

## INVESTIGATING THE CORRELATION BETWEEN EFL STUDENTS' PARTICIPATION IN CLASSROOM PRESENTATION AND THEIR ACADEMIC ACHIEVEMENT

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### Abstract :

*This study investigates the relationship between EFL students' participation in classroom presentations and their academic success, specifically measured by Grade Point Average (GPA). It aims to determine if there is a significant correlation between overall participation in these presentations and GPA, and to identify which specific aspects of participation such as contribution, interaction, preparation, confidence, and willingness – demonstrate the strongest link to GPA. Employing a quantitative correlational design, the research involved a total of 165 EFL students from the English Education Study Program at Sriwijaya University. These participants were carefully selected using stratified random sampling techniques. Analysis, conducted using Spearman's rank-order correlation, revealed a weak yet statistically significant positive correlation between students' overall involvement in classroom presentations and their GPA ( $r=0.174$ ,  $p=0.025$ ). Furthermore, among the various dimensions of participation examined, "Contribution" and "Confidence" emerged with weak but statistically significant positive correlations with GPA ( $r=0.188$ ,  $p=0.016$  for Contribution;  $r=0.188$ ,  $p=0.015$  for Confidence). These findings suggest that while actively participating in classroom presentations generally benefits academic progress, the quality of students' input and their self-assurance during delivery appear to be more influential factors than mere general readiness or preparatory efforts. The study offers valuable implications for educators, encouraging them to foster more dynamic learning environments that prioritize meaningful student contributions and build confidence during presentations.*

**Keywords :** EFL students, student participation, classroom presentations, academic achievement, GPA

### Abstrak :

Penelitian ini menginvestigasi hubungan antara partisipasi mahasiswa EFL dalam presentasi kelas dan kesuksesan akademik mereka, khususnya yang diukur melalui Indeks Prestasi Kumulatif (IPK). Penelitian ini bertujuan untuk menentukan apakah terdapat korelasi signifikan antara partisipasi keseluruhan dalam presentasi tersebut dengan IPK, dan mengidentifikasi aspek spesifik partisipasi seperti kontribusi, interaksi, persiapan, kepercayaan diri, dan kesediaan yang menunjukkan hubungan terkuat dengan IPK. Menggunakan desain korelasional kuantitatif, penelitian ini melibatkan total 165 mahasiswa EFL dari Program Studi Pendidikan Bahasa Inggris Universitas Sriwijaya. Partisipan dipilih dengan teknik stratified random sampling. Analisis menggunakan korelasi Spearman's rank-order mengungkapkan korelasi positif yang lemah namun signifikan secara statistik antara keterlibatan keseluruhan mahasiswa dalam presentasi kelas dengan IPK mereka ( $r=0.174$ ,  $p=0.025$ ). Lebih lanjut, di antara berbagai dimensi partisipasi yang diteliti, "Kontribusi" dan "Kepercayaan Diri" muncul dengan korelasi positif yang lemah namun signifikan secara statistik dengan IPK ( $r=0.188$ ,  $p=0.016$  untuk Kontribusi;  $r=0.188$ ,  $p=0.015$  untuk Kepercayaan

Diri). Temuan ini menunjukkan bahwa meskipun berpartisipasi aktif dalam presentasi kelas umumnya bermanfaat bagi kemajuan akademik, kualitas masukan mahasiswa dan keyakinan diri mereka selama penyampaian tampaknya menjadi faktor yang lebih berpengaruh dibandingkan kesiapan umum atau upaya persiapan semata..

**Kata Kunci:** mahasiswa EFL, partisipasi mahasiswa, presentasi kelas, pencapaian akademik, IPK

## INTRODUCTION

Education plays a fundamental role in shaping individuals and fostering societal advancement. Within higher education, academic success stands as a primary indicator of both student accomplishment and institutional effectiveness. Grade Point Average (GPA) is frequently utilized as a quantitative measure to reflect students' performance across their coursework. Research by Zou et al. (2022) consistently indicates that GPA is a significant predictor of both academic and professional outcomes, underscoring its importance as a standard measure in higher education. However, it is noteworthy that a strong GPA is significantly influenced by student engagement in the learning process, highlighting how active involvement in educational activities substantially impacts academic results.

Student engagement has been recognized as a crucial component for successful education. Bond et al. (2020) emphasize that student engagement promotes deeper learning and fosters connections within the academic community. Similarly, Kuh et al. (2011), as cited in York et al. (2019), observed that engaged students tend to perform better academically, making the study of student participation dynamics in various contexts particularly relevant. Classroom presentations represent one key setting where student participation can be notably impactful. As a major pedagogical tool in higher education, especially in language learning, presentations aim to promote active learning and cultivate students' communication abilities.

