The Correlation Between Students' Self-Leadership in Learning English and Their English Academic Achievement: A Case Study in the 8th Grade Students of Junior High School (SMPN 1 Praya Timur)

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Article Info	Abstract
	This study examines the correlation between students' self-leadership in learning English and their English academic achievement among 8th-grade students in classes 8-3 and 8-5 at SMPN 1 Praya Timur. Based on the findings and data analysis, the research concludes that there is no significant correlation between the two variables. The results show that 11 students demonstrated high self-leadership, while 25 students exhibited very high self-leadership, with none falling into the low or moderate categories. This indicates that the majority of students possess high levels of self-leadership, as measured by the responses to the questionnaire. The data analysis supports the null hypothesis (Ho) and rejects the alternative hypothesis (Ha), with a Pearson correlation coefficient of -0.044, significantly lower than the r-table value of 0.199. This demonstrates a very low and statistically insignificant correlation between self-leadership and academic achievement in English. These findings suggest that fostering self-leadership alone may not be sufficient to enhance English academic performance for students at this level. A more comprehensive approach involving effective instructional strategies, supportive learning environments, and additional resources may yield better academic outcomes. Encouraging students to develop strong study habits, discipline, and consistent language practice may have a greater impact on improving their English academic performance than self-leadership skills alone.

Artikel Info	Abstrak
	Penelitian ini menguji korelasi antara kepemimpinan diri siswa dalam belajar bahasa Inggris dan prestasi akademik bahasa Inggris mereka di antara siswa kelas 8 di kelas 8-3 dan 8-5 di SMPN 1 Praya Timur. Berdasarkan temuan dan analisis data, penelitian menyimpulkan bahwa tidak ada korelasi yang signifikan antara kedua variabel tersebut. Hasil penelitian menunjukkan bahwa 11 siswa menunjukkan kepemimpinan diri yang tinggi, sementara 25 siswa menunjukkan kepemimpinan diri yang sangat tinggi, dengan tidak ada yang termasuk dalam kategori rendah atau sedang. Hal ini menunjukkan bahwa mayoritas siswa memiliki tingkat kepemimpinan diri yang tinggi, sebagaimana diukur dari tanggapan terhadap kuesioner. Analisis data mendukung hipotesis nol (Ho) dan menolak hipotesis alternatif (Ha), dengan koefisien korelasi Pearson sebesar -0,044, secara signifikan lebih rendah dari nilai r-tabel sebesar 0,199. Hal ini menunjukkan korelasi yang sangat rendah dan tidak signifikan secara statistik antara kepemimpinan diri dan prestasi akademik dalam bahasa Inggris. Temuan ini menunjukkan bahwa menumbuhkan kepemimpinan diri saja mungkin tidak cukup untuk meningkatkan kinerja akademik bahasa Inggris bagi siswa pada tingkat ini. Pendekatan yang lebih komprehensif yang melibatkan strategi pengajaran yang efektif, lingkungan belajar yang mendukung, dan sumber daya tambahan dapat menghasilkan hasil akademis yang lebih baik. Mendorong siswa untuk mengembangkan kebiasaan belajar yang kuat, disiplin, dan praktik bahasa yang konsisten dapat memberikan dampak yang lebih besar dalam meningkatkan kinerja akademis bahasa Inggris mereka daripada keterampilan kepemimpinan diri saja.

I. INTRODUCTION

Indonesia's vision for its Golden Generation in 2045 is to create a generation of Indonesians who can compete on a global level (Bappenas, 2019). This vision is closely connected to the Sustainable Development Goals (SDGs) for 2030, especially the 4th-goal. The 4th-goal which focuses on quality education, making sure everyone has access to good education and lifelong learning opportunities. This goal aims to make sure that everyone has access to good education, no matter who they are, and to encourage lifelong learning for all. By focusing on these goals, Indonesia hopes to create a future where its people are well-educated and ready to

face the challenges of the world (Amannullah, 2023).

Education is a cornerstone in building a high-quality human resource which is capable of thriving in the global era. It plays a crucial role in shaping individuals who can contribute meaningfully to society and the economy (Killick, 2014). In many regions in Indonesia, there is a pressing need to bridge the gap in educational quality to develop high-quality human resource which is capable of thriving in the global era.

