A Correlational Study between Teacher's Instructional Time and Students' English Achievement

Ramona Paputungan[1*)], Mister Gidion Maru[2], Livianni Lambe[3]
[123)] English Eudcation Department, Universitas Negeri Manado, Indonesia
[*)] Corresponding Author: monapaputungan07@gmail.com

KEYWORDS	ABSTRACT
Academic Achievement, Teacher Instructional Time, Students' Achievement.	Instructional time plays an important role in supporting students' achievement, particularly in learning English as a foreign Language. This study aims to examine the relationship between teacher instructional time and students' English achievement at SMP Negeri 4 Tondano. This research employed a quantitative method with a correlational design. The participants of this study consisted of one English teacher and ten eight-grade students' in the 2024-2025 academic year. Data were collected through questionnaires to measure teacher instructional time and students' perceptions, as well as students' English achievement scores obtained from academic records. The data were analyzed using the Pearson Product-Moment Correlation through SPSS. The results showed that the significance value was 0.032, which is less than 0.05, and the Pearson correlation coefficient was 0.645. it shows that there is a strong positive correlation between teacher instructional time and students' English achievement. This study concluded that there is significant positive correlation between well managed instruction time and students' English achievement. It is important to note that this study only shows the correlation between the two variables, but it is not showing the cause and effect relationship.

INTRODUCTION

Teaching time, or instructional time, denotes the duration in which an educator presents lessons and involves students in learning tasks as part of a structured educational process. It encompasses not just the direct instruction of content but also time dedicated to clarifying concepts, encouraging student engagement, evaluating comprehension, and offering feedback. Teaching time differs from assigned or planned time, focusing on genuine instructional involvement instead of merely being in the classroom (Karweit, 1985). In language learning, particularly in English as a foreign language, the significance of teaching time increases due to the necessity for regular exposure, practice, and reinforcement. The greater the amount of time students engage with the language through speaking, listening, reading, or writing, the higher their potential for proficiency and success.

In Indonesia's school system, how much time students spend learning English has always been set by the official curriculum, first under KTSP and now under the newer Merdeka Curriculum. Under KTSP, the curriculum laid out a fixed number of class hours each week for every subject, including English, across every grade. Since SMP Negeri 4 Tondano adopted Merdeka, however, that schedule has loosened and can be shaped around what learners really need. Each school, including SMP Negeri 4, now has the freedom to put together learning modules, plan the daily timetable, and weave in practical projects, all guided by local context and student character. With this new flexibility, the school gives pupils three to four forty-minute English periods every week. Yet teachers and leaders know that good language learning rests less on the clock and more on strong back-and-forth in class and clever, active methods. Because of that, staff are urged to use their professional eyes to speed up, slow down, or shift activities so learners hit the agreed goals.

In actuality, effective English learning in Indonesian schools is usually inhibited by short classes, extremely large class sizes, and multilevel student proficiency levels. As a result, maximization of class activities must be maximized through the use of motivating strategies, taking advantage of technology, and giving emphasis to chosen language activities in order to maximize acquisition by the students. Efficiency in time use within the class is one factor that would determine the success of the teaching-learning process. Existing research shows that the quantity of teaching time spent by teachers, as well as to what extent this time is utilized that is, students are fully engaged in activities appropriate to their ability is positively correlated with students' performance in English. For example, Sukyadi & Hakim (2023) found in their research that though student achievement and proficiency scores steadily increased from 2011 through 2017, teachers believed reduced instructional time negatively impacted classroom management and potential for student achievement. Such results from other global research have led to the evidence that increasing instructional time (additional school days or longer class periods) will improve English scores for students, especially for schools with shorter instructional blocks. Therefore, effective planning of class time, proper activities, and effective deployment of instructional strategies that maximize the use of time are necessary in order to maximize the English learning accomplishments of students.

