

## The Correlation Between Behavioral Engagement And Speaking Skill

Delis Meta Tiana<sup>1</sup>, Retno Rahayuningsih<sup>2</sup>

<sup>1,2</sup> Universitas Bina Sarana Informatika  
e-mail: <sup>1</sup>[delis.dna@bsi.ac.id](mailto:delis.dna@bsi.ac.id), <sup>2</sup>[retno.rrg@bsi.ac.id](mailto:retno.rrg@bsi.ac.id)

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**Abstract** - The objective of the research is to find out whether there is any correlation between students' behavioral engagement and speaking skill. The research used quantitative approach and the method was correlational research. The population was the eighth-grade students of SMP Islam Malahayati Jakarta. The sample of 26 students were randomly selected. The data of the behavioral engagement were collected by using the questionnaire which was adopted from Miserandino's BEQ, while the data of speaking skill were collected by using the speaking test which had been validated by the expert judgment. The result shows that there is a positive significant correlation between behavioral engagement and their speaking skill. It can be proven from the result of  $r_{xy} = 0.698$  is higher than  $r_{table} = 0.388$  and  $t_{count} = 4.770$  is higher than  $t_{table} = 1.7109$ . Coefficient determination shows that  $(0.698)^2 \times 100\% = 48.72\%$  so that behavioral engagement contributes 48.72% towards their speaking skill. It can be concluded that there is a positive significant correlation between behavioral engagement and speaking skill. It means that the students who engage behaviorally have good speaking skill and vice versa.

**Keywords:** Speaking, Behavioral Engagement, Quantitative Correlational

**Abstrak** - Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara keterlibatan perilaku siswa dengan kemampuan berbicara. Penelitian ini menggunakan pendekatan kuantitatif dan metode yang digunakan adalah penelitian korelasional. Populasinya adalah siswa kelas delapan SMP Islam Malahayati Jakarta. Sampel sebanyak 26 siswa dipilih secara acak. Data keterlibatan perilaku siswa dikumpulkan dengan menggunakan kuesioner yang diadopsi dari BEQ Miserandino, sedangkan data kemampuan berbicara siswa dikumpulkan dengan menggunakan tes berbicara yang telah divalidasi melalui expert judgement. Hasil penelitian menunjukkan bahwa terdapat hubungan positif yang signifikan antara keterlibatan perilaku siswa dengan kemampuan berbicara mereka. Hal ini terbukti dari hasil  $r_{xy} = 0.698$  lebih besar dari  $r_{tabel} = 0.388$  dan  $t_{hitung} = 4.770$  lebih besar dari  $t_{tabel} = 1.7109$ . Koefisien determinasi menunjukkan bahwa  $(0.698)^2 \times 100\% = 48,72\%$  sehingga keterlibatan perilaku siswa memberikan kontribusi 48,72% terhadap kemampuan berbicara mereka. Dapat disimpulkan bahwa terdapat hubungan positif yang signifikan antara keterlibatan perilaku siswa dengan kemampuan berbicara siswa. Sehingga dapat diartikan bahwa siswa yang terlibat secara aktif di sekolah cenderung memiliki kemampuan berbicara yang baik dan sebaliknya.

**Kata kunci:** Berbicara, Keterlibatan Perilaku, Korelasi Kuantitatif.

### INTRODUCTION

English is one of the most prominent languages that learned by people in the world because English is as an international language. English is the most broadly studied as second or foreign language in the world and demand people to learn it (Pardede & Herman, 2020). They are various purposes of learning English such as for tourism, business, political international relationship, and also for students. In Indonesia, English is a foreign language. It is one of an important subject that has been taught in Elementary School, Junior High School, Senior High School and university. Moreover, English is one of the subjects included in the national examination and some types of entrance examination.