One of the regions which need to bridge the gap in educational quality to develop high-quality human resource which is capable of thriving in the global era is province of West Nusa Tenggara (NTB), especially in Central Lombok Regency, there are significant challenges in improving educational quality and human resource development. Central Lombok Regency, with its significant tourism potential, is a prime example of an area where education and local human resource development need to be aligned with the region's economic opportunities. Despite the region's vast tourism potential which said 192,829 of visitors in 2021. The local education system struggles to provide the quality necessary to develop students' full potential. The tourism industry presents both a challenge and an opportunity for the local education system. The influx of international visitors requires a workforce that is proficient in English and equipped with leadership skills, while the local education system must rise to the challenge of preparing students to meet these demands (Siregar, 2024).

SMPN 1 Praya Timur, a junior high school located close to tourist destinations in Central Lombok and East Lombok, serves as a case study for examining the importance of integrating leadership and English proficiency in education. The geographical proximity of the school to tourist areas underscores the significance of students possessing these skills (Siregar, 2024). Students with strong leadership abilities and English proficiency are better equipped to engage with and contribute to the local tourism industry. This combination of skills enhances their educational experience and prepares them to participate actively in a multicultural and multilingual context.

For that reason, English proficiency and leadership ability is a critical factor in addressing global challenges and enhancing the competitiveness of local human resources. In a globalized world, the ability to communicate in English opens doors to numerous opportunities, including better employment prospects, access to information, and the ability to engage with people from different cultures (Kadir, 2015). For students in regions like Central Lombok, where tourism is a major economic driver, English proficiency and leadership ability is particularly important.

Research has shown that students who participate in leadership activities tend to perform better academically (Zakir, 2023). Leadership activities can motivate students to set higher goals for themselves, improve their time management skills, and develop a sense of responsibility. By integrating leadership development into the curriculum, schools can create an environment that supports both academic and personal growth. Leadership development is equally important in preparing students for the future (Tackett, 2022). Leadership skills enable individuals to take initiative, work effectively in teams, solve problems, and make informed decisions. These skills are essential for personal and professional success. In the context of Central Lombok, developing leadership skills among students can help them become future leaders who can contribute to the region's development and improve community welfare.

In this context, researcher examined the correlation between students' self-leadership in learning English and their English academic achievement becomes highly relevant. Understanding the relationship between self-leadership in learning English and English academic achievement can serve as a foundation for developing school-based leadership programs and efforts to improve students' academic performance. Such programs can help bridge the gap between the region's potential and the development of local human resources.

II. METHODS

In this study, the researcher used quantitative method. The population includes all 8th grade students enrolled at SMPN 1 Praya Timur during the academic year under investigation. They consist of 6 classes. The total number of the 8th grade students of SMPN 1 Praya Timur is 178 students. For this study, the researcher used a method called simple random sampling (SRS) to select the sample. This technique is popular because it is easy to do and ensures every student has an equal chance of being chosen. The sample for this study is carefully selected in the 8th grade students' population at SMPN 1 Praya Timur. Since this study is correlational research,

the researcher selected 36 students to be part of the sample. To find out students' self-leadership in learning English and their English academic achievement, this study is divided into two activities which used as two research instruments. Questionnaire and the documentation

III. RESULT AND DISCUSSION
A. Result

After collecting and processing the data related to the students' responses in questionnaires and the last English report card grades, the researcher distributed the students' scores in the students' questionnaires and the last English report card grades in the data description.

1. Data Description

After students filled out questionnaires about students' self-leadership in learning English and got the last English report card of the students, the researcher analyzed the students' responses in the students' questionnaires and the last English report card grades. After that, the scores obtained by the researcher from the results of the analysis were distributed in the table of students' questionnaire and the last English report card grades.

Table 1. Students' Self-Leadership in Learning English Score and English Academic Achievement Score

No	Name	Self-Leadership in Learning English Score	English Academic Achievement Score
1	AS	77	70
2	BIFF	64	85
3	BSAP	77	90
4	DW	75	80
5	FI	83	70
6	MAMA	70	70
7	MR	72	70
8	ML	83	70
9	RU	76	85
10	SJS	76	75
11	SOP	77	75
12	AQS	72	75
13	BNJP	68	80
14	DM	71	74
15	DV	75	75
16	DAS	83	73
17	DAZ	67	74
18	FAR	77	70
19	FA	67	70
20	KM	83	90
21	LA	79	71
22	MA	85	70
23	MAT	76	70
24	MO	80	70
25	MAJP	82	70
26	NI	76	72
27	NS	78	80
28	NF	81	80
29	NRH	80	75
30	OL	81	85
31	OAC	70	80
32	PA	86	80
33	RE	83	70
34	SAF	87	85
35	SH	87	73
36	ZJP	90	72

Furthermore, the researcher analyzed the result of students' questionnaires and students' English report card grades with use SPSS.