By looking at the direct teaching experience at SMP Negeri 4 Tondano, a rural public junior high school, this study gives a new look at instructional time. In this instance, "teacher instructional time" refers to both the quantity of hours allotted for English instruction and the effectiveness of those hours in the classroom. Lesson planning, maintaining student focus, pacing, classroom management, and engaging students in meaningful language activities are all included in this. In the meantime, test scores, grades in English classes, and the achievement of students in speaking, listening, reading, and writing are used to gauge their level of English achievement. It displays both the capacity to communicate in English and cognitive knowledge, including vocabulary and grammar. Academic success is more accurately predicted by the quality of instructional time and how it is used to support active, intentional, and student-centered learning, even though instructional time offers the structural framework. Thus, this study highlights that students' English learning outcomes are greatly influenced by both the amount and quality of instructional time.

Numerous studies that have looked at the connection between time and student achievement have stressed that learning outcomes are actually impacted by the quality and efficient use of instructional time rather than just the amount of time spent in class. In her comprehensive analysis of 57 studies, Cotton (1989) came to the conclusion that while there was little to no correlation between allotted instructional time and achievement, academic learning time (ALT), or the time students spend on appropriately challenging tasks in which they are likely to succeed, had a strong positive influence on both achievement and student attitudes. Findings from the Beginning Teacher Evaluation Study (BTES) also emphasized how crucial instructional planning and teacher behavior are to increasing student engagement and learning efficacy. Silva (2007) stated in support of these findings that Simply extending the school day won't help students' academic performance unless it is used with intention, turned into active, academically focused learning time, and backed by strong leadership, excellent instruction, and effective student support systems. The time students actually spent studying academically demonstrated the strongest correlation with improved outcomes, according to Aronson, Zimmerman, and Carlos (1999), who also pointed out that overall school time had a weak correlation with academic performance. This highlights the importance of instructional effectiveness and alignment with student readiness in making instructional time meaningful and impactful.

In aggregate, the more recent work shows that students' success is not simply a product of the total amount of instructional time but rather of the extent to which such time is invested intentionally and intentionally through high-quality instruction, student participation, and curricula alignment with students. Nevertheless, despite this information, few investigations have explored environments in which English instructors face staffing deficits that force them to distribute their teaching hours across several classes. Early observations of SMP Negeri 4 Tondano revealed that teachers in such an environment have a tendency to handle several classes simultaneously, thus less face-to-face interaction and excessive dependence on written assignments without proper monitoring. This encourages passive learning culture that significantly hinders the English language acquisition of students. While previous studies, such as Smith and Wiggins (2010) and Johnson and Stevens (2015), have also identified the use of

class length and teaching time to raise students' levels of proficiency in the English language, this was under conditions where there was total teacher presence. Alternatively, the present study introduces novelty by addressing instructional time both in the quantity and the functional sense within a low-resourced school setting, highlighting how teaching duties' allocation can drain instructional quality and impede pupil achievement.

An examination of literature underscores various pertinent theoretical and empirical contributions. Carrol's (1963) Time on Task theory suggests that learning results enhance when students are given adequate and well-organized instructional time. Creemers (1994) backed this up by demonstrating that increased teacher instruction is positively related to students' success. Johnson and Stevens (2015) and Smith and Wiggins (2010) noted that effective instructional engagement has a direct impact on grammar, vocabulary and reading comprehension abilities. These studies establish the basis of comprehending the educational significance of instructional time. The implications of this study suggest that schools should not only provide sufficient lesson time but also ensure efficient use of that time. Teachers need to implement interactive and student-focused teaching methods to increase student participation. In addition, decision makers and principals need to address structural issues such as shortage of teachers and unbalanced class distribution, which can interfere with efficient use of lesson time. Thus, effective time management, teacher training, and resource distribution are crucial in improving students' English learning outcomes.

