

**THE CORRELATION BETWEEN STUDENTS' ENGAGEMENT AND
THEIR ENGLISH ACADEMIC ACHIEVEMENT ACROSS GENDER**

THESIS

Presented to

State Islamic Institute of Kediri
in Partial Fulfillment of the Requirements
for the Degree of *Sarjana* in English Language Education



Written by:

Lu'luil Icantika Putri

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

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APPROVAL PAGE

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for this thesis id there is any objection or claim for others.

This thesis is to fulfil the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute (IAIN) Kediri.

Kediri, June 24th 2025

The Writer



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21202066

MOTTO

" Indeed, with hardship (will be) ease." (QS. Al-Insyirah: 6)

DEDICATION

1. First and foremost, I would like to thank Allah SWT for granting me the strength, patience, and wisdom to complete this thesis. Without his blessings and guidance, so I could not finish my thesis.
2. To my beloved father, Sunaryo, who is the inspiration in my life. Thank you for all your support and love throughout my life, always putting me first, and always making sure I am not lacking. He is my life.
3. To my perfect mother, Supiyati, who always gives support, and endless prayers are offered. Thank you for your sincere and selfless love. I would not have reached this point without my mother, the love of my life.
4. To my grandmother, Mbah Kasri, who always gives me advice that sometimes I do not listen to. Thank you for all your sincere prayers. Stay healthy until I get married.
5. To myself, Lu'luil Icantika Putri, thank you for making it this far even though it felt impossible. Thank you for keeping your promise to graduate on time. Life is still going on and it is just beginning. There will be more challenges to face, and I know I can do better than this.

I dedicate this thesis to everyone who supported me along the way. Your love and belief in me gave me the strength to reach this point.

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Bismillahirrahmanirrahim.

First and foremost, the writer expresses deepest gratitude to Allah SWT, the Lord of the universe, for the countless blessings, strength, and guidance granted throughout the process of completing this thesis. Sholawat and salam are also sincerely conveyed to the Prophet Muhammad SAW, peace and blessings be upon him, his family, and his followers.

This thesis is submitted in partial fulfillment of the requirements for the Sarjana Pendidikan (S.Pd.) degree in the English Program at IAIN Kediri. Completing this work would not have been possible without the support, guidance, and contributions of many individuals and institutions. Therefore, the writer would like to express sincere appreciation to following honorable persons:

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The writer is fully aware that her thesis is still far from perfect. Therefore, any constructive feedback, suggestions, and criticism are warmly welcomed for the improvement of this research

Kediri
The Writer

ABSTRACT

Putri, Lu'luil I. 2025. *The Correlation between Students' Engagement and Their English Academic Achievement across Gender.* Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri (IAIN Wasil) of Kediri. Advisors: Dr. Dewi Nur Suci, S. S., M. Pd., and H. Burhanudin Syaifulloh, M.Ed. Ph.D.

Keywords: English academic achievement, Philp's engagement theory, students' engagement

Students' engagement is considered a factor that contributes to students' academic achievement. However, in practice, students with high engagement do not consistently achieve high academic results, while others with lower engagement sometimes perform well. The purpose of this research was to investigate the correlation between eighth-grade students' English academic achievement and their students' engagement at MTsN 3 Kediri. Another objective of this study was to analyze how gender influences students' engagement and their English academic achievement. This study also investigated what are the most significant student engagement dimensions that influence English academic achievement. The study used Philp et al.'s (2016) theoretical framework, which defines engagement in terms of four dimensions of engagement: behavioral, emotional, cognitive, and social engagement.

The research employed a quantitative correlational design, involving 72 eighth-grade students of MTsN 3 Kediri. The data were collected through a student engagement questionnaire and an English academic achievement test. The data was collected by distributing the students' engagement questionnaire and English academic achievement to the students on different days. Then, the data were analyzed using Spearman's Rank Correlation in SPSS version 27, due to the non-normal distribution of the data. The Mann-Whitney U was also conducted to investigate the gender difference due to non-normal data distribution.

The results showed a significance value of 0.006 and a correlation coefficient of 0.319, indicating a low but statistically significant positive correlation between student engagement and English academic achievement. The result also revealed a significant gender difference in students' engagement ($p=0.628$) and revealed there is no significant gender difference in their English academic achievement ($p=0.005$). Among the four dimensions, emotional engagement with a correlation coefficient is 0.366, and cognitive engagement with a 0.318 correlation coefficient had a strong influence on English academic achievement. These findings suggest that encouraging emotional and cognitive engagement may support better learning achievement in English.

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