

## 4. Correlation Pearson Test

Correlation test aims to analyse the correlation between two or more variables. The correlation test in this research is Correlation Pearson Test. The correlation result of the data serves in the table 4.3.

## Table 4. 3 The Result of Correlations

## Correlations

|  | X | Y |  |
| :---: | :--- | :---: | :---: |
| X | Pearson Correlation | 1 | $.265^{* *}$ |
|  | Sig. (2-tailed) |  |  |


|  | N | 143 | 143 |
| :--- | :--- | ---: | ---: |
| Y | Pearson Correlation | $.265^{* *}$ | 1 |
|  | Sig. (2-tailed) | .001 |  |
| N | 143 | 143 |  |

**. Correlation is significant at the 0.01 level (2-tailed).

The table 4.3 shows the result of the correlation of students' engagement and English academic achievement. It indicates the significance value of 0.001 in which the value is $<0.05$. It means students' engagement and English academic achievement have a positive strong correlation. Therefore, it can be inferred that Ha is accepted and H 0 is rejected.

## C. Discussion

4. Based on data analysis implied in the research finding, it is obtained a clear description of the research questions discussed. In this discussion section, the research is described and compared with other studies. There are 3 research questions in this research: (1) How is the students' engagement at SMAN 8 Semarang? ; (2) How is students’ English academic achievement at SMAN 8 Semarang?
; and (3) How is the correlation between students' engagement and their English academic achievement?, answered in the following discussions:

## 1. The Description of students' engagement at SMAN 8 Semarang

Based on the data obtained, the highest answer of respondents fell on AGREE option as it got 921 answers. It shows a positive result. It has been explored by Some researchers about several research related to students' engagement and their English academic achievement. Journal by Andrew concludes that there is cumulative engagement yield through increasing the number of positive teacher-student relationships across students' school subjects. ${ }^{68}$ In line with previous research by Yea-ru Tsai indicates that student engagement promotes academic success, which further promotes student engagement with learning activities, thereby establishing a "good learning cycle". ${ }^{69}$

[^31]The engagement of students increases concurrently with teacher-student interaction and learning activity through good learning cycle. It means positive students' engagement depends on aspects of learning process around students and school.

The findings of students' engagement show that $11^{\text {th }}$ grade students at SMAN 8 Semarang who learn English subject have positive and good engagement which involves aspects of teaching learning cycle including learning activity as a support.

## 2. The Description of students' English academic achievement at SMAN 8 Semarang

Based on the data obtained, the highest score of respondents fell on score range of 76-100 as it was got by 123 students. It shows a good result. The journal of Wright, et.al indicate positive academic outcomes with samples group which had statistically significantly higher levels of academic achievement English/language,
higher levels of positive classroom behaviour, and higher levels of parent involvement. ${ }^{70}$

Most of $11^{\text {th }}$ grade students of SMAN 8 Semarang are successful in obtaining the high level of English achievement. It is proven by their score of English final test and supported by the high level of their behaviour in learning activity.

The findings of students' English academic achievement show that $11^{\text {th }}$ grade students at SMAN 8 Semarang who learn English subject can reach high score of English achievement. It means they own high interest and excellent engagement in learning English.
3. The Correlation between Students' Engagement and Their English Academic Achievement

The result of correlation between 2 variables indicates the strong positive correlation. The significance value is 0.000 which that value is $<0.05$. It means that there is a strong correlation

[^32]between Students' Engagement and English Academic Achievement. Therefore, it is inferred that Ha is accepted and H 0 is rejected.

Based on the data obtained, respondents of $11^{\text {th }}$ grade students of SMAN 8 Semarang own good engagements in their learning activity. It shows the action of activeness and effective involvement during their English learning activity which involves learning cycles including teacherstudent relationship. It may automatically improve their English academic achievement. In inference, students highly have high engagement which associates excellent English achievement in learning English. It is in line with the journal of Tim, et.al tested the authoritative school climate theory that schools characterized by high structure and student support have greater levels of student engagement and that these factors are associated with higher academic achievement. ${ }^{71}$ Research conducted by Glapaththi et al, stated that the link between students' engagement and academic achievement help teacher understand to

[^33]which extent student engagement affects academic achievement. ${ }^{72}$

Hence, students are encouraged to have good and great engagement in their learning activity to increase high English academic achievement. They both have correlation to each other. Therefore, students' engagement is one of factors associating the high English achievement.

## D. Limitation

The researcher realized that this research was not perfect. This research was conducted at SMAN 8 Semarang in Academic Year 2022/2023, focusing on the population of $11^{\text {th }}$ grade students. Therefore, when future research is conducted in other school, it will have different result. The researcher is lack experience and knowledge. Thus, this research cannot carry out the research implementation process optimally. However, the researcher has tried her best to carry it out based on the ability and guidance from the supervisor. In conclusion, it is needed to have research more about the correlation between students' engagement and their

[^34]English academic achievement. By considering the limitations implied, better research will be gained.

## CHAPTER V

## CLOSING

Based on the result of this research, this chapter presents (1) Conclusion; and (2) Suggestion.