Previous research has not yet addressed Indonesia's diverse learning environments, particularly rural environments. Some of the greatest concerns such as class size, the deployment of teachers, and curriculum adjustment remain under-researched due to their enormous effects on teaching efficiency and student performance. While studies like Blatchford et al. (2003) have also indicated that large class sizes negatively impact quality of instruction and student attention, the same overwhelmingly focuses on urban or resource-prevalent environments. Despite this, curriculum reforms like the 2013 Curriculum and Merdeka Belajar also face peculiar obstacles in rural schools due to limited infrastructure and poor training of educators (Fauzan et al., 2023). Rahma (2017) also mentions that inequality in instructional time and access to resources in rural and urban schools are primary drivers of achievement gaps, but their interplay in remote areas remains poorly documented. Although the Merdeka Belajar Curriculum is a flagship for adaptability and teacher autonomy, there is minimal empirical work on the influence of time management on learning under this initiative. Fauzan et al. (2023) noted that many educators, especially those working in poorly equipped schools, struggle to practice adaptive instruction and time management strategies due to lack of training and systemic constraints. Stalcup (2021) also noted that curriculum flexibility should be catered for by the competence of teachers in instructional time management. Despite these findings, there are few who have examined directly the ways Indonesian rural teachers allocate and utilize instructional time under the Independent Curriculum and their implications on students' learning outcomes. To address this research gap, this study investigates the connection between teachers' instructional time and students' English achievement focusing not just on the duration of instructional activity but also instructional activity management in real classroom contexts of an Indonesian rural school.

METHOD

Quantitative correlational design was employed in this study to examine the correlation between instructional time by teachers and English competency of students. Creswell (2012) believes that correlational design is suitable for measuring and assessing the strength of relationships between variables without manipulation. Quantitative descriptive approach was employed to show the instructional time distribution by teachers and their view of its influence on their learning achievement in an objective manner. The study was carried out at SMP Negeri 4 Tondano during the 2024–2025 academic year with a single English teacher and ten eighth-graders. Data were gathered within one week using questionnaires and classroom observations with normal school activities to obtain precise and contextual data

Population anad Sample

The population of this study consisted of eighth-grade students and English teachers at SMP Negeri 4 Tondano during the 2024–2025 school year. The study used a purposive sampling technique, selecting ten eighth-grade students and one English teacher as the research samples.

Research Instrument

The present study used a questionnaire as the primary research instrument for data collection from the students and the English teacher. The questionnaire aimed to measure two variables: teacher instructional time and students' English achievement. The questionnaire used a five-point Likert scale ranging from strongly agree (5) to strongly disagree (1) based on Sugiyono (2017). The instrument was split into two forms: a teacher form of ten items addressing classroom management, teacher effort, enthusiasm, instructional time, and perceptions of instructional effectiveness; and a student form of ten items addressing students' perceptions of the teacher's management of time, enthusiasm, and effectiveness of English learning activities. The instrument was constructed and created by the researcher based on the theoretical framework and adapted from Sugiyono (2017) to suit the research purposes and the educational context of SMP Negeri 4 Tondano. The questionnaire items were tried out by expert judgment from lecturers of English Education for content validity, and all of the items were declared valid. The reliability test was conducted using SPSS with Cronbach's Alpha and was discovered to have a reliability coefficient of 0.87, indicating that the instrument was highly reliable and internally consistent in gauging the relationship between teacher instructional time and English achievement of students.

Table 1. Questionnaire's Items

No.	Question	Likert Scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	My teacher explains English lessons in a way that is easy to understand.					
2.	My teacher tries to make sure I understand the content of the lesson.					
3.	My teacher is passionate and enthusiastic about teaching English.					
4.	My teacher makes learning English a fun experience.					
5.	I feel my English skills have improved because of the lessons from my teacher.					
6.	I feel confident in my ability to complete English assignments and exams.					
7.	My teacher balances lesson time between explanation and practical activities.					
8.	The time allocated for English lessons is enough for me to study effectively.					
9.	My teacher uses class time effectively to help me understand the course materials.					
10.	There is enough time in class to practice all the necessary English skills, such as reading.					

Data Collection Procedure

The data of this research were collected through a direct survey method at SMP Negeri 4 Tondano. The researcher administered two questionnaires one for the English teacher and one for ten students of grade VIII constructed on a five-point Likert scale from strongly agree (5) to strongly disagree (1) after seeking permission from the school principal. Before distribution, the researcher verbally elaborated on the purpose and procedures of the study to the participants to solicit their understanding and voluntary cooperation. The questionnaires for the measurement of instructional time management of the teacher and perceived effectiveness of the students took 20–30 minutes to answer under the supervision of the researcher for completeness and accuracy. Apart from the questionnaires, some brief classroom

observations were also conducted to take note of how time was managed in English classes by the teacher, i.e., time for explanation, practice, and feedback. The students' English achievement scores were also collected from the teacher's academic records, i.e., scores in the latest class assignments, quizzes, and examinations. All the data were coded for confidentiality, put in order, and subjected to statistical treatment. This threesome of questionnaire responses, classroom observations, and school reports provided valid and comprehensive data to examine the correlation between teacher instructional time and student English achievement.