Several studies have explored the relationship between student participation and academic achievement, yielding varied results. Akpur (2021) conducted a mixed-method study investigating the correlation between general classroom participation and academic achievement, finding a moderate and statistically significant correlation ( $r=.28$ ,  $p<0.01$ ). The study emphasized that students who actively engage in classroom discussions, ask questions, and participate in various learning activities tend to achieve better academic outcomes. Similarly, Purmadhani et al. (2024) examined the relationship between senior secondary school students' English achievement and their class participation, identifying a significant positive correlation ( $R=0.435$ ), albeit relatively low. Their research highlighted the importance of active student involvement in improving language learning outcomes.

Studies by Aina et al. (2022) suggest that social-based learning methods, such as classroom presentations, can markedly enhance students' learning experiences by deepening subject understanding and fostering peer connections. Furthermore, Grieve et al. (2021) contend that presentations encourage students to synthesize information and articulate their ideas clearly, skills essential for both academic and professional success. For English as a Foreign Language (EFL) students, engaging in oral presentations can also diminish speech anxiety and reluctance to speak, leading to significant improvements in language skills and

overall confidence in their language abilities (Gurbuz & Cabaroglu, 2021). Wong et al. (2024) found a consistent positive correlation between active engagement and higher academic achievement, suggesting that students who engage more deeply in their educational experiences tend to earn better grades. Similarly, Zepke and Leach (2010), as cited in Naiker et al. (2022), noted that students actively involved in discussions and presentations are likely to show improved academic outcomes. Freeman et al. (2014) offer a more nuanced framework, quantifying active learning across dimensions such as interaction, quality of contribution, and preparedness.

Despite the substantial body of research on student participation and academic achievement, several critical gaps persist in the literature. First, while existing studies by Akpur (2021) and Purmadhani et al. (2024) offer valuable insights into the link between student participation and academic achievement, they generally discuss participation broadly without detailed examination of its various dimensions. These studies do not differentiate between different types of participation activities or examine which specific aspects of participation most strongly correlate with academic success. Second, most previous research has focused on general classroom engagement without specifically investigating structured presentation activities. The distinction between passive participation (such as attending classes and listening) and active participation (such as presenting and contributing meaningfully) has not been adequately explored. This represents a significant limitation in understanding how different forms of student engagement impact academic outcomes. Third, there is a lack of research specifically targeting EFL students' participation in classroom presentations and its correlation with academic achievement in Indonesian higher education contexts. The cultural and linguistic factors that may influence EFL students' presentation participation patterns remain underexplored.

This study addresses the identified gaps by providing several novel contributions to the field. First, it employs a multidimensional approach to measuring student participation, specifically examining five distinct aspects: contribution, interaction, preparation, confidence, and willingness. This granular analysis allows for a more precise understanding of which specific elements of participation most strongly correlate with academic success. Second, the research focuses specifically on structured classroom presentation activities rather than general classroom participation. This targeted approach provides clearer insights into the relationship between active, performance-based participation and academic achievement. The study utilizes the Class Participation and Engagement Rubric by Moos, which offers a comprehensive framework for evaluating different dimensions of presentation participation. Third, this research specifically targets EFL students in the Indonesian higher education context, addressing a gap in culturally and linguistically specific research.

The significance of this research extends to multiple stakeholders in higher education. For educators, the findings provide evidence-based insights into which aspects of student participation in presentations most strongly correlate with academic success. This knowledge can inform pedagogical strategies and assessment methods, enabling instructors to design more effective presentation-

based learning activities that maximize student academic outcomes. For curriculum developers and educational administrators, the research offers data-driven evidence for the value of incorporating structured presentation activities into EFL curricula. For students themselves, particularly EFL learners, the research provides insights into which aspects of presentation participation they should focus on to enhance their academic performance. Furthermore, this research contributes to the broader theoretical understanding of active learning in language education. By demonstrating that specific dimensions of participation have differential impacts on academic achievement, the study advances our knowledge of how structured speaking activities can be leveraged to improve educational outcomes in EFL contexts.

The research questions guiding this study are: (1) Is there a significant correlation between students' participation in classroom presentations and their academic achievement (GPA)? (2) Which aspects of participation in classroom presentations (e.g., contribution, interaction, preparation, confidence and willingness) show the strongest relationship with GPA?