In foreign language class, the students learn four major skills (listening, speaking, reading, and writing) and components such grammar, vocabulary, and pronunciation (Lumbantobing et al., 2020). Students are required to master those four skills if they are going to master English well. Many teaching methods and techniques are developed by the teachers to improve their skill in English (Barus et al., 2020). However, reality shows that although English has been taught for many years at school in Indonesia, students still get some difficulties in learning English, particularly speaking. The fact that a lot of school graduates cannot communicate in English has become national problem in Indonesia (Alwasilah, 2000). It happened because of many reasons, one of them is the lack of students' engagement in English Foreign Language (EFL) class.

Speaking is one of important skill in English learning. It is a complex skill among the other skills so it causes many students get difficulties in performing speaking. Learning speaking is not only learning about the language, but also learning how to use all the speaking aspects correctly and perform it regularly in daily communication either in formal or informal situation. (McDonough, 2013) stated that “speaking is desire- and purpose-driven; in other words, we genuinely want to communicate something to achieve a particular end.” This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. According to (Harmer, 2007), speaking happens when two people are communicating to each other. It is clear that the people have reasons to communicate or express something or sharing information. (Brown, 2004) also stated that “speaking is a productive skill that can be directly and empirically observed.” Based on the explanation of the experts above, it can be concluded that speaking is the process of expressing ideas and conveying messages which involve two or more people as the way of communication to achieve particular purposes such as sharing information, negotiating, solving problem, and social relationship.

In teaching speaking, there are some aspects which need to be considered by the teacher and have to be considered also by any speaker: pronunciation, grammar, vocabulary, fluency and comprehension. Those aspects are used in conducting speaking assessment. (Brown, 2004) Speaking is one of skill that must be taught at school. Based on KTSP which is created by (BSNP, 2006), in Junior High Schools, the students are expected to express the meaning of transactional and interpersonal dialogue and the meaning of the functional oral text and short monologue such as descriptive and procedure. Hence, the students are expected to master the competences of speaking skill in Junior High Schools.

Based on the observation and findings at the school, the researcher noticed that some students in EFL class were active asking questions and involved in class discussion. The class were alive and fun. However, when the teacher asked them to speak up individually such as describing something (monologue), they got some difficulties to express words then finally they lost of ideas what they should speak. There are some reasons that cause them find difficulties in speaking English such as lack of vocabulary, shy, and nervous. Moreover, they are afraid of making mistakes and being laugh by their classmates. This condition makes them loose their self-confidence and motivation to use English. Furthermore, the loss of self-confidence

directly affects the quality of their engagement in learning process. That condition makes teacher to encourage and motivate them continuously by pushing them to be actively speak.

Student engagement is concerned on the interaction between the effort and other relevant resources invested by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution (Trowler, 2010). Student engagement is important for the teacher to create active, creative, meaningful, and fun learning, so the aim of teaching learning can be achieved well. Previous research has also shown that student involvement has a strong relationship with academic achievement (Gunuc, 2014). Therefore, it is important to increase students' involvement in learning to increase their academic achievement.

In a review of the literature on student engagement, (Fredericks, Blumenfeld, & Paris, 2004) proposed that student engagement has three dimensions: (1) *behavioral engagement*, refers to the active participation of students through academic and non-academic activities related to positive behavior, involvement in learning, academic assignments, and participation in school activities. (2) *emotional engagement*, refers to students' affective reactions, feelings of connection or disconnection of their school and concerns with feelings of identification or belonging, relationships with teachers and peers and (3) *cognitive engagement* refers to cognitive control, the ability to coordinate thoughts and actions in relations with internal goals and concerns with self-regulation, relevance of schoolwork to future endeavors, value of learning, and personal goals and autonomy. However, this research only focuses to measure behavioral engagement and find out whether there is a correlation with speaking skill or not.

(Veiga, 2014) stated that to measure student students' behavioral engagement we can use Miserandino's Students' behavioral engagement Questionnaire (BEQ). Items and conceptualization of students' behavioral engagement that is typically used with elementary grade students and it has also been used with middle school and high school students. It assesses 7 aspects of behavioral engagement: involvement, persistence, avoidance, ignorance, helplessness, participation and concentration.