Data Analysis Technique

Both inferential and descriptive statistical analysis were employed to analyze data in this study. Descriptive statistics were employed to present the respondents' teacher and students' questionnaire data by calculating the frequency and percentages of each item on the Likert scale, which provided clear indication about participants' perception of instructional time and how effective it is for the learning of English language. For inferential analysis, Pearson Product-Moment Correlation Coefficient was employed to measure the relationship between instructional time of teachers (independent variable) and English proficiency of students (dependent variable). The data were first tested for normality before analysis to ensure that the correlation test assumptions were met. Pearson correlation test was applied since it is a suitable measure of strength and direction of linear association between two continuous variables. The significance level was set at $\alpha = 0.05$, such that when the computed p-value would be less than 0.05, then the null hypothesis (H_0) of no significant relationship would be rejected and the alternative hypothesis (H_1) would be accepted. The interpretation of the correlation coefficient (r) was using the standard norms, where 0.61 to 0.80 reflects a strong relationship. The statistical analyses were conducted for the statistics using SPSS software to enable proper calculation of data and valid testing of the hypotheses.

Hypothesis

o H_0 (Null Hypothesis): Teachers' instructional time is not significantly related with students' English performance at SMP Negeri 4 Tondano.
o H_1 (Alternative Hypothesis): Teachers' instructional time has a significant relationship with students' English performance at SMP Negeri 4 Tondano.

FINDINGS

The statistical analysis of the findings that looks at the connection between the length of time teachers spend teaching and the English proficiency of their students at SMP Negeri 4 Tondano is presented in this section. Questionnaires and academic records were used to collect data. Inferential statistics from correlation analysis and descriptive statistics from teacher and student responses are included in the results.

Table 3. Students' Questionnaire Results

No.	Question	Likert Scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	My teacher explains English lessons in a way that is easy to understand.	5	5			
2.	My teacher tries to make sure I understand the content of the lesson.	5	4	1		
3.	My teacher is passionate and enthusiastic about teaching English.	1	7	3		
4.	My teacher makes learning English a fun experience.	3	6	1		
5.	I feel my English skills have improved because of the lessons from my teacher.	2	5	3		
6.	I feel confident in my ability to complete English assignments and exams.	5	4	1		

7.	My teacher balances lesson time between explanation and practical activities.	5	2	3	
8.	The time allocated for English lessons is enough for me to study effectively.	3	3	3	1
9.	My teacher uses class time effectively to help me understand the course materials.	2	8		
10.	There is enough time in class to practice all the necessary English skills, such as reading.	3	1	5	1

In this study, researchers explored how much time teachers devote to English affects two other things: students' personal views of English lessons and the dry grades they get on daily tests. The performance of the three components teaching intervals, perceptions, and numbers wanted to provide a complete picture of what it's like to learn a foreign language at SMP Negeri 4 Tondano. The numbers in the study were accumulated through Likert-scale questionnaires filled out by students and teachers and then matched with the grade documents stored on the homeroom teacher's desk. The findings are expected to prove, or at least show, how much control of lesson time shifts the way children view the learning process and in turn benefits, or harms, their academic achievement.

Table 3. Correlation Between Teacher Instructional Time and Students' English Achievement

Correlations

		Students' English Achievement	Teacher Instructional Time
Students' English Achievement	Pearson Correlation	1	.645*
	Sig. (2-tailed)		.032
	N	10	10
Teacher Instructional Time	Pearson Correlation	.645*	1
	Sig. (2-tailed)	.032	
	N	10	10

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

The results in Table 3 show a Pearson correlation coefficient value of 0.645 between teacher teaching time and students' English achievement, with a significance value (sig) of 0.032. Based on the standard criteria for testing hypotheses, if the significance value (p-value) is less than 0.05, the results are considered statistically significant, indicating that the observed relationship did not occur by chance. In this case, since 0.032 <0.05, the null hypothesis (H_0) indicating that there is no significant relationship between teacher teaching time and students' English achievement is rejected. As a result, the alternative hypothesis (H_1) is accepted, indicating that there is a significant positive relationship between the two variables. These results indicate that with increasing teacher teaching time, students' English ability also appears to improve, reinforcing the theoretical assumption that adequate and efficient teaching time is a crucial element in students' learning achievement.