## A. Conclusion

1. $11^{\text {th }}$ of grade students have positive and good engagement which involves good learning cycle including learning activity in improving their English academic achievement. It is proved by $40,3 \%$ students contributing positive results through answering "Agree" option which consists of positive statements about their engagement in learning English subject.
2. Most of $11^{\text {th }}$ grade students of SMAN 8 Semarang have high level of English achievement which involves high level of behaviour in learning activity. It is proved by $86 \%$ students are successful in obtaining high score of English achievement with range score of 76-100.
3. Students' engagement has significant and strong correlations on their English academic
achievement. Students' engagement indicates good and great engagement while their English academic achievement indicates high achievement. Students' engagement is one of factors associating English achievement. The greater students' engagement influences the higher English academic achievement. Based on the result obtained, it is known that Ha is accepted and H 0 is rejected with the conclusion that there is a strong correlation between Students' engagement and their English academic achievement among $11^{\text {th }}$ grade students of SMAN 8 Semarang.

## B. Suggestion

After summarizing all the discussions, there are some good points to be suggestions from the author which are explained:

1. For English Teachers

With this research, the researcher suggests the teacher can perceive that the students' academic achievement determined by how good the students' engagement is. However, the teacher can solve if the problem exists in the class.
2. For Students

The students who still low in engaging themselves are suggested to engage more in teaching learning process in order to get a better academic achievement.

## 3. For Readers

This researcher is recommended to be used as a reference for various types of information seeking about the correlation between students' engagement and their English academic achievement.
4. For Future Researcher

Hopefully, this research can motivate future researcher to conduct better research, so that the researcher can provide different perspective, ideas, and views in order to give more contribution in different perspective.

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## APPENDICES

Appendix 1

## Lattice of Instrument

| Variable | Indicator | Desciption | Num ber of item | Total |
| :---: | :---: | :---: | :---: | :---: |
| Students' <br> Engagement Jana LayHwa Bowden et al (2021) | Behavioral <br> Engagemen $t$ | - Attendance <br> - Effort to stay on task <br> - Contribution <br> - Participation in class discussion <br> - Involvement in academic and co-curricular activities <br> - Perseverance and resiliency when faced with challenging tasks | $\begin{aligned} & 1 \\ & 2 \\ & 3 \\ & 4 \\ & 5 \\ & 6 \end{aligned}$ | 6 |
|  | Affective <br> Engagemen <br> $t$ | - Happiness <br> - Pride <br> - Enthusiasm <br> - Openness <br> - Curiosity | $\begin{gathered} 7 \\ 8 \\ 9 \\ 10 \\ 11 \end{gathered}$ | 5 |
|  | Social <br> Engagemen <br> $t$ | - Listening to others <br> - Maintaining a balanced teacher-student power structure <br> - Students' participation in community groups <br> - Study groups and student societies | 12 13 <br> 14 <br> 15 | 4 |


|  | Cognitive <br> Engagemen <br> $t$ | - An increased understanding of the value <br> - An importance of academic work <br> - Application of academic tasks | 16 17 18 | 3 |
| :---: | :---: | :---: | :---: | :---: |

## Appendix 2

## List of Questionnaire

| List of Questionnaire (Students' Engagement) |  |  |  |  |  |  |  |  |  |
| :---: | :--- | :--- | :--- | :--- | :--- | :---: | :---: | :---: | :---: |
| No. | Pernyataan |  |  |  |  |  | Pilihan |  |  |
|  |  | Sanga <br> t tidak <br> setuju | Tidak <br> setuju | Setuj <br> u | Sangat <br> setuju |  |  |  |  |
| 1. | Saya datang ke sekolah tepat waktu |  |  |  |  |  |  |  |  |
| 2 | Saya hadir setiap pelajaran bahasa Inggris |  |  |  |  |  |  |  |  |
| 3 | Saya menyelesaikan tugas yang diberikan <br> guru |  |  |  |  |  |  |  |  |
| 4 | Saya bertanya ketika pelajaran bahasa <br> Inggris |  |  |  |  |  |  |  |  |
| 5 | Saya mengikuti les bahasa inggris |  |  |  |  |  |  |  |  |
| 6 | Saya mengikuti olimpiade bahasa inggris |  |  |  |  |  |  |  |  |
| 7 | Saya menyukai pelajaran bahasa Inggris |  |  |  |  |  |  |  |  |
| 8 | Saya semangat berinteraksi menggunakan <br> bahasa inggris |  |  |  |  |  |  |  |  |
| 9 | Saya bangga berbicara dengan teman <br> menggunakan bahasa inggris |  |  |  |  |  |  |  |  |
| 10 | Saya antusias mengikuti pelajaran bahasa <br> inggris |  |  |  |  |  |  |  |  |
| 11 | Saya merespon teman yang mengajak <br> berbicara bahasa inggris |  |  |  |  |  |  |  |  |
| 12 | Saya mendengarkan guru yang <br> menjelaskan pelajaran bahasa inggris |  |  |  |  |  |  |  |  |
| 13 | Saya berusaha menjawab pertanyaan <br> berbahasa inggris dari guru |  |  |  |  |  |  |  |  |
| 14 | Saya mengikuti kelas tambahan bahasa <br> inggris |  |  |  |  |  |  |  |  |


| 15 | Saya berpartisipasi aktif di komunitas <br> berbahasa inggris |  |  |  |  |
| :---: | :--- | :--- | :--- | :--- | :--- |
| 16 | Saya merasa kemampuan berbahasa <br> inggris saya meningkat setelah mengikuti <br> pelajaran bahasa inggris |  |  |  |  |
| 17 | Saya menyadari pentingnya tugas bahasa <br> inggris |  |  |  |  |
| 18 | Saya berusaha berbicara bahasa inggris <br> dengan orang-orang sekitar |  |  |  |  |

