

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter explains the conclusion of the research and mentions some suggestion for English teacher, students, and further researchers.

A. Conclusion

This study examined the relationship between eighth-grade students' achievement in English and their level of engagement at MTsN 3 Kediri. First, the results revealed a low but statistically significant positive connection between students' engagement and their English academic achievement ($p=0,319$, $p=0,006$). This suggests that while the relationship is not strong, students who demonstrate higher levels of engagement tend to perform better in English academically. In other words, engagement contributes meaningfully to academic achievement, although it may interact with other elements like prior knowledge, learning strategies, and environmental support. Among the four elements of engagement, emotional and cognitive engagement were found to be significantly correlated with English achievement. Second, the study found a difference in engagement according to gender. Female and male students showed differing levels of engagement ($p=0,005$); however, no significant difference was found in their English academic achievement ($p=0,628$). This suggests that while gender may affect how students engage in the learning experience, it does not necessarily lead to different levels of academic performance in English. This finding could encourage teachers to explore how gender-related factors such as motivation styles or the ways of communicating with students. Third, of the

engagement dimensions, emotional engagement showed the strongest correlation with English academic achievement ($p=0,366$), followed by cognitive engagement ($p=0,318$). These insights suggest that emotional and cognitive engagement should be prioritized in classroom activities to maximize student learning.

However, this study is not perfect. The relatively limited sample size and the reliance on self-reported questionnaires, and the limited scope to a single school which is only in MTsN 3 Kediri. These limitations may affect the general ability of the findings. Such research could offer a more thorough understanding of students' engagement in English academic achievement and the factors that may mediate or moderate this relationship.

B. Suggestions

Based on the conclusions drawn, several practical suggestions are offered for students, teachers, and future researchers:

1. For Students

Students are encouraged to recognize the necessity of emotional and cognitive engagement in their learning activities. Developing interest, motivation, and responsibility in learning English can help improve academic performance. Students should also strive to be more self-regulated and apply effective learning strategies in their studies.

2. For English Teacher

Teachers should focus on fostering emotional and cognitive engagement in the classroom. This can be achieved by designing meaningful and interactive learning experiences, providing positive feedback, and encouraging critical

thinking. Understanding students' emotional needs and creating a supportive classroom environment can further enhance engagement and achievement.

3. For Future Researchers

In light of the study's limitations, future researchers are recommended to use larger and more diverse samples from schools to enhance the generalizability of the findings. Furthermore, researchers may explore other influencing factors such as student motivation, teacher-student relationships, or school environment to reach a deeper understanding of what drives student engagement and academic achievement.