## **RESEARCH METHOD**

This quantitative correlational study investigated the relationship between EFL students' participation in classroom presentations and their academic achievement. The research involved a total of 165 EFL students from the English Education Study Program at Sriwijaya University for the 2024/2025 academic year, selected through stratified random sampling from a population of 282 students across the 2nd, 4th, and 6th semesters.

Data were collected using a single self-reported questionnaire distributed via Google Forms, which assessed students' classroom presentation participation based on the Class Participation and Engagement Rubric by Moos. This questionnaire comprised 20 Likert-scale items covering quality of contributions, interaction with peers, preparation, confidence, and willingness. Students' academic achievement was measured by their self-reported Grade Point Average (GPA) from their most recent semester.

The collected data underwent statistical analysis using SPSS version 29, employing both descriptive and inferential statistics. Descriptive statistics summarized participation levels and GPA, including mean, median, and standard deviation. For inferential analysis, the Spearman Rank-Order Correlation Coefficient was applied to address the first research question (correlation between overall participation and GPA). This method was chosen as it is appropriate for ordinal or skewed scale data, and recent studies emphasize that with sufficiently large sample sizes ( $n > 30$ ), non-parametric methods like Spearman's rho can provide robust and reliable results, especially when measuring monotonic relationships (De Winter et al., 2020; Mackridge & Rowe, 2018). The second research question (strongest relationship between aspects of participation and GPA) was addressed through separate Spearman correlation analyses between GPA and each participation subscale (Contribution, Interaction, Preparation, Confidence, and Willingness). Statistical significance for all analyses was established at a p-value of less than 0.05.

## **METODE PENELITIAN**

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## **FINDINGS AND DISCUSSION**

### **Descriptive Analysis**

**Table 1: Results of Descriptive Analysis**

Descriptive Statistics	N	Min	Med	Max	Mean	Std. Deviation
GPA	165	3.25	3.84	4	3.80	0.15576
TOTAL PARTICIPATION	165	52	75	100	75.81	10.85093

A descriptive analysis provided an overview of students' academic achievement and their engagement in classroom presentations. As detailed in Table 1, the GPA scores for the 165 participants ranged from 3.25 to 4.00, with an average score of 3.80 and a standard deviation of 0.156. These figures suggest a generally high level of academic performance among the students, with relatively little variation. Regarding student participation, the total scores derived from the 20-item questionnaire varied from 52 to 100, with a mean score of 75.81 and a standard deviation of 10.851. A median score of 75 further indicated that a majority of students demonstrated moderate to high levels of engagement in classroom presentation activities.

### **The Result of Spearman's-rho Test for Research Question 1**

**Table 2: Results of Spearman's-rho Test**

Variables	Spearman's rho (r)	Sig. (2-tailed)	N	Interpretation
Participation & Academic Achievement	0.174	0.025	165	Weak, positive, and significant

Due to the variable being transformed at an ordinal scale and the data with large sample sizes ( $n > 30$ ), as Petrus (2024) suggested, a Spearman rank-order correlation test was employed to assess the relationship between students' overall participation in classroom presentations and their academic achievement (GPA). The analysis, summarized in Table 2, revealed a positive and statistically significant correlation between these two variables. The Spearman's rho coefficient was  $r=0.174$ , with a p-value of 0.025 ( $N=165$ ). While statistically significant, the correlation's strength is categorized as weak, suggesting that higher participation in classroom presentations is associated with only slightly improved academic performance.

**The Result of Spearman's-rho Test for Each Aspect of Participation (Research Question 2)**

**Table 3: Results of Spearman's-rho Test for Each Aspect of Participation**

Aspect	Spearman's rho (r)	Sig. (2-tailed)	Interpretation
Contribution	0.188	0.016*	Weak, positive, significant
Interaction	0.077	0.327	Very weak, not significant
Preparation	0.097	0.216	Very weak, not significant
Confidence	0.188	0.015*	Weak, positive, significant
Willingness	0.079	0.316	Very weak, not significant

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

To address the second research question, a separate Spearman correlation analysis was performed between GPA and each specific dimension of classroom presentation participation: contribution, interaction, preparation, confidence, and willingness. As detailed in Table 3, the results indicated that "Contribution" and "Confidence" exhibited the strongest correlation values with GPA. Both aspects registered a Spearman's rho of  $r=0.188$ , with p-values of 0.016 and 0.015 respectively. Although the correlation is weak, it is statistically significant, implying that students who demonstrate more meaningful contributions and greater confidence during classroom presentations tend to achieve slightly higher academic performance.

