

CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is language used by people in many countries as a foreign language or as a second language. People use English just only for communication. But also for all aspects of technology and science. It is due to the fact that English is one of the international or global languages in the world. To Indonesian context, English is seen foreign language, therefore, English is taught in every school in Indonesian from junior high school to university.

Students' learning achievement at school is an assessment of the quality and the success of the students' in an education system at a school. Students' learning achievement can help the teacher to determine what strategy will be used and what should be next made better than before and it is one of their references for their success in the teaching process. According to Suryabatra in (Asril, 2011) learning achievement is the result of a process in the form of a number for evaluation such as a report book given to the students' in the last semester after following a final exam. From the statement, it means learning achievement is the students' semester score in their report that is used in this research.

In the context of educational psychology, achievement is defined as the level of a specific skill or ability that a person has, for example arithmetic ability and reading ability. (Maghfiro 2011:24) Achievement is a task-oriented behavior that allows individual achievements to be evaluated according to internal and external criteria, involving individuals to compete with others. The achievements of each individual are different, depending on the level of performance of the individual or group for the given task. According to (van de Bos 2012:11), this level of performance is called the achievement level. Furthermore, the achievements of each individual are also closely related to achievement motivation, namely the desire to overcome difficult obstacles and challenges, including in terms of education. Interest is one of the strongest motivations for learning English, and motivation has been identified as one of the main factors affecting English language learning. Learning and motivation have the same importance in order to achieve something. While learning makes us gain new knowledge and skills and motivation pushes us to go through the learning process (Wimolmas, 2013). (Schraw, 2001) give a definition of interest as a feeling of curiosity or attentiveness: also, something that has such power.

Learning can be considered as a process of getting knowledge. Student's interest is important in learning and interests also play an important role in developing student's thinking

ability. Interests powerfully influence student's academic and professional choices. That is of course the teacher's responsibility to establish the relations between student's interest and new knowledge. When students are interested in what they are learning, hopefully they will pay closer attention, they will also process the information more efficiently, and employ more effective learning strategies, such as engaging in critical thinking, making connections between old and new knowledge, and attending to deep structure instead of surface features. Further, when the students are interested in a task, they will work harder and persist longer, bringing more of their self-regulatory skills into play.

The students' interest in learning English affects their marks for English. It is assumed that the students who have high interest in English will show effort to learn English more than the students who have low interest in learning English. The students with high interest tend to be more attentive in learning English, of course, with the high frequency of attendance. In other words, the more English they will acquire.

Based on those explanations, the writer assumes that the students who have higher interest in learning English will get better English semester score rather than the students who have lower interest.

1.2 Statement of The Problem

This study conducted to answer the following question;

1. What is the correlation between learning interest and students' achievement?
2. What are students' interest and their achievement in learning English ?

1.3 Objective of The Study

Based on the statement of the problem, the purpose of this study are as follows;

1. To know whether there is correlation between interest and student achievement
2. To find out students' interest and their achievement in learning English

1.4 Significances of The Study

The researcher hopes, the finding of the study useful for:

1. For English Teacher: can provide insight into the importance of interest in improving achievement, so that schools can provide facilities so that student interest can increase.
2. For Students: the result of this study is expected to increase their interesting learning English.
3. For other researchers: increase knowledge between writers and readers about the relationship between interest and student achievement in English subjects in class 11 SMA Negeri Noemuti.

1.5 Scope And Limitation

The research focuses in to analyze whether there is significant correlation between student's interest (Questionnaire) and their achivement in learning English (assignment grades, test scores, midle test and final grades).

1.6 Defenition of Terms

In this section the writer would like to give the definition of term that may help the readers to understand as a whole :

1.Students

Acording to Sadirman (2003) Leaners are community member who try to develop their potential through the learning proces in the educational path, both informal education, formal education and non form educatiion at certain levels of education and types of educaton.

2.Interest

Acording to Gardner (1985) Interest is one of the strongest motivation from leaning English, and motivation hs been identifiield as one of the main factors afecting english language learning.

3.Learning English

Acording to Slameto (2003:16) Leaning english is developing the ability to speak English in contextual and acceptable manner according to the context and conditions and daily situation of sudents.

4.Skill

Acording to Gordon (1979) skill is the ability to operate work easily and precisely Nadler, skill activities that requeire pratice or can be translated as the implications of Higgins activities, skill is the ability to act and fulfill a task Irverson, skill is the ability to do work easily and precisily. From some of the above understanding, it can be concluded that skill is the ability to operate a job easily and carefully.

According to Robbins ,skill can be divided into 4 categories:

- a. Basic Literacy Skill : Is a basic skill that must be prossesed by everyone, for example reading, writing,counting,listening and son
- b. Technical skill, are technical expertise gained through learning in engineering such as operating computers or other digital tools.
- c. Interpersonal Skill: is the expertice of each person in communicating with one another such as to someone, giving opinions, or working in the teams.
- d. Problem Solving, is one's expertise in solving problems through logic and feeling.

1.7 Organization of Writing

This writing is systematically organized in the five chapters. Chapter one describe about, background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation, definitions of terms, and organizations of the writing. Chapter two about review of related literature,previous study,the concept of student interest,component of interest, and aspect of interest,chapter three about research method,research design,subject of the study, instruments, procedures of data collection, and technique of data analysis,Chapter four research finding and discussion,and chapter five conclusion suggestion bibliography and appendix