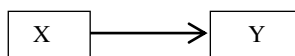
Therefore, based on the reason above, the researcher is curious to find the answer about the relationship between students' behavioral engagement and speaking skill, so that the researcher is interested in conducting the research about “The correlation between students' behavioral engagement and

speaking skill”.

## RESEARCH METHODOLOGY

This research used the quantitative method and the design was correlational research. This research was conducted to know the correlation between two variables. The form of X as independent variable can be viewed as behavioral engagement, while Y as dependent variable and represent of speaking skill.

### Research Design



X = Students' behavioral engagement (dependent variable)

Y = Speaking skill (independent variable)

The population was 107 students of eighth grade at SMP Islam Malahayati Jakarta. The sample of 26 students were chosen randomly. The data of the behavioral engagement were collected by using the questionnaire adopted from Miserandino's BEQ, while the data of speaking skill were collected by using the speaking test. The researcher used quantitative *Pearson Product Moment* formula to calculate validity of the instrument of Students' behavioral engagement Questionnaire (BEQ). Whereas, to calculate reliability of the instrument, the researcher used the Alpha Cronbach formula (Arikunto, 2014) and speaking test was validated by expert judgment.

The researcher obtained 8 valid items and 12 invalid items from 20 items, so that the instrument used to collect the sample data consisted of 8 items. The items are valid and reliable, if  $r_{xy}$  is higher than  $r_{table}$ . It was obtained  $r_{table} = 0,388$  at the significant level 0,05;  $N = 26$ . Besides, based on the result of calculation, the researcher also obtained  $r_{11} = 0,551$ . Thus, the instrument adopted from Miserandino's Students' Behavioral Engagement Questionnaire (BEQ) is reliable ( $0,551 > 0,388$ ).

Before the data was analyzed, the researcher had to conduct the requirement test by using the normality test and linearity test. The normality test with *Lilliefors* method was used because the data was not in frequency distribution of group data, while the linearity test was used to find out the correlation of two variables was linear or not by using F-test (Budiyo, 2015). The hypothesis test was conducted to find out whether there is any correlation between variable X and variable Y by

using *Pearson Product Moment* formula. (Sugiyono, 2012).

## FINDING AND DISCUSSION

### Research Finding

#### A. Data Description

This research studied two variables: students' behavioral engagement (X) as independent variable and one dependent variable, speaking skill (Y). Data description analysis was conducted to determine, mean, median, mode, standard deviation, minimum and maximum score

**Table 1. Research Data Description**

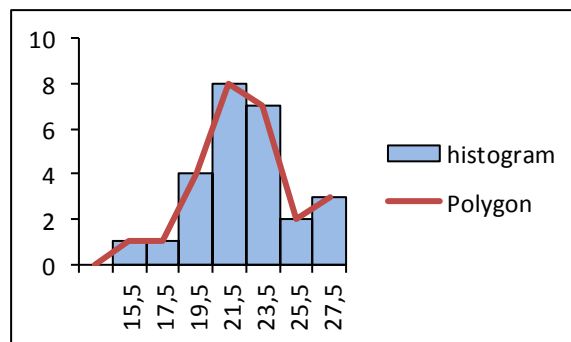
| No. | Statistics     | Students' Behavioral Engagement | Speaking Skill |
|-----|----------------|---------------------------------|----------------|
| 1   | Mean           | 22.35                           | 42.35          |
| 2   | Median         | 22.25                           | 42.9           |
| 3   | Mode           | 22.1                            | 28.5           |
| 4   | Std. Deviation | 2.95                            | 14.3           |
| 5   | Variance       | 8.71                            | 204            |
| 6   | Minimum        | 15                              | 20             |
| 7   | Maximum        | 27                              | 76             |

The descriptive statistic of behavioral engagement above was obtained based on the calculation of frequency distribution list of behavioral engagement in the table 2.

