

# The Correlation Between Student's Interest An Their Achievement In Learning English At The Second Of Sma Negeri Noemuti

<sup>1</sup>Romwaldus Jerry Tefnai,<sup>2</sup>Drs.Ulu Emanuel M.Ed<sup>3</sup>Imanuel Kamlasi,S.pd,Mpd

English Education Study Programe of Timor Univercity Jl.Km 9.Kel.Sasi

Kec.Kefamenanu,Kab, TTU, Prop NTT,INDONESIA

E-mail:[romwaldus@gmail.com](mailto:romwaldus@gmail.com)

## ABSTRACT

This research purposes to investigate whether there is significant relationship between student interest and student learning achievement in learning English. The subjects of the study were 11th grade students' of SMA NEGERI NOEMUTI in the first semester. In this case, the research tok 20 student as the subject. The techniques used in conducting this research are observation, documentations and questionnaires. This research describes how good is the relationship between student interest and student achievement in learning English. This research includes factors that influence students' interest in learning English, the role of interest in learning, and also learning achievement in learning English. The finding of this research is it can be seen that the correlation index ( $r_{xy}=0,832$ ) is in the interval of 0,70-0,90.this means that correlation belong to "Strong Correlation". In the other words, there is a positive correlation between variable X and variable Y, that student interest can affect student learning achievement. Student who have high interest try to again more knowledge than students who have low interest. They are more likely to pay attention in learning. They enjoy and are ready to do any task given by the teacher. They learn English at school and at home. They are motivated to enrich their vocabulary, practice English and do exercise to make them more proficient in using English. Based of the findings above, it is suggested that the teacher who teachers English in the classroom should make sure the students are aware that students how high or low interest both get attention, and the teacher should organize the class to help students think creatively.

**Key woard** : *interest, achievement*

## INTRODUCTION

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 is languages in the word. To indonesian context, English is seen foreign language, therefore, English is taught in every school in indonesia from junior high school to university.

Slameto ( 2013) Claims there are two factors that influence students' learnign English they are internal and external factors.Internal faktors is from inside of the student's an external factors are devided into the three aspect i.e family, school, and society. Internal factors are also divided into three aspect namely physical,exhausted and psychological.

Students'learning achievement at school is an assessment of the quality and the success of the students'in a educations system a school. Students'learning achievement can help the teacher to determine what strategy wil be used and what the should to next to make it better than before and it is one of their reference for their succes in teaching process too.

According to Suryabatra in Asril (2011) learning achievement is the result of a process in the form of number for evaluation such as report book. It is given to the students' in the last semester after following final exam. From the statement, it means learning achievement is the students' semester score in their report that use 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.

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 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 they learn and the more attentive they follow the lesson, the better English they will acquire.

## **REVIEW OF LITERATURE**

First a research was conducted by Febi Pratama (2007), in his research to determine the relationship between interest in learning and student learning outcomes in English subjects at MAN 3 Batusangkar. This type of research includes correlational research with the method used is a quantitative method. In this study, the population was students of class X and XI MAN 3 Batusangkar totaling 142 people. The research sample was taken using simple random sampling, then obtained a sample of 28 people. Data about interest in learning were collected through a Likert model scale given to students who were the research sample. Data on student learning outcomes in English subjects were obtained from blank documents for semester scores in English subjects in the first semester of the 2016/2017 academic year. Analysis of the data used is the Product Moment correlation technique which the author processed manually. The results of this study indicate that there is a relationship between interest in learning and student learning outcomes in language subjects

English at Sma 3 Batusangkar. This can be seen from the obtained  $r_{count}$  which is greater than  $r_{table}$  ( $0.697 > 0.487$ ). The conclusion of this study is that the higher the student's interest in learning, the higher the English learning outcomes obtained by students, and the lower the student's interest in learning, the lower the English learning outcomes obtained by students.

Second a research was conducted by Mayura Evi (2004), in her research activity as a whole was carried out for 2 weeks, from March 31 to April 12, 2014, this research instrument used a closed questionnaire in the form of a Likert attitude scale, in the form of questions or statements whose answers were in the form of a descriptive scale. Closed questionnaire to reveal data about the dependent variable, namely student learning interest. From the calculation of the results of data analysis between interest in learning and learning achievement, it is known that  $r_{x1x2y} = 1.3918$ . Then the data is accumulated against the very good category of interpretation. Distribution ( $t_{table}$ ) for  $\alpha = 0.05$  and degrees of freedom ( $dk = n - 2$ ) Decision rule if  $t_{count} > t_{table}$  means significant, otherwise if  $t_{count} < t_{table}$  means not significant, based on the results obtained  $t_{count} = 7.8748$  with  $t_{table} = 1.6973$  thus  $t_{count}$  is greater than  $t_{table}$ , there is a significant relationship between interest in learning and learning achievement.