Conversely, the remaining three aspects – Interaction ( $r=0.077$ ,  $p=0.327$ ), Preparation ( $r=0.097$ ,  $p=0.216$ ), and Willingness ( $r=0.079$ ,  $p=0.316$ ) – showed very weak and statistically non-significant correlations with GPA ( $p>0.05$ ). These findings suggest that while general engagement is beneficial, the quality of contributions and self-assurance in presenting appear to be more directly linked to students' academic success.

**DISCUSSION**

The result of the Spearman's rank-order correlation revealed a weak but statistically significant positive relationship between students' overall participation in classroom presentations and their GPA ( $r=0.174$ ,  $p=0.025$ ). The p-value being below 0.05 led to the rejection of the null hypothesis, confirming the statistical significance of this correlation. This outcome implies that while the

association is not robust, students who are more engaged in presentations tend to achieve marginally better academic results. This finding resonates with the theoretical framework of active learning, which postulates that student engagement and active involvement in learning processes, such as presentations, can foster improved understanding and academic outcomes (Ginting, 2021).

When compared with prior research, such as Akpur (2021), which reported a moderate and statistically significant correlation ( $r=.28$ ,  $p<0.01$ ) between general classroom participation and academic achievement, the current study observed a weaker relationship ( $r=0.174$ ,  $p=0.025$ ) concerning classroom presentation participation and GPA. This observed discrepancy might stem from the narrower scope of the current study, which specifically focused on presentation participation rather than broader classroom engagement. Similarly, Purmadhani et al. (2024) identified a significant positive, albeit relatively low, correlation ( $R=0.435$ ) between senior secondary school students' English achievement and their class participation. This study provides a more focused perspective by emphasizing structured and active participation through classroom presentations.

The analysis of each aspect of classroom presentation participation using the Spearman's rho test revealed that only "Contribution" and "Confidence" exhibited statistically significant relationships with GPA. Both dimensions yielded an identical correlation coefficient of  $r=0.188$ , with p-values of 0.016 and 0.015 respectively. This implies that students who offer meaningful contributions during presentations and deliver their ideas with confidence tend to achieve slightly higher academic performance.

The Contribution aspect measured how well students articulate ideas, respond to questions, and contribute meaningfully to discussions during classroom presentations. Study by Smith and Lee (2022) noted that active student contributions during classroom presentations and discussions are strongly linked to the enhancement of higher-order thinking processes, including analytical reasoning and synthesis of ideas. The Confidence aspect examined students' comfort and fluency during public speaking, including their ability to maintain eye contact, manage anxiety, speak clearly, and engage the audience. Confidence is a known predictor of presentation quality and academic performance, as it supports clear communication and reduces cognitive interference caused by anxiety (Purwanto & Sujarwati, 2023).

The significance of only these two aspects may be attributed to the fact that contribution and confidence are the most externally observable and performance-driven indicators during presentations. These elements are directly evaluated, both by peers and instructors, and might influence assessment outcomes more explicitly than other internal traits like preparation or willingness. According to Mardiningrum and Ramadhani (2022), while preparation is essential, it does not always translate into performance unless it is clearly demonstrated through confident delivery and meaningful content.

## CONCLUSION

This quantitative correlational study investigated the relationship between EFL students' participation in classroom presentations and their

academic achievement. Based on the responses collected from 165 students, the findings reveal a weak but statistically significant positive correlation ( $r=0.174$ ,  $p=0.025$ ) between students' engagement in classroom presentations and their GPA. This indicates that greater involvement in presentations is associated with a slight improvement in academic performance.

Further analysis focusing on specific aspects of participation showed that among the five measured dimensions—contribution, interaction, preparation, confidence, and willingness—only "Contribution" and "Confidence" demonstrated significant correlations with GPA ( $r=0.188$ ,  $p=0.016$  and  $0.015$ , respectively). This suggests that the quality of students' input and their self-assurance during presentations may exert a more substantial influence on academic outcomes compared to general willingness, preparatory efforts, or peer interaction.

This study's concentrated focus on structured presentation activities provides a clearer understanding of which elements of active participation are most closely linked to academic success. The research contributes significantly to the existing body of knowledge by providing a nuanced understanding of specific participation aspects and their correlation with academic achievement. For future research, it would be beneficial to explore this relationship using mixed-methods approaches, combining quantitative data with qualitative insights into students' experiences and perceptions of classroom presentations, to gain a deeper and more comprehensive understanding of the factors influencing academic success.

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