**Table 2.  
Frequency Distribution List of Students' Behavioral Engagement**

| No. | Interval | Central Point | F | TB   | TA   |
|-----|----------|---------------|---|------|------|
| 1   | 15 – 16  | 15.5          | 1 | 14.5 | 16.5 |
| 2   | 17 – 18  | 17.5          | 1 | 16.5 | 18.5 |
| 3   | 19 – 20  | 19.5          | 4 | 18.5 | 20.5 |
| 4   | 21 – 22  | 21.5          | 8 | 20.5 | 22.5 |
| 5   | 23 – 24  | 23.5          | 7 | 22.5 | 24.5 |
| 6   | 25 – 26  | 25.5          | 2 | 24.5 | 26.5 |
| 7   | 27 – 28  | 27.5          | 3 | 26.5 | 28.5 |

Based on the frequency distribution list above, it can be described the data of behavioral engagement by using graph histogram and polygon as follows.



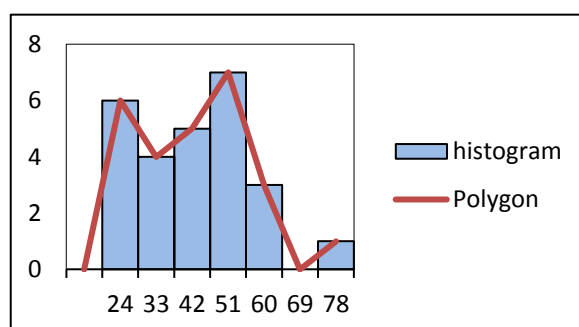
**Figure.1**  
**The Graph of Histogram and Polygon of Students' Behavioral Engagement**

The descriptive statistic of speaking skill was obtained based on the calculation of frequency distribution list of speaking skill as described in the table as below.

**Table 3.**  
**Frequency Distribution List of Speaking Skill**

| No. | Interval | Central Point | F | TB   | TA   |
|-----|----------|---------------|---|------|------|
| 1   | 20 - 28  | 24            | 6 | 19.5 | 28.5 |
| 2   | 29 - 37  | 33            | 4 | 28.5 | 37.5 |
| 3   | 38 - 46  | 42            | 5 | 37.5 | 46.5 |
| 4   | 47 - 55  | 51            | 7 | 46.5 | 55.5 |
| 5   | 56 - 64  | 60            | 3 | 55.5 | 64.5 |
| 6   | 65 - 73  | 69            | 0 | 64.5 | 73.5 |
| 7   | 74 - 82  | 78            | 1 | 73.5 | 78.5 |

Based on the frequency distribution list above, it can be described the data of speaking skill by using graph histogram and polygon as follow.



**Figure. 2**  
**The Graph of Histogram and Polygon of Speaking skill**

## B. Data Analysis Requirement

Before the data was analyzed, the requirement test must be conducted by using the normality test and linearity test. The normality test was used to find out if a sample come from normally distributed population or not. In this

research, *Lilliefors* method was used for normality. Meanwhile, F-test was used for linearity test, to determine whether the correlation of two variables is linear or not.

### 1. The Normality Test

After calculating the data, it was obtained the result of  $L_{count} = 0.1058$ , to find out whether a sample came from normally distributed,  $L_{count}$  must be compared with  $L_{table}$ . If compared with *Lilliefors* table at the significant level 0.05;  $N = 26$ , the researcher obtained  $L_{table} = 0.1738$ .

If,  $H_0$ : the samples come from normally distributed population.

$H_a$ : the samples do not come from normally distributed population.

$H_0$  is accepted, because  $L_{count}$  is less than  $L_{table}$  ( $0.1058 < 0.1738$ ). It can be stated that the sample come from normally distributed population.

**Table 4.**  
**The Result of Normality Test of Students' Behavioral Engagement**

| N  | $\alpha$ | $L_{count}$ | $L_{table}$ | Decision       |
|----|----------|-------------|-------------|----------------|
| 26 | 0,05     | 0,1058      | 0,1738      | $H_0$ accepted |

After calculating the data, it was obtained the result of  $L_{count} = 0.0948$ , to find out whether a sample come from normally distributed,  $L_{count}$  must be compared with  $L_{table}$ . If compared with *Lilliefors* table at the significant level 0.05;  $N = 26$ , it was obtained  $L_{table} = 0.1738$ .