After analyzed the score of students' questionnaires and English report card using SPSS, the researcher interpreted the results of the analysis in the score of students' self- leadership and the score of students' English report card.

a) Score of Students' Self-Leadership in Learning English

Based on the table 1, the highest score of students' questionnaires is 90 while the lowest score is 64. The researcher analyzed the score of the students' self-leadership in learning English questionnaires by using the criteria for observation score with SPSS.

The result of the analyzed data are shown in the table of distribution frequency of students' self-leadership in learning English scores. This can be seen in the following table below:

Table 2. Distribution Frequency of Students' Self Leadership Score

Category	Interval	Frequency	Percent	Valid percent	Cumulative percent
Poor	0-25	0	0	0	0
Fair	26-50	0	0	0	0
Good	51-75	11	30.6	30.6	30.6
Very Good	76-100	25	69.4	69.4	100.0
Total		36	100.0	100.0	

On table 2 above, the questionnaires scores can be divided into 4 categories, namely low, moderate, high, and very high. 0 (0%) students, of 36 students get moderate scores (0%), 11 of 36 students get high scores (30.6%) and 25 of 36 students get very high scores (69.4%).

This can be concluded that 0 student get low score, 0 student get moderate score, 11 students get high scores, and 25 students get very high scores.

b) Score of Students' English Academic Achievement

The result of this study is obtained from questionnaire and documentation. The questionnaire method was used to get the self- leadership results. The documentation method was used to obtain students' English score.

Table 3. Students' English Academic Achievement Score

Category	Interval	Frequency	Percent	Valid percent	Cumulative percent
Poor	<70	0	0	0	0
Fair	70-80	30	83.3	83.3	83.3
Good	81-90	6	16.7	16.7	100.0
Very Good	91-100	0	0	0	100.0
Total		36	100.0	100.0	

On table 3 above, the report card grades can be divided into 4 categories, namely excellent, poor, fair, good, and very good. The result show that 0 of 36 students get poor grade (0%), 30 of 36 students get fair grades (83.3%), 6 of 36 students get good grades (16.7%) and 0 of 36 students get very good grades (0%).

This can be concluded that 0 student get poor grade, 36 students get fair grades, 6 students get good grades and 0 student get very good score.

2. Hypothesis Testing

After findings the results of the students' questionnaires and English report card grades on the data description, the researcher conducted hypothesis testing using Person Product Moment. Scores of students' questionnaires and English report card grades were analyzed using SPSS to find out if there is a significant correlation between students' self-leadership in learning English and their English academic achievement.

The result hypothesis analysis are shown in the table of the correlation between students' self-leadership in learning English and the results of their English academic achievement. This can be seen in the following table:

Table 4. The Correlation Between Students' Self-Leadership in Learning English and Their English Academic Achievement

		Self-Leadership In Learning English	English Academic Achievement
Self-Leadership In Learning English	Pearson Correlation	1	-.044
	Sig. (2-tailed)		.800
	N	36	36
English Academic Achievement	Pearson Correlation	-.044	1
	Sig. (2-tailed)	.888	
	N	36	36

The result of the Pearson Product Moment Correlation analysis reveal that the correlation coefficients between students' self-leadership in learning English and their English academic achievement is -0.044. this number indicates a very weak, almost non-existent, negative relationship between the two variables. In simple terms, the data suggests that a student's self- leadership in learning English has almost no effect on their English grades.

Furthermore, the significance level or p-value is 0.800, which is much higher than typical threshold of 0.05. This high p-value means that the observed correlation is not statistically significant, it could have occurred by chance rather than indicating a true correlation. At a significance level of 0.05, the p-value exceeds the threshold, indicating that the null hypothesis (Ho), which states that there is no significant correlation between students' self-leadership in learning English and English academic achievement, cannot be rejected. Therefore, the alternative hypothesis (Ha) proposing a significant relationship between these two variables is not supported. Based on the correlation test result, it can be concluded there is no correlation between students' self-leadership in learning English and their English academic achievement in this sample.

Afrer that, the r-test value of -0.044 is checked using the correlation coefficient interpretation table adapted from Sugiyono (2012). This can be seen in the following table:

Table 5. The Interpretation of Correlation Coefficient

Coefficient Interval	Correlation Level
0.80-1000	Very strong
0.60-0.799	Strong
0.40-0.599	Moderate
0.20-0.399	Low
0.00-0.199	Very low

On the table 8.0 above, the r-test value of - 0.044 is categorized as very low with a coefficient interval of 0.00-0.199. It indicated that there is a very low significant correlation between students' self-leadership in learning English and their English academic achievement.