In addition to the level of significance, the Pearson correlation value of 0.645 indicates a strong positive relationship between teacher instructional time and student achievement in English. The Pearson correlation coefficient ranges from -1 to 1, where 1 indicates a perfect positive correlation, -1 indicates a perfect negative correlation, and 0 indicates no correlation. With a value of 0.645 being relatively close to 1, this indicates that as teacher instruction time progresses, student English performance tends to improve. This means that students tend to achieve better results when they receive more regular and targeted instruction time from their teachers. However, it is important to note that while the correlation is statistically significant, it does not indicate a cause-and-effect relationship. Other external factors such as student motivation to learn, home environment, prior knowledge, and availability

of learning resources can also influence academic outcomes. Thus, while instructional time is an important factor, it must be considered in conjunction with other variables that influence student success.

DISCUSSIONS

The More Time Teachers Spend in Class, the Better Students' Achievement in English

Carroll (1963) indicates that students' time engaged in learning activities strongly predicts their academic success. In learning English as a new, foreign language, this additional time will provide students more opportunities to review the language's structure, practice the language, and develop their proficiency. In addition, this increased time allows for richer discussions, purposeful writing practice, and more peer-to-peer interactions with activities that can increase students' repertoire of vocabulary, grammatical knowledge, and reading comprehension (Slavin, 2006). The findings of this study support this principle that when teachers place emphasis on increased time on English learning, students increase their access to core language skills, thereby enhancing their learning growth. This finding aligns with Carroll's Time on Task theory, which suggests that given sufficient learning time and when learning is structured, student achievement increases. This aligns with Creemers' (1994) finding that, in terms of student learning, effective teacher instruction is positively correlated to student performance. Likewise, Smith and Wiggins (2010) and Johnson and Stevens (2015) found that students improved their mastery of grammar, vocabulary, and reading comprehension when instructional time was well managed. Most recently, Burgess, Rawal, and Taylor (2022) explained student performance is influenced by the way in which time is spent in instructional time through the school day and found students performed better when teachers allocated more time to the collaborative project and to discussion. In summary, all these theories and findings confirm that efficiently allocated instructional time

Effective English Skills Through Quality and Structured Teaching

More and more research still find the same general notion: carefully planned learning schedules and well-managed class time significantly affect students' language proficiency. Wang et al. (2022) found that if EFL instructors offer timely feedback, foster a healthy classroom climate, and encourage active exchange of ideas, writing and grammar are significantly enhanced. The above factors continuous direction, good teacher-student relationship, and positive learning environment are those most scholars refer to as structured learning. Similarly, Situmorang (2022) concurred that directed learning activities blended with normal verbal support increase normal English classes to active, interactive sessions that learners engage in and find rewarding. Combined, these findings suggest that well-planned curriculum, rather than one so dependent upon pieces and snippets or copied material, enhances motivation and achievement among students. Current literature, however, cautions that importing class time won't be sufficient; it is the quality of instruction within it that matters to learning achievement. Even the smallest amount can come up short if carelessly calendared. In schools where teachers have low availability or irregular schedules, short but concentrated periods of participatory and purposeful instruction become essential in allowing students to gain functional English language ability.

In line with such perceptions, the current research found that students' proficiency in English improves when they undergo well-organized, useful, and systematic learning activities where better quality of learning coincides with the length of time devoted to them. This finding supports Liu and Yin's (2021) wide-ranging overview where they underlined the comparative importance of time and quality instruction in addressing productive second-language learning achievements. Their research concluded that there is a need for proper time, but it has to be spent wisely with the right teaching methodologies and valuable practice in language so that retention and enhancement are gained. Based on these results, later research has proven that students learn more effectively when teachers use classroom time to engage students actively and generate an inspiring classroom environment. Conversely, wastage of class time or ineffective instruction can lead to poor performance, further highlighting the significance of good quality instruction in improving students' English language performance.