If,  $H_0$ : the samples come from normally distributed population.

$H_a$  : the samples do not come from normally distributed population.

$H_0$  is accepted, because  $L_{count}$  is less than  $L_{table}$  ( $0.0948 < 0.1738$ ). It can be stated that the sample come from normally distributed population.

**Table 5.**  
**The Result of Normality Test of Speaking skill**

| N  | $\alpha$ | $L_{count}$ | $L_{table}$ | Decision       |
|----|----------|-------------|-------------|----------------|
| 26 | 0,05     | 0,0948      | 0,1738      | $H_0$ accepted |

### 2. Linearity Test

To calculate the linearity test, it was necessary to find out regression line equation. The result was  $\hat{Y} = -33.8233 + 3.3483X$ . Then, linearity test was conducted by using F-test to find out the correlation of two variables was linear or not. Based on the calculation of analysis variance, the

result of  $F_{obs} = 0.9017$ , to find out whether the correlation of two variables is linear,  $F_{obs}$  must be compared with  $F_{table}$ . The researcher obtained  $F_{table} = 2.61$ .

If,  $H_0$ : the correlation between variable X and variable Y is linear.

$H_a$ : the correlation between variable X and variable Y is not linear.

$H_0$  is accepted, because  $F_{obs}$  is less than  $F_{table}$  ( $0.9017 < 2.61$ ). It can be stated that the correlation between variable X and variable Y is linear.

**Table 6.**  
**The Result of Linearity Test of Variable X and Variable Y**

| K-2, N-K | $\alpha$ | $F_{obs}$ | $F_{table}$ | Decision       |
|----------|----------|-----------|-------------|----------------|
| 7, 17    | 0,05     | 0,9017    | 2,61        | $H_0$ accepted |

### C. Hypothesis Test

After the prerequisite test was done, data analysis was carried out to determine the correlation between variable X (behavioral engagement) and variable Y (speaking skill) using the quantitative formula *Pearson Product Moment*.

#### 1. Product Moment by Pearson

Based on the *Pearson Product Moment* calculation, the researcher obtained the result of  $r_{xy} = 0.698$ , to find out the correlation between two variables,  $r_{xy}$  must be consulted with  $r_{table}$ . If compared with  $r_{table}$  at the significant level 0,05;  $N = 26$ ; so, the researcher obtained  $r_{table} = 0.388$ .

$H_0$ : there is not a correlation between students' behavioral engagement and speaking skill.

$H_a$ : there is a correlation between students' behavioral engagement and speaking skill.

$H_0$  is rejected, because  $r_{xy}$  is higher than  $r_{table}$  ( $0.698 > 0.388$ ). It can be concluded that there is a positive correlation between behavioral engagement and speaking skill. According to (Arikunto, 2014) the interpretation of both variables correlation can be categorized as the strong enough that has range (0,600 – 0,800). The computation is described as follow.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{264880 - (584)(1076)}{\sqrt{[26(13330) - (584)^2][26(49424) - (1076)^2]}}$$

$$= \frac{646880 - 628384}{\sqrt{[346580 - 341056][1285024 - 1157776]}}$$

$$= \frac{18496}{\sqrt{5524 \times 127248}} = \frac{18496}{\sqrt{702917952}}$$

$$= \frac{18496}{26512,6} = 0,698$$

#### 2. Significant Test / t-test

T-test was calculated and the result of  $t_{count} = 4.770$ . To find out the significance of correlation coefficient between two variables,  $t_{count}$  must be compared with  $t_{table}$ . If compared with  $t_{table}$  at the significant level 0,05;  $dk = n - 2 = 24$ , it was obtained  $t_{table} = 1.7109$ .

$H_0$ : there is not a significant correlation between students' behavioral engagement and speaking skill.

$H_a$ : there is a significant correlation between students' behavioral engagement and speaking skill.