Third a research was conducted by Muhaimin Rachmat (2007), in his research Undergraduate Thesis thesis, UIN RADEN FATAH PALEMBANG. The background of the problems in this research are: 1) Students' interest in learning in class is very low. This is caused by boredom of students in following the learning process in class. 2) Lack of interaction between teachers and students so that during the implementation of learning students are less active. 3) Class conditions are not conducive. 4) Lack of enthusiasm of students in the process of learning fiqh in the classroom. 5) Lack of enthusiasm for teaching and learning students, this is evident in the teaching and learning process students only stay silent, listen, take notes and do not pay attention to what is explained by the teacher. 6) There are 10 students with low learning outcomes in class on fiqh subjects at Madrasah Aliyah Paradigm Palembang. The formulation of the problem in this study: How is student interest in learning at Madrasah Aliyah Paradigm Palembang? How are student learning outcomes at Madrasah Aliyah Paradigm Palembang? Is there a relationship between interest in learning and student learning outcomes at Madrasah Aliyah Paradigm Palembang? The aims of this study were to determine student learning outcomes at Madrasah Aliyah Paradigma Palembang, To find out whether there is a relationship between interest in learning and student learning outcomes at Madrasah Aliyah Paradigma Palembang. This type of

research is a type of quantitative research. The type of quantitative data is data relating to student interest in learning and learning outcomes in learning by using the correlation formula. Primary data sources are principals, teachers and students as research samples. While the secondary data sources are administrative staff, books and school documentation. The population in this study were all students of class XI and XII at Madrasah Aliyah Paradigma Palembang. While the samples of this study were students of class XI IPS 1, XI IPS 2 and XII IPS, totaling 48 students. The data was obtained by observation, questionnaire and documentation methods. Based on the analysis, it can be concluded that students' interest in learning at Madrasah Aliyah Paradigm Palembang is categorized as moderate. This is evidenced by most of the scores obtained from 23 people who stated that they were moderate (47.916%). Student learning outcomes at Madrasah Aliyah Paradigm Palembang are included in the high category because the percentage figure includes 50%, namely almost half of the respondents have good grades and after it is known from statistical analysis through product moment correlation it is concluded that there is no  $Df$  of 45 obtained " $r$ " table ( $r_t$ ) at the 5% significance level of 0.288 while at the 1% significance level of 0.372 it turns out that  $r_o$  (ie = 0.400) is much greater than  $r_t$  both at the 5% significance level and at the 1% significance level. Thus  $H_o$  is rejected, meaning that there is a significant positive correlation between interest in learning and student learning outcomes, then  $H_a$  is accepted, high interest in learning outcomes is also high

## **METHOD**

Method is a way used to reach the aim of reseach. The method in this study is get of way used in doing the research. To gain to data and data analysis as well. To present five main points, there are research design, population and sample, instruments, procedure of data collection, and the last technique of data analysis. . The method used in this research is a qualitative one because the data are the students' answers to the questionnaire. Their answers will be like or dislike forms. To get the data, the writer will select purposively 20 students as the samples of this study. The subject of the research is the second grade students of SMA Negeri Noemuti in the teaching years of 2021/2022. In this research there are two research variables, namely interest in learning as the independent variable (variable X) and learning achievement as the dependent variable (variable Y).Independent variable (interest in learning). The independent variable is a variable that affects other variables. The independent

variable in this study is interest in learning. Data about interest in learning will be taken from a questionnaire distributed to students. As for students' interest in learning, it is measured using 5 aspects of interest: Good Feelings, Student Interest, Student Attention, Student Involvement, Student Needs. Bound Variable (Learning Achievement). The Bound variable is a variable that is influenced by other variables. It can also be said as a variable that is the result, because of the independent variable. In research the dependent variable is learning achievement. Learning achievement is a measure to determine the level of skills and knowledge possessed by students during the learning process, the measure is expressed in numbers. Student achievement in this study is the final exam score for second grade SMA Negeri Noemuti for the academic year 2021/2022 which is obtained by students for English subjects whose data is written by a list of students' pure grades. In this step, the writer uses the correlation technique. The writer compares the scores of students' interest and their achievement in learning English. This technique useful to prove statistically whether there is any significant correlation between two variables. To find the correlation between students' interest and their achievement in learning English, the writer uses: The product moment correlation coefficient formula. (W. James Phopam, Educational statistics; use and Interpretation) and Calculation Using SPSS

The Formula is :

$$r_{XY} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

- .  $r_{xy}$  = Correlation coefficient between X and Y
- $\sum XY$  = Sum of cross products deviation scores for X and Y
- $\sum X$  = Total scores of X
- $\sum Y$  = Total scores of Y
- N = Number of cases

Criteria :

Rejected  $H_a$  when  $r_{XY} \leq t$

Accepted  $h_a$  when  $r_{xy} \geq t$

## FINDINGS

Based on the findings of data analysis, the researcher gave a test in the form of pretest and posttest as follows

Table 4.1.1

The Students' Interest Scores

NO	Students Interest Scores
1	80
2	75
3	81
4	75
5	79
6	79
7	73
8	65
9	78
10	77
11	80
12	75
13	81
14	82
15	80
16	81
17	80
18	75
19	76
20	78
N= 20	$\Sigma X= 1550$

From the table previously, it showed the highest interest score from twenty students' is 82 and the lowest interest score is 65. The total of students' interest scores (X) is 1550.