Balancing Time and Engagement: The Key to Successful English Learning

In contrast to Hernandez's (2022) dissertation, which examined student achievement through a Culturally Relevant Pedagogy (CRP) lens, the current study offers different perspectives on how instructional quality and time interact with student performance in English language development, specifically as they relate to classroom experience and educational context. Hernandez insisted that effective learning takes place when the core learning is relevant to students' cultural and religious

contexts, indicating that in addition to building emotional intelligence and moral values, relevance improved engagement and motivation during learning time. While both Hernandez and the current research point to the important roles of framing and structure in teaching, Hernandez focused more on the environment of schooling and cultural context while understanding the current research highlights, as an important component distinguishing English language proficiency development, the efficient use of instructional time. Simply put, Hernandez suggested that learning outcomes will ultimately improve with more learning time, however, the use of more learning time also requires more consideration of both cultural and emotional context. Likewise, Rivkin and Schiman (2013) found that learning time is positively correlated to academic performance, but acknowledged that with more quantity of time comes the potential issue of quality. Using PISA 2009 data in cross-national examinations of achievement, they found that simply increasing study time would have a tangible improvement in performance, but diminishing returns on the the quantity of learning time also emerged; additionally, over learning hours resulted in reduced efficiency. Taken together, these understanding point to the potential for student achievement lying with finding the right combination of learning time, and quality.

Teacher Limitations and Their Impact on English Learning at SMP Negeri 4 Tondano

Wedel's (2021) research offers valuable theoretical and empirical insights into the topic of this study, particularly the link between learning time, teacher qualifications, and learning outcomes. According to Weidel, it is essential to incorporate effective and high-quality learning to confirm that learning times are not a reliable predictor of student achievement. This statement is in line with the current research conducted at SMP Negeri 4 where researchers found two students capable of teaching multiple courses simultaneously. The absence of a teacher has led to fragmented learning, diminishing students' confidence in high-quality education. See also: Tondano. In contrast, Wedel's perspective on learning suggests that students' time spent in school is a significant portion of their learning. According to him, this time is valuable because it teaches important skills, knowledge, and the ability of a teacher to teach students.

Comparison with Previous Research

Burgess, Rawal, and Taylor (2022) also spoke of a second aspect of the teaching process, but still concluded that what teachers use instructional time to deliver and how they use it is important to differential student academic performance. Their conclusion was that students participating in interactive learning activities such as group discussions and group projects performed better than students who were taught through the use of old-fashioned, passive lectures. These findings show that the quality and character of activities matter more than the amount of instructional time. Classroom social interaction, for example, has been found to engender greater student involvement, motivation, and accomplishment. In addition, Burgess and co-authors pointed out that instructional time must be invested in student-centered and interactive practices as opposed to teacher-centered passive learning. This would mean that teachers would have to utilize more responsive and flexible teaching methods that promote working together and critical thinking so that they can optimize instruction time. While in previous research the spotlight was put on the function of interaction and active learning, the present study differs in focusing on the duration of instruction itself. Thus, emphasizing significantly on sufficient instructional time and using the right motivating, active interactive learning techniques will help students achieve desired levels of academic performance and hence improved English results.

Consistent with Carroll's (1963) Time on Task theory, the current study has found that teacher instructional time was positively correlated with students' English performance at a statistically significant level, with a Pearson correlation coefficient of 0.645 and a significance level of 0.032. This supports the assertion that the more efficient teachers are with instructional time, the higher the performance of the students in English. The findings highlight that quantity of learning time alone is not sufficient, but rather the quality of putting time into learning matters. Provisions of sufficient instructional time allow teachers to provide more elaborative explanations, guide students through practice, and reinforce essential skills, all of which translate to academic success. But at SMP Negeri 4 Tondano, the small numbers of teaching staff and common teacher activities have restricted learning time and depth of instruction, reducing the quantity of time for meaningful interaction and diverse instructional strategies. With the Merdeka

Curriculum framework, the school administrators are therefore challenged with ensuring equitable distribution and proper utilization of learning time to help maximize outcomes.