$H_0$  is rejected, because  $t_{count}$  is higher than  $t_{table}$  ( $4.770 > 1.7109$ ). Based on the calculation above, it can be concluded that there is a significant correlation between behavioral engagement and speaking skill. The computation is described as follow:

$$t_{count} = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r_{xy}^2}}$$

$$r_{xy} = 0,698$$

$$n = 26$$

$$n = 26$$

$$t_{count} = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r_{xy}^2}} = \frac{0,6976 \sqrt{26-2}}{\sqrt{1-(0,6976)^2}} = \frac{0,6976 \sqrt{24}}{\sqrt{1-0,4867}}$$

$$= \frac{0,6976 \times 4,8990}{\sqrt{0,5133}} = \frac{3,4175}{0,7165} = 4,770$$

#### 3. Coefficient of Determination

Based on the result of  $r_{xy} = 0.698$ , the researcher obtained coefficient of determination of the correlation between students' behavioral engagement and speaking skill based on the computation is described as follow.

$$CD = r^2 \times 100\%$$

$$= (0,698)^2 \times 100\%$$

$$= 0,4872 \times 100\%$$

$$= 48,72\%$$

It can be concluded that behavioral engagement gives contribution 48.72% towards speaking skill.



## Discussion

The result of research shows that there is a positive and significant correlation between behavioral engagement and speaking skill. Based on theories, students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior. They respond actively to learning tasks by asking relevant questions, working to solve task-related problems, and participating in relevant discussions with peers and teachers. Therefore, the students who actively involve and participate either in class or in other school activities they tend to have good language skill especially in speaking skill because they are used to have active discussion by performing speaking eagerly and confidently. On the other hand, the students who do not have active involvement and participation, they tend to be passive, more withdrawn, and lack of confidence so that they usually face difficulties in speaking because they are not used to speak and discuss with peers and teachers.

There are some ways to enhance student engagement which based on student engagement literature review such as create and maintain a stimulating intellectual environment, value academic work and high standards monitor and respond to demographic subgroup differences and their impact on engagement, ensure expectations are explicit and responsive, foster social connections, acknowledge the challenges, provide targeted self-management strategies, use assessment to shape the student experience and encourage engagement, manage online learning experiences with care, recognize the complex nature of engagement in the policy and practice. It can be interpreted that the teachers must give students good reasons to be part of the learning community, stimulate discussion, debate, collaboration and interaction and actively encourage commitment to study by attaching importance to studying and spending time on academic work. Beside that the teachers need to identify and know well the students' needs, aspirations and motivations, include them in the expectation-building exercise and listen to their expectations so that they can feel that the teacher give them full attention and care about their learning goal in which motivate them to achieve it by being engaged at school.

In addition, the teachers are expected to be explicit and proactive in dealing with issues and challenges potentially jeopardize their engagement and discuss strategies with both students and parents for time management and maintaining motivation, particularly during stressful times of semester will facilitate students to find solution

when they have some problems at school either learning difficulties or other issues so that their engagement can be still maintained and finally they can complete every school task.

Based on explanation above, the result is in line with the theories that behavioral engagement refers to students' active involvement and participation which is related with their language skill, so that the researcher can interpret that the students who engage behaviorally, they tend to have good speaking skill. On the other hand, the students who are not behaviorally engaged, they tend to have poor speaking skill.

## CONCLUSION

Based on research findings, it shows there is a significant positive correlation between behavioral engagement and speaking skill at the eighth grade students of SMP Islam Malahayati Jakarta. Thus, if behavioral engagement is increased, the speaking skill will also increase. It is very important to improve student involvement in both academic and non-academic activities. This is intended to enhance speaking skill and also improve student achievement in other subjects. There are several ways to increase student involvement or engagement, such as teacher must involve students in the learning community, stimulate discussion, debate, collaboration and interaction actively in academic and non-academic activities. In addition, teacher must also be able to facilitate students to find solutions when they have some problems at school either learning difficulties or other problems so that they can complete every task given successfully.

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