B. Discussion

The research findings indicate that students' self-leadership in learning English can be classified into four categories: low, moderate, high, and very high. Notably, none of the students were categorized as low or moderate, while 11 students (30.6%) were classified as high and 25 students (69.4%) as very high, suggesting that the eighth-grade students at SMPN 1 Praya Timur generally possess a high level of self- leadership in learning English. This classification aligns with the criteria established by Riduwan (2014), which provides a framework for understanding the varying levels of self-leadership among students.

In terms of academic achievement, the students' English report card grades were also categorized into four levels: poor, fair, good, and very good. The results showed that 30 students (83.3%) received fair grades, while 6 students (16.7%) achieved good grades, with no students falling into the poor or very good categories. This indicates that while most students are performing at a fair level, there is a significant gap between their self-leadership abilities and their academic performance in English.

The hypothesis testing conducted using Pearson Correlation revealed an r-test value of - 0.044, which is significantly lower than the r- table value of 0.199. This result led to the acceptance of the null hypothesis (Ho), indicating that there is no significant correlation between students' self-leadership in learning English and their English academic achievement. The findings suggest that despite high levels of self-leadership, students' academic performance in English does not reflect a similar trend.

The very low r-test value of -0.044 indicates an almost no significant relationship between self-leadership and academic achievement. This finding is consistent with previous studies, such as the one conducted by Barus (2022), which found no significant correlation between self- leadership and academic performance during online learning. This suggests that other factors may be influencing students' academic outcomes more significantly than self-leadership alone.

Moreover, the significance level or p-value of 0.800 further supports the conclusion that the observed correlation is not statistically significant. This high p-value indicates that the correlation could have occurred by chance, rather than reflecting a true relationship between the two variables. Therefore, it is essential to consider additional factors that may contribute to students' academic performance in English.

The findings of this study imply that fostering self-leadership alone may not be sufficient to enhance English academic performance among students. Instead, a combination of instructional strategies, supportive learning environments, and additional resources may be necessary to improve academic achievement. This aligns with the recommendations for teachers to incorporate diverse instructional techniques and provide structured guidance to support students' learning.

Furthermore, the research highlights the importance of developing good study habits, discipline, and consistency in language practice, which could have a more significant impact on students' academic performance than self- leadership skills alone. This perspective is supported by previous studies that emphasize the role of motivation and effective study strategies in academic success.

In conclusion, while the eighth-grade students at SMPN 1 Praya Timur demonstrate high levels of self-leadership in learning English, this does not necessarily correlate with their English academic achievement. Future research should explore other factors that may influence academic performance, such as motivation, socio- economic background, and teaching effectiveness, to provide a more comprehensive understanding of the variables impacting students' success in English.

Overall, the study underscores the need for a multifaceted approach to improving English

academic achievement, suggesting that self-leadership should be integrated with other educational strategies to foster better learning outcomes for students. By addressing these various factors, educators can better support students in achieving their academic goals in English.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

As stated in the research findings and data analysis in the previous chapter, it can be concluded that there is no significant correlation between students' self-leadership in learning English and their English academic achievement among 8th grade students in the 8- 3 and 8-5 classes at SMPN 1 Praya Timur. The results indicate that 11 students demonstrated high self-leadership in learning English, 25 students demonstrated very high self-leadership, and none of the students fell into the low or moderate categories. This suggests that most students in these classes possess very high levels of self-leadership, as indicated by their responses to the questionnaire.

The data analysis also supports the null hypothesis (Ho) while rejecting the alternative hypothesis (Ha), as shown by the Pearson correlation of -0.044. Given that this value is significantly lower than the r-table value of 0.199, it can be concluded there is a very low and no significant correlation between students' self-leadership in learning English and their English academic achievement.

This finding implies that fostering self-leadership alone may not be sufficient to improve English academic performance for students at this level. Instead, a combination of instructional strategies, supportive learning environments, and additional resources may be more effective in enhancing academic achievement. Encouraging students to develop good study habits, discipline, and consistency in language practice could potentially have a greater impact on their academic performance than self-leadership skills alone.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about The Correlation Between Students' Self-Leadership in Learning English and Their English Academic Achievement: A Case Study in the 8th Grade Students of Junior High School.

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