Maru and Lambe (2021, 2024/2025) research also agree with this assumption by integrating Project-Based Learning (PBL) and ICT-based approaches as innovative means of maximizing instructional time in the classroom. The research set that optimal use of technology enhances the quality of learning, enhances motivation, and makes proper use of limited class time. They have, however, mapped out some of the challenges, such as low digital literacy and inadequate technology support, that affect effectiveness. This is in support of Rivkin and Schiman's (2013) argument that the impact of learning time is largely dependent on teaching quality, teaching style, and class management. Technology-enhanced learning is an essential approach in such a shifting learning environment that seeks to improve the effectiveness and quality of English instruction.

Besides, recent studies also indicated that English student achievement is influenced not only by the amount of learning time but also by the manner with which it is managed, namely through teacher supervision and concern for students' emotional state. Findings of Paputungan, Maru, and Lambe (2024/2025 and Burgess et al. (2023) underscored that effective learning requires an interactive and caring setting which fosters active participation. Similarly (Lengkoan et al). (2024) emphasizes pedagogic expertise and time management when implementing Project-Based Learning, and Maru et al. (2020) emphasize the role of integrating different language skills such as reading and writingin the goal of boosting overall competence. Psychological factors also intervene (Korengkeng et al). Mental health of students was found to be an extremely important factor in their maintaining focus in class by (2023). Also, Sonambela et al. (2024) demonstrated that the use of intensive learning strategies enhances motivation and comprehension by making the lessons more engaging and entertaining.

Finally, both this study and comparable research are in agreement that optimization of the outcomes of English language learning is more than increased teaching hours. It requires an organized instructional approach that manages time allocation, effective pedagogy, integration of language skills, use of technology, and accommodation of students' mental well-being.

Research Limitations and Recommendations for Future Studies

Although some constraints need to be addressed to conceptualize the subject and inform future research, the research still is useful to present information on the correlation between teacher time and the level of English language proficiency among students at SMP Negeri 4 Tondano. Starting from the premise of a small sample size of only one teacher and six students, the validity to use the results for a wider population or for an alternative school environment is restricted. Second, the study draws mainly on self-report data, which is biased and does not reflect dynamic or ongoing class activity. Third, this research ignores other variables like socioeconomic status, students' motivation, or prior attainment, each of which may improve learning performance. Considering limitations, there is present research that advises the use of bigger and more heterogeneous samples and long-term longitudinal designs in order to understand the final impacts of language learning on language development. In addition, utilizing adapted mixed methods that combine quantitative data with qualitative data like interviews, observations in classrooms, and teacher reflection can help to unveil when and how learning happens. Including contextual variables like class sizes, school infrastructure, involvement of parents, and particular teaching practices broadens the envelope. Although this research establishes the ideal duration for productive and efficient learning in general, more work is needed to verify the idea and study the complicated scenario that helps students learn English.

CONCLUSION

A strong positive correlation was found between how much instructional time teachers engaged their students in English at SMP Negeri 4 Tondano and the students' performance in English, evidencing a Pearson correlation of 0.645 and a significance level of 0.032. Given the extent to which teachers effectively plan and organize their instructional time, the students' performance in English can likewise be improved. The results confirmed Carroll's Time on Task theory (1963), demonstrating that sufficient time-on-tasks and systematic time-on-tasks could be effective in students' attainment of main language proficiency domains, including grammar, vocabulary, and comprehension levels of the language. The results also indicate however, that it is not just enough to have sufficient instructional engagement time,

it must be strategically organized. Active learning strategies, student motivation, and technology-based tools, such as ICT and project-based learning approaches can also maximize the effectiveness of instructional time when actual contact classroom time is reduced. In places like SMP Negeri 4 Tondano with split job shares for teachers, and workforce challenges that further reduce opportunity for classroom engagement time, appropriate instructional time management is an important factor in retaining student motivation and improving English outcomes. It is then vital for school administrators and teachers to not just focus on making sure students have access to sufficient lesson time but to also focus on optimizing instructional time through student-centered, varied, and contextually relevant approaches to improve English levels

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COMPETING INTERESTS

The authors declare that they have no competing interests.

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