### The students' English Score

The students' English learning achievement is as depended variable ( Y).The writer took the score from the students' final exam.It's about what they have learned until second in the academic year 2021/2022. It was carried out by copying them from administrations.

Table 4.1.2  
The Students English Scores

NO.	Students English Scores
1	80
2	77
3	85
4	76
5	77
6	81
7	76
8	66
9	76
10	74
11	84
12	77
13	80
14	80
15	79
16	84
17	83
18	78
19	81
20	77
N=20	$\Sigma Y = 1571$

Table 4.1.2 showed the highest scores from twenty student is 85. And the lowest score is 66.

We could see the total score of students' English learning achievement is 1571.

The correlation between the student interest score and their achievement scores, we continued to count them both of the students' interest and their English learning achievement score are correlated by using Pearson's Product Moment.

Table 4.4.1  
The Students' Interest and their English Learning Achievement

NO	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	80	80	6,400	6,400	6,400
2	81	77	6,237	6,561	5,929
3	75	85	6,375	5,625	7,225
4	72	76	5,472	5,184	5,776
5	79	77	6,083	6,241	5,929
6	79	81	6,399	6,241	6,561
7	73	76	5,548	5,329	5,776
8	65	66	4,290	4,225	4,356
9	78	76	5,928	6,084	5,776
10	77	74	5,698	5,929	5,476
11	80	84	6,720	6,400	7,056
12	75	77	5,775	5,625	5,929
13	81	80	6,480	6,561	6,400
14	82	80	6,560	6,724	6,400
15	80	79	6,320	6,400	6,241
16	81	84	6,804	6,561	7,056
17	80	83	6,640	6,400	6,889
18	75	78	5,850	5,625	6,084
19	76	81	6,156	5,776	6,561
20	78	77	6,006	6,084	5,929
N=20	$\sum X=1550$	$\sum Y=1571$	$\sum XY =121,741$	$\sum X^2=119,975$	$\sum Y^2 =123,74$



## Calculation using SPSS

By using SPSS software the test result as can be seen in the following table :

		VAR00005	VAR00006
INTEREST	Pearson Correlation	1	.832**
	Sig. (2-tailed)		.000
	N	20	20
ACHIEVEMENT	Pearson Correlation	.832**	1
	Sig. (2-tailed)	.000	
	N	20	20

\*\* . Correlation is significant at the 0.01 level (2-tailed).

After the overall calculation is done, the results obtained between the variable X (interest in learning) and variable Y (student learning achievement in English) is obtained the number "r" *produk moment* 0,832. This shows that there is a correlation between variables X and Y, the relationship is categorized as strong in the range (0.70-0.90).

Next, to find out whether the relationship between the two variables is significant or not, the value of  $r_{count}$  compared with  $r_{tabel}$  before comparing, first calculate the degrees of freedom  $Df = N - nr = 20 - 2 = 18$  from df by 18 then we get  $r_{table}$  at a significant level 5 % as big as 0,444 the criteria for testing the hypothesis are jika  $r_{count} \geq r_{table}$  then  $H_0$  is rejected while the hypothesis ( $H_a$ ) is accepted. otherwise,  $H_0$  is accepted while the alternative hypothesis ( $H_a$ ) is rejected.

It turns out that  $r_{counts}$  the magnitude 0,832 is  $\geq r_{table}$  at a significant level of 5% this it can be seen, the null hypothesis ( $H_0$ ) is rejected while the alternative hypothesis ( $H_a$ ) is accepted. From this calculation, it means that there is a significant correlation between interest in learning and student learning achievement in English.

Based on the data, there is a significant correlation between students interest and their English achievement. The writer interprets the medium correlation is responsibility in teaching learning process.

Teacher who has a responsibility in teaching, he will give good and clear explanation about the lesson; by doing games or sing a song. Then the students will feel happy and they will get the information easily.

## Conclusion

Based on the research above, it can be seen that the correlation index ( $r_{xy}=0,832$ ) is in the interval of 0,70-0,90. This is that correlation belongs to "Strong Correlation". In other words, there is a positive correlation between variable X and variable Y. According to the description of the data on the table, the research concluded that there is a significant correlation between the students' interest and their achievement. If students do not have an interest in learning English, then they will have difficulty understanding the lesson and it will greatly affect the final results. . students will get very satisfactory grades. In addition, the more they learn and the more attentively they follow the lessons, they will master English better. Finally, they will get good scores. Beside that , they more they learn and the more attentive they follow the lesson, they better English they will acquire.

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