Appendix 3

## Validity Test

## VALIDITY X (Students' Engagement) <br> Correlations

|  |  | TAL |
| :---: | :---: | :---: |
| X01 | Pearson Correlation | . $337 *$ |
|  | Sig. (2-tailed) | . 033 |
|  | N | 40 |
| X02 | Pearson Correlation | . 269 |
|  | Sig. (2-tailed) | . 093 |
|  | N | 40 |
| X03 | Pearson Correlation | . 209 |
|  | Sig. (2-tailed) | . 195 |
|  | N | 40 |
| X04 | Pearson Correlation | . $601^{* *}$ |
|  | Sig. (2-tailed) | . 000 |
|  | N | 40 |
| X05 | Pearson Correlation | . $464 * *$ |
|  | Sig. (2-tailed) | . 003 |
|  | N | 40 |
| X06 | Pearson Correlation | . $494 * *$ |
|  | Sig. (2-tailed) | . 001 |
|  | N | 40 |
| X07 | Pearson Correlation | . $739 * *$ |
|  | Sig. (2-tailed) | . 000 |
|  | N | 40 |
| X08 | Pearson Correlation | . $734 * *$ |


|  | Sig. (2-tailed) | . 000 |
| :---: | :---: | :---: |
|  | N | 40 |
| X09 | Pearson Correlation | . $587 * *$ |
|  | Sig. (2-tailed) | . 000 |
|  | N | 40 |
| X10 | Pearson Correlation | . $605^{* *}$ |
|  | Sig. (2-tailed) | . 000 |
|  | N | 40 |
| X11 | Pearson Correlation | . 663 ** |
|  | Sig. (2-tailed) | . 000 |
|  | N | 40 |
| X12 | Pearson Correlation | . 336 * |
|  | Sig. (2-tailed) | . 034 |
|  | N | 40 |
| X13 | Pearson Correlation | . $698{ }^{* *}$ |
|  | Sig. (2-tailed) | . 000 |
|  | N | 40 |
| X14 | Pearson Correlation | . $774 * *$ |
|  | Sig. (2-tailed) | . 000 |
|  | N | 40 |
| X15 | Pearson Correlation | . 827 ** |
|  | Sig. (2-tailed) | . 000 |
|  | N | 40 |
| X16 | Pearson Correlation | . 502 ** |
|  | Sig. (2-tailed) | . 001 |
|  | N | 40 |
| X17 | Pearson Correlation | . 336 * |


|  | Sig. (2-tailed) | .034 |
| :--- | :--- | ---: |
|  | N | 40 |
| X18 | Pearson Correlation | $.517^{* *}$ |
|  | Sig. (2-tailed) | .001 |
|  | N | 40 |

*. Correlation is significant at the 0.05 level (2tailed).
**. Correlation is significant at the 0.01 level (2tailed).

## VALIDITY Y (English Academic Achievement)

Appendix 4

## Reliability Test

## RELIABILITY X (Students’ Engagement)

| Reliability Statistics |  |  |
| ---: | :---: | :---: |
|  | Cronbach's Alpha |  |
| Based on |  |  |
| Cronbach's Alpha | Standardized |  |
| .759 | Items | N of Items |

RELIABILITY Y (English Academic Achievement)

| Reliability Statistics |  |  |
| ---: | :---: | :---: |
|  | Cronbach's Alpha |  |
|  | Based on |  |
| Cronbach's Alpha | Standardized |  |
| .869 | Items | N of Items |

## Appendix 5

Normality Test

One-Sample Kolmogorov-Smirnov Test
Unstandardized
Residual

|  |  | Residual |
| :--- | :--- | ---: |
| N |  | 143 |
| Normal Parameters ${ }^{\text {a,b }}$ | Mean | .0000000 |
|  | Std. Deviation | 5.53063196 |
| Most Extreme Differences | Absolute | .053 |
|  | Positive | .050 |
|  | Negative | -.053 |
| Test Statistic |  | .053 |
| Asymp. Sig. (2-tailed) |  | $.200^{\text {c,d }}$ |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Appendix 6
List of Students' Score

| No. | Nama | Kelas | Nilai |  |
| :---: | :--- | :---: | :---: | :---: |
| 1 | Satria Pradipta Arya <br> Daniswara | X IPS 1 | 77,5 | 4 |
| 2 | Reviana Melinda | X IPS 2 | 92,5 | 4 |
| 3 | Audina Putri Nadia | X IPS 3 | 70 | 3 |
| 4 | Farel Junino Firmansyah | X IPS 2 | 77,5 | 4 |
| 5 | Harrys Cahyo N | X IPS 3 | 85 | 4 |
| 6 | Soviatun Rifqa | X IPS 3 | 80 | 4 |
| 7 | M Banar Fatwa | X IPS 4 | 70 | 3 |
| 8 | Arya Meinata Afrizal | X MIPA 3 | 92,5 | 4 |
| 9 | Keterina Lutvia Safitri | X MIPA 3 | 85 | 4 |
| 10 | Andini Puspitasari | X IPS 1 | 42,5 | 2 |
| 11 | Adi Setyo Hananto | X IPS 1 | 97,5 | 4 |
| 12 | Ahmad Nabil Mubarok | X IPS 1 | 82,5 | 4 |
| 13 | Andi Ula Hamidah | X IPS 1 | 90 | 4 |
| 14 | Febry Noer Samsudin | X IPS 1 | 87,5 | 4 |
| 15 | Gracelina Avika Putri | X IPS 1 | 90 | 4 |
| 16 | Julia Rahmawati | X IPS 1 | 87,5 | 4 |
| 17 | M. Akbar Aditya | X IPS 1 | 70 | 3 |
| 18 | Maura Firmanda Oktaviani | X IPS 1 | 87,5 | 4 |
| 19 | Mezza Amalia Azzahra | X IPS 1 | 92,5 | 4 |
| 20 | Navisha Adha | X IPS 1 | 87,5 | 4 |
| 21 | Novellea Afrien Safitri | X IPS 1 | 57,5 | 3 |
| 22 | Novia Aulia Putri | X IPS 1 | 72,5 | 3 |
| 23 | Nur Ramadhani Ap | X IPS 1 | 90 | 4 |
| 24 | Yanuar Adhi Nugraha | X IPS 1 | 90 | 4 |
| 25 | Ahmad Ashiful Hubael | X IPS 1 | 90 | 4 |
|  |  |  |  |  |


| 26 | Dicky Cahyo Wibowo | X IPS 1 | 72,5 | 3 |
| :---: | :---: | :---: | :---: | :---: |
| 27 | Rafif Alvin Tegar Santosa | X IPS 1 | 80 | 4 |
| 28 | Salsabila Nuraini | X IPS 1 | 90 | 4 |
| 29 | Siti Kurnia Rachmawati | X IPS 1 | 77,5 | 4 |
| 30 | Ahmad Hafiz Ardiyansah | X IPS 2 | 85 | 4 |
| 31 | Akbar Maulida Arfian | X IPS 2 | 87,5 | 4 |
| 32 | Ardianita Agustin Suwanto | X IPS 2 | 80 | 4 |
| 33 | Arina Saputri | X IPS 2 | 82,5 | 4 |
| 34 | Azita Putri | X IPS 2 | 82,5 | 4 |
| 35 | Chika Ayu Sofiasari | X IPS 2 | 82,5 | 4 |
| 36 | Citra Muslimah Iffat | X IPS 2 | 95 | 4 |
| 37 | Fara Nur Fadila | X IPS 2 | 90 | 4 |
| 38 | Fauziah Kumala Dewi | X IPS 2 | 85 | 4 |
| 39 | Fislam Binar Alba Y | X IPS 2 | 87,5 | 4 |
| 40 | Ika Sava Riyanti | X IPS 2 | 90 | 4 |
| 41 | M.Yusuf Amirul Haq | X IPS 2 | 92,5 | 4 |
| 42 | Masseta Adhilfath | X IPS 2 | 0 | 1 |
| 43 | Miftaqul Rizqa Aulia | X IPS 2 | 92,5 | 4 |
| 44 | Mohamad Farrel | X IPS 2 | 92,5 | 4 |
| 45 | Muhammad Fachri Al Arif | X IPS 2 | 82,5 | 4 |
| 46 | Muhammad Wildan Amri Ulin Nuha | X IPS 2 | 0 | 1 |
| 47 | Nafidza Nur Azizah | X IPS 2 | 42,5 | 2 |
| 48 | Namira Rizki Aulia | X IPS 2 | 77,5 | 4 |
| 49 | Nastiti Sekar Heryanti | X IPS 2 | 87,5 | 4 |
| 50 | Nayla Fairuzzia | X IPS 2 | 85 | 4 |
| 51 | Naysa Febi Lutvita | X IPS 2 | 92,5 | 4 |
| 52 | Nur Hidayah | X IPS 2 | 92,5 | 4 |
| 53 | Reza Muhammad Ilham | X IPS 2 | 87,5 | 4 |
| 54 | Safitri Aliya Nafisha | X IPS 2 | 0 | 1 |


| 55 | Salma Widyasari | X IPS 2 | 90 | 4 |
| :---: | :--- | :---: | :---: | :---: |
| 56 | Seirra Amaly Ardi <br> Ramadhani | X IPS 2 | 90 | 4 |
| 57 | Sherlene Aurellia | X IPS 2 | 77,5 | 4 |
| 58 | Syafana Rahmadhannisa | X IPS 2 | 90 | 4 |
| 59 | Zullia Nur Annisa | X IPS 2 | 92,5 | 4 |
| 60 | Fachri Al Hasmatu Jibril | X IPS 2 | 85 | 4 |
| 61 | Salsabella Rara Yunadia | X IPS 2 | 82,5 | 4 |
| 62 | Setyo Ardiyanto Ramadhan | X IPS 2 | 80 | 4 |
| 63 | Zayba Habibah R | X IPS 2 | 87,5 | 4 |
| 64 | Achmad Ilham Febriansyah | X IPS 3 | 72,5 | 3 |
| 65 | Ahmada Irama Angkasa | X IPS 3 | 80 | 4 |
| 66 | Aliffa Dyah Rakheswari | X IPS 3 | 87,5 | 4 |
| 67 | Angga M. Ikhrom | X IPS 3 | 82,5 | 4 |
| 68 | Aulia Nuraini Lestari | X IPS 3 | 92,5 | 4 |
| 69 | Bilqish Arisa Nilmalatika | X IPS 3 | 95 | 4 |
| 70 | Dhiya Fairuzita | X IPS 3 | 80 | 4 |
| 71 | Dicky Anjar Setiawan | X IPS 3 | 87,5 | 4 |
| 72 | Dohan Fatharoni Pamudji | X IPS 3 | 72,5 | 3 |
| 73 | Favian Raihan P | X IPS 3 | 75 | 3 |
| 74 | Febrian Abdul Mufid | X IPS 3 | 87,5 | 4 |
| 75 | Fitri Nur Aini | X IPS 3 | 87,5 | 4 |
| 76 | Ika Agnes Ameilia | X IPS 3 | 67,5 | 3 |
| 77 | Jessenia Hayfa | X IPS 3 | 90 | 4 |
| 78 | Kasya Naila Faiza | X IPS 3 | 85 | 4 |
| 79 | Maudina Nurul Alifia | X IPS 3 | 90 | 4 |
| 80 | Meyra Karunia Putri | X IPS 3 | 90 | 4 |
| 81 | Miftakhur Rohmah | X IPS 3 | 87,5 | 4 |
| 82 | Muhammad Aditya Azif | X IPS 3 | 90 | 4 |
| Mufazar |  |  |  |  |
|  |  |  |  |  |


| 83 | Muhammad Afrizal | X IPS 3 | 90 | 4 |
| :---: | :--- | :---: | :---: | :---: |
| 84 | Musyaaffa Firzal Purwanto | X IPS 3 | 97,5 | 4 |
| 85 | Najwa Trisnadya P | X IPS 3 | 82,5 | 4 |
| 86 | Nur Huda Ahmad | X IPS 3 | 87,5 | 4 |
| 87 | Oktavia Adi Safitri | X IPS 3 | 87,5 | 4 |
| 88 | Pingkan Amelia Putri | X IPS 3 | 87,5 | 4 |
| 89 | Retno Tri Anjarsari | X IPS 3 | 80 | 4 |
| 90 | Sheila Amalia Arsyanti | X IPS 3 | 85 | 4 |
| 91 | Intan Nuraini | X IPS 3 | 77,5 | 4 |
| 92 | Kaloka Haryo Subowo | X IPS 3 | 95 | 4 |
| 93 | Lina Zulia Azaroh | X IPS 3 | 85 | 4 |
| 94 | Najwa Reva Aulia | X IPS 3 | 90 | 4 |
| 95 | Vardif Maulana Rifmi | X IPS 3 | 82,5 | 4 |
| 96 | Atina | X IPS 4 | 75 | 3 |
| 97 | Auralia Ramadhani | X IPS 4 | 80 | 4 |
| 98 | Bias Lintar Ahimsa Praba | X IPS 4 | 80 | 4 |
| 99 | Eno Aditya Everest | X IPS 4 | 82,5 | 4 |
| 100 | Evelyn Yolanda Melodya | X IPS 4 | 77,5 | 4 |
| 101 | Galih Sholikhan | X IPS 4 | 80 | 4 |
| 102 | Iffat Arkan Ayyasy | X IPS 4 | 90 | 4 |
| 103 | Jasmine Zahra Dev Vega | X IPS 4 | 90 | 4 |
| 104 | Naufal Zaky Saputra | X IPS 4 | 82,5 | 4 |
| 105 | Syakira Adzaira Naja | X IPS 4 | 90 | 4 |
| 106 | Zulfa Amalia | X IPS 4 | 57,5 | 3 |
| 107 | Ashlih Shofarina Putri | X IPS 4 | 80 | 4 |
| 108 | Muhammad Rizal Alaswar | X IPS 4 | 95 | 4 |
| 109 | Veringa Ashley Danielle | X IPS 4 | 90 | 4 |
| 110 | Ahatiwi |  |  |  |
| 111 | Alifia Nourmaistanti | X IPS 5 | 87,5 | 4 |


| 112 | Amanda Alya Zahranisa | X IPS 5 | 95 | 4 |
| :---: | :--- | :---: | :---: | :---: |
| 113 | Chantika Azalia <br> Chandranova | X IPS 5 | 80 | 4 |
| 114 | Elsa Irene Chantika | X IPS 5 | 82,5 | 4 |
| 115 | Fandi Ahmad Rasid | X IPS 5 | 90 | 4 |
| 116 | Fayadhia Hidayatul Naila | X IPS 5 | 95 | 4 |
| 117 | Feny Alfina Damayanti | X IPS 5 | 87,5 | 4 |
| 118 | Hana Ferlita Sulistiyawati | X IPS 5 | 77,5 | 4 |
| 119 | Lintang Cahya Violina | X IPS 5 | 87,5 | 4 |
| 120 | Marshall Fernandez Andala | X IPS 5 | 97,5 | 4 |
| 121 | Marsya Alida Hardianti | X IPS 5 | 72,5 | 3 |
| 122 | Muhammad Ilham Akbar | X IPS 5 | 80 | 4 |
| 123 | Mutya Erni Maulidya | X IPS 5 | 87,5 | 4 |
| 124 | Naela Salsabila | X IPS 5 | 85 | 4 |
| 125 | Nur Widiya Febriyana | X IPS 5 | 92,5 | 4 |
| 126 | Rizki Maudya Rahmawati | X IPS 5 | 90 | 4 |
| 127 | Vania Zipora Putri | X IPS 5 | 87,5 | 4 |
| 128 | Anggraeni | Yehudha Khairel Ario | X IPS 5 | 75 |
| Setyo |  | 3 |  |  |
| 129 | Salsa Aulia Chintyasari | X IPS 5 | 92,5 | 4 |
| 130 | Surya Palwa Anzani | X IPS 5 | 87,5 | 4 |
| 131 | Zakiyya Annisa | X IPS 5 | 90 | 4 |
| 132 | Muhammad Qoufan Ilallah | X IPS1 | 87,5 | 4 |
| 133 | Zaenal Arifin | X IPS 3 | 90 | 4 |
| 134 | Mohamad Ragil Cahya S | X IPS 4 | 80 | 4 |
| 135 | Afif Fadhilah | X MIPA 1 | 85 | 4 |
| 136 | Alfin Rozzaq Nirwana | X MIPA 1 | 95 | 4 |
| 137 | Alya Pramudita Ramadhani | X MIPA 1 | 92,5 | 4 |
| 138 | Andhiny Destya Wira Putri | X MIPA 1 | 97,5 | 4 |
| 139 | Atika Laksmi Dewi | X MIPA 1 | 95 | 4 |


| 140 | Chikal Woro Ramadhani | X MIPA 1 | 75 | 3 |
| :---: | :--- | :--- | :---: | :---: |
| 141 | Daffa Satria Nugraha | X MIPA 1 | 92,5 | 4 |
| 142 | Fakhri Hanan Setiawan | X MIPA 1 | 90 | 4 |
| 143 | Fanisha Cyntia Maharani | X MIPA 1 | 92,5 | 4 |
| 144 | Farrel Ardan Daniswara | X MIPA 1 | 97,5 | 4 |
| 145 | Fina Nailatul Izzah | X MIPA 1 | 95 | 4 |
| 146 | Hayfa Adristi Indira <br> Larasati | X MIPA 1 | 95 | 4 |
| 147 | Intan Putri Kusumaningrun | X MIPA 1 | 92,5 | 4 |
| 148 | Iqbal Ananta | X MIPA 1 | 92,5 | 4 |
| 149 | Khayla Syifa Mustikasari | X MIPA 1 | 90 | 4 |
| 150 | Marshela Laraswarti | X MIPA 1 | 92,5 | 4 |
| 151 | Muhammad Daffa | X MIPA 1 | 92,5 | 4 |
| 152 | Muhammad Faizal Hafizh | X MIPA 1 | 77,5 | 4 |
| 153 | Muhammad Hanif Fairuz <br> Zaidan | X MIPA 1 | 92,5 | 4 |
| 154 | Nabila Ayra Devi | X MIPA 1 | 97,5 | 4 |
| 155 | Nafita Kurnia Rahmawati | X MIPA 1 | 92,5 | 4 |
| 156 | Nayla Devianashari <br> Widodo | X MIPA 1 | 92,5 | 4 |
| 157 | Pratama Virya Shandita <br> Putra | X MIPA 1 | 92,5 | 4 |
| 158 | Rafa Tanjung Prihandanu | X MIPA 1 | 87,5 | 4 |
| 159 | Rajwa Fayyaza Muwaffaqa | X MIPA 1 | 95 | 4 |
| 160 | Ranayla Thalita Ayu <br> Danieardhy | X MIPA 1 | 92,5 | 4 |
| 161 | Seva Kurnia Rahmawati | X MIPA 1 | 95 | 4 |
| 162 | Shellinda Aprillia Setarois | X MIPA 1 | 90 | 4 |
| 163 | Nailatun Rochmaniah <br> Prameswari | X MIPA 1 | 90 | 4 |
| 164 | Faza Addinur Azza | X MIPA 1 | 95 | 4 |
| 165 | Idfian Zaki Arjunadinata | X MIPA 1 | 92,5 | 4 |


| 166 | Nayla Anindy Putri | X MIPA 1 | 95 | 4 |
| :---: | :---: | :---: | :---: | :---: |
| 167 | Ariya Ramadhany Herhayuningtyas | X MIPA 1 | 92,5 | 4 |
| 168 | Adhiatma Rio Saputra | X MIPA 2 | 95 | 4 |
| 169 | Agnisa Rahmania Putri | X MIPA 2 | 95 | 4 |
| 170 | Akhira Azzahra Baskarina | X MIPA 2 | 92,5 | 4 |
| 171 | Allodya Celia Trilamire | X MIPA 2 | 92,5 | 4 |
| 172 | Alsya Audya Suci | X MIPA 2 | 87,5 | 4 |
| 173 | Arif Adi Wibowo | X MIPA 2 | 87,5 | 4 |
| 174 | Bimma Maycilano | X MIPA 2 | 92,5 | 4 |
| 175 | Claudia Rizki Amelia Putri Khairunisa | X MIPA 2 | 92,5 | 4 |
| 176 | Desi Frihapsari | X MIPA 2 | 90 | 4 |
| 177 | Dinda Suci Lovea Rahma | X MIPA 2 | 87,5 | 4 |
| 178 | Haqqi Raasyid | X MIPA 2 | 87,5 | 4 |
| 179 | Ificya Kholisoh Wahyudiana | X MIPA 2 | 87,5 | 4 |
| 180 | Indah Trilestari | X MIPA 2 | 67,5 | 3 |
| 181 | Luthfiyyah Safa Aulia | X MIPA 2 | 80 | 4 |
| 182 | M. Admire Azane Ahyadi | X MIPA 2 | 90 | 4 |
| 183 | Marsha Niswah Ramadlani | X MIPA 2 | 90 | 4 |
| 184 | Meifa Aprillia Lutfiyanti | X MIPA 2 | 87,5 | 4 |
| 185 | Mila Mustika Hidayati | X MIPA 2 | 90 | 4 |
| 186 | Muhammad Zaky Al Farisi | X MIPA 2 | 90 | 4 |
| 187 | Nabila Destriana Naswa Masjid | X MIPA 2 | 85 | 4 |
| 188 | Nabila Ribka Novedia Davianti | X MIPA 2 | 90 | 4 |
| 189 | Nabila Zahra Maydita Putri | X MIPA 2 | 90 | 4 |
| 190 | Noval Yusuf Alhaq Siregar | X MIPA 2 | 90 | 4 |
| 191 | Prima Dharma Lasyanto | X MIPA 2 | 90 | 4 |


| 192 | Raissa Nasywa Athaya | X MIPA 2 | 90 | 4 |
| :---: | :--- | :--- | :---: | :---: |
| 193 | Selvy Putri Agustin | X MIPA 2 | 92,5 | 4 |
| 194 | Shafira Malika Putri | X MIPA 2 | 90 | 4 |
| 195 | Siti Isnaini Nur Azizah | X MIPA 2 | 85 | 4 |
| 196 | Zakia Elvarezty | X MIPA 2 | 90 | 4 |
| 197 | Hian Aruna Devara | X MIPA 2 | 85 | 4 |
| 198 | Ohmsya Radhika Putri | X MIPA 2 | 92,5 | 4 |
| 199 | Orlanda Hisyam | X MIPA 2 | 80 | 4 |
| 200 | Najwa Handaria Suparna | X MIPA 3 | 90 | 4 |
| 201 | Adearli Frizzylia | X MIPA 3 | 92,5 | 4 |
| 202 | Adinda Catya Aulia | X MIPA 3 | 85 | 4 |
| 203 | Afreza Alfianda Rizki <br> Sumantri | X MIPA 3 | 95 | 4 |
| 204 | Ahmad Rafiq Ulil Albaab | X MIPA 3 | 92,5 | 4 |
| 205 | Ahmat Ramadani | X MIPA 3 | 82,5 | 4 |
| 206 | Alaysha Aileen Ionakana <br> Alvinaseta | X MIPA 3 | 92,5 | 4 |
| 207 | Azalia Neda Ardelia <br> Asmara | X MIPA 3 | 95 | 4 |
| 208 | Bayu Ariyanto | X MIPA 3 | 82,5 | 4 |
| 209 | Cindy Wahyu Puspita | X MIPA 3 | 90 | 4 |
| 210 | Devi Rizkina <br> Kurnianingtyas | X MIPA 3 | 85 | 4 |
| 211 | Ekka Nur Safitri | X MIPA 3 | 50 | 2 |
| 212 | Gebytha Argunda | X MIPA 3 | 92,5 | 4 |
| 213 | Herlina Putri <br> Pramudyaswari | X MIPA 3 | 85 | 4 |
| 214 | Karlina Dwi Nur Cahyani | X MIPA 3 | 72,5 | 3 |
| 215 | Muhammad Afuw Dhiya <br> 'Ulhaq | X MIPA 3 | 85 | 4 |
| 216 | Muhammad Irsyad | X MIPA 3 | 90 | 4 |
| 217 | Muhammad Maftuf | X MIPA 3 | 85 | 4 |


| 218 | Nabila Dwi Amalina | X MIPA 3 | 70 | 3 |
| :--- | :--- | :--- | :---: | :---: |
| 219 | Naila Rahma Azalia | X MIPA 3 | 87,5 | 4 |
| 220 | Nazifa Fitri Maulidina | X MIPA 3 | 87,5 | 4 |
| 221 | Nirmala Nur Azizah | X MIPA 3 | 95 | 4 |
| 222 | Reno Rizky Aditya | X MIPA 3 | 85 | 4 |
| 223 | Ricko Arief W. | X MIPA 3 | 82,5 | 4 |
| 224 | Sabrina Putri Dea Amalia | X MIPA 3 | 85 | 4 |
| 225 | Sakti Maulana Maghribi | X MIPA 3 | 87,5 | 4 |
| 226 | Sania Wahyu Tasyarani | X MIPA 3 | 82,5 | 4 |
| 227 | Satria Rahmat Pratama | X MIPA 3 | 80 | 4 |
| 228 | Yusril Dafa M | X MIPA 3 | 77,5 | 4 |
| 229 | Zakky Hanif Al Faiz | X MIPA 3 | 87,5 | 4 |
| 230 | Leona Raissa | X MIPA 3 | 85 | 4 |
| 231 | Nur Wahyuni Viviana | X MIPA 3 | 82,5 | 4 |
| 232 | Andi Yulistiyanto | X MIPA 4 | 27,5 | 2 |
| 233 | Ario Wiryawan Samsudar | X MIPA 4 | 82,5 | 4 |
| 234 | Bima Maulana Saputra | X MIPA 4 | 72,5 | 3 |
| 235 | Dea Faiza P | X MIPA 4 | 85 | 4 |
| 236 | Desfia Rezikha Wulandari | X MIPA 4 | 82,5 | 4 |
| 237 | Dita Ayu Puspita Sari | X MIPA 4 | 90 | 4 |
| 238 | Gigih Ditata Yofia | X MIPA 4 | 85 | 4 |
| 239 | Indri Eva Sedanti | X MIPA 4 | 67,5 | 3 |
| 240 | Muhammad Alfito F | X MIPA 4 | 87,5 | 4 |
| 241 | Putri Safinatul Jannah | X MIPA 4 | 82,5 | 4 |
| 242 | Rihhadatul Haniifah | X MIPA 4 | 77,5 | 4 |
| 243 | Suci Nur Alifa | X MIPA 4 | 85 | 4 |
| 244 | Alvira Zahwa Putri Marini | X MIPA 4 | 80 | 4 |
| 245 | Endang Safitri Wulansari | X MIPA 4 | 80 | 4 |
| 246 | Cavin Rahmat Hakim | X MIPA 5 | 82,5 | 4 |
| 247 | Ellena Gratia Yurisananda | X MIPA 5 | 92,5 | 4 |


| 248 | Jonathan Rivaldo Locha | X MIPA 5 | 87,5 | 4 |
| :---: | :--- | :---: | :---: | :---: |
| 249 | Kezia Marlina | X MIPA 5 | 90 | 4 |
| 250 | Levan Aria Nugroho | X MIPA 5 | 90 | 4 |
| 251 | Martha Neshia Erdasari | X MIPA 5 | 90 | 4 |
| 252 | Missel Putri Y | X MIPA 5 | 92,5 | 4 |
| 253 | Muhammad Syafiq <br> Uinnuha Aladzim | X MIPA 5 | 92,5 | 4 |
| 254 | Nabil Dwi Ferdiansyah | X MIPA 5 | 92,5 | 4 |
| 255 | Nabila Malika A.B.W | X MIPA 5 | 87,5 | 4 |
| 256 | Nafisa Sheila Majid <br> Zulfida | X MIPA 5 | 87,5 | 4 |
| 257 | Natanael Telussa | X MIPA 5 | 85 | 4 |
| 258 | Ribka Apprilya Biantoro | X MIPA 5 | 90 | 4 |
| 259 | Rifandika Wira <br> Adipramana | X MIPA 5 | 82,5 | 4 |
| 260 | Rina Listiani Putri | X MIPA 5 | 90 | 4 |
| 261 | Rivandito Satria Atmaja | X MIPA 5 | 92,5 | 4 |
| 262 | Theresia Chantyka <br> Ruminari | X MIPA 5 | 90 | 4 |
| 263 | Tri Wulandari | X MIPA 5 | 90 | 4 |
| 264 | Yavin Petra Y | X MIPA 5 | 87,5 | 4 |

## Appendix 7

## Surat Izin Reset



Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km. 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387 www.walisongo.ac.id

Nomor:
21 Juli 2022
Lamp : -
Hal : Mohon Izin Riset
a.n. : Eva Yurike Mariska

NIM : 1803046095

Yth.
Bapak/Ibu Kepala sekolah
di SMA N 8 Semarang

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

| Nama | $:$ Eva Yurike Mariska |
| :--- | :--- |
| NIM | $: 1803046095$ |
| Alamat | $:$ Ds. Pasirangin, Kec. Cileungsi, Kab. Bogor. |
| Judul Skripsi $:$ | The Correlation between Students' Engagement and Their English |
|  | Academic Achievement. |

Pembimbing :

1. Dr. H. Muhammad Nafy Annury, M.Pd.

Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset, dukungan, serta data-data yang dibutuhkan berkaitan dengan hal tersebut.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alaikum Wr.Wb.


Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## PEMERINTAH PROVINSI JAWA TENGAH <br> dinas pendidikan dan kebudayain SEKOLAH MENENGAH ATAS NEGERI 8

## SEMARANG

Jl. Raya Tugu Semarang $\boldsymbol{Z}$ 8661798-8664553 Fax. (024) $8661798 \boxtimes 50185$
Surat Elektronik : sman8smg@vahoo.com , Lamaan : http://www.sman8smg.id

## SURAT KETERANGAN

Nomor: 423.4/287/VII/2022

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Semarang, menerangkan bahwa
Saudara tersebut di bawah ini:

| Nama | : Eva Yurike Mariska |
| :--- | :--- |
| NIM | $: 1803046095$ |
| Fak./Jur | : Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris |
|  | Universitas Islam Negeri Walisongo Semarang |

telah melakukan observasi atau pengambilan data di SMA Negeri 8 Semarang yang digunakan untuk menyusun skripsi yang dilaksanakan pada :

Waktu : Bulan Juli 2022
Judul skripsi : The Correlation between Students' Engagement and Their English Academic Achievement.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Semarang, 26 Juli 2022


## CURRICULUM VITAE

| Name |  |
| :--- | :--- |
| Place \& Date of <br> Birth <br> Student Number | $:$ : Eva Yurike Mariska |
| Major | $: 1803046095$ |
| Address | $:$ English Education Department |
| : Cileungsi, Bogor, Jawa Barat |  |
| Phone | $: 087788801469$ |
| E-mail | : evayuriske1205@ gmail.com |
| Education | $:$1. TK Al-Jihad Cileungsi Bogor <br> Background |
|  | 2. SDN Pasirangin 03 Cileungsi |
| 3. SMP Muhammadiyah 2 |  |
| Cileungsi |  |

Semarang, 14 September 2022


Eva Yurike Mariska
1803046095


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[^29]:    ${ }^{65}$ Dwi Priyatno, Mandiri Belajar Analisis Data Dengan Spss (Yogyakarta: Mediakom, 2014).
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[^30]:    ${ }^{67}$ Priyatno, Mandiri Belajar Analisis Data Dengan Spss.

[^31]:    ${ }^{68}$ 'Teacher-Student Relationships and Engagement Martin, A. J., \& Collie, R. J. (2018). Teacher-Student Relationships and Students' Engagement in High School: Does the Number of Negative and Positive Relationships with Teachers Matter?'
    ${ }^{69}$ Tsai.

[^32]:    ${ }^{70}$ Kim B Wright and others, The Effects of Teacher Home Visits on Student Behavior, Student Academic Achievement, and Parent Involvement, School Community Journal, 2018, XXVIII [http://www.schoolcommunitynetwork.org/SCJ.aspx](http://www.schoolcommunitynetwork.org/SCJ.aspx).

[^33]:    ${ }^{71}$ Konold and Malone.

[^34]:    ${ }^{72}$ Glapaththi and others.

