THE CORRELATION BETWEEN STUDENTS’ LEARNING INTEREST AND THEIR ENGLISH ACHIEVEMENT AT SMAN 10 KENDARI

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ABSTRACT

The purpose of the research is to find out a significant correlation between students' learning interest and their English achievement in SMAN 10 Kendari. The method used in conducting this research is correlation study. The results of the research show that there is significant correlation between students’ learning interest and their English achievement. It can be seen by the results of analysis using Correlation Product Moment with help program SPSS Version 16, it showed a significance value \( r_{xy} \) is 0.382; df is 100 if it is compared with the \( r \) table at the degree of significance 5% \( (0.195) \) and 1% \( (0.254) \), the correlation between students’ learning interest and their English achievement is significant \( (r_{xy}: r_{table}= 0.382 > 0.195; \ r_{xy}: r_{table} = 0.382 > 0.254) \) it means that \( H_0 \) rejected and \( H_1 \) accepted. Thus it can be concluded that there was significant correlation between students’ learning interest and their English achievement at SMAN 10 Kendari in academic year 2016/2017.

1. INTRODUCTION

According to Mangal (2007: 351) interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that given by the teacher. Big interest will give influence on students’ activity, because the students’ interest will be doing something that interested for them, in this case is an interest in learning. In addition, interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure.
According to Abror (1989: 59), someone said interested in something if the individual has several elements, among others, attitudes, interests, wishes, encouragement, perseverance, attention. Some of these elements can be shown to be calm and do not make noise in the class, would ask if less understand the material, not in a hurry to break the spirit to read the related reference materials studied, complete the task on time, and do not read books other subjects when studying certain subjects, disturb their friends, make a joke on their teacher performance, sleepy, daydreaming go to toilet many times, and leave the subject. On the other hand we have less agreed heard that the success or failure of teaching is possibly by the students' interest. Teacher who teaches English in the classroom should care about their students. Because, the students who arrive in the classroom with certain concepts about themselves. The teachers should realize that the same learning task be perceived differently by each learner.

Based on interviews with teachers who are equipped with a data value of students at Senior High School 10 Kendari, it was found that the achievement of learning English at eleven grade students is still low. This is indicated by the value of the average English class of 137 students of class elevens grade of 73.77, less than Minimum Graduation Criteria (KKM) that has been determined is 75. Therefore, teachers provide follow-up program in the form of improved oral, written, and assignments for students who score less than the Minimum Graduation Criteria (KKM).

There are several factors that lead to low learning achievement, including the presumption interest in learning, so the effect on students' English learning achievement. Interest in English is essential to improve learning. Some students are lazy in educational activities, can be caused by one of the factors that lower interest. They looked bored while studying, want to make noise, interfere with their friends, make jokes about the performance of their teachers, drowsiness, dreaming to go to the toilet many times, and leave the subject. On the other hand, we rarely hear that the success or failure of teaching is possible with the interests of students. Teachers who teach English in the classroom should be
concerned about their students. Because students who arrived in the class with certain concepts about themselves. Teachers should be aware that the same learning task can be perceived differently by each learner. Student interests in learning English affect their value to English. It is assumed that students with a strong interest in the English language would indicate an effort to learning English than students whose interest is lower in English. The students with a high interest tend to be more attention to learning the English language, of course, with the high frequency of attendance. In other words, the more they learn and the more attentive they follow the lessons, the better English they will acquire.

Based on the statements above interest is not the only factor causing low student achievement. One of which is a factor of motivation, intelligence is also an important factor but in this study, the writer chose to lift interest because of previous interest still rarely studied in the Department of English in comparison with the motivation, intelligence, the writer have often encountered, other than that based on the statements above and theory that is, interest in learning is a factor that contributes to student achievement in Senior High School 10 Kendari. Then the writer chose researching conjunction with the achievement of interest because the interests of big influence on learning, then the lessons learned when the material is not in accordance with the interests of students, students will not learn as well as possible, because there is no appeal for him.

Therefore, the writer wants to find out whether this assumption can be trusted or if there is a significant correlation between students’ interests and their achievements in learning English. With regard to the above description, the researcher interested in conducting research with the title “The Correlation Between Students’ Learning Interest and Their English Achievement at Senior High School 10 Kendari”. Based on the background above, the formulation of the research question in this research is: “Is there any significant correlation between students’ learning interest and their English achievement at the SMAN 10 Kendari?”
2. LITERATURE REVIEW

1. The Definition of Interest

According Dornyei (2001: 110) said interest is related to intrinsic motivation and is centered on the individual’s inherent curiosity and desire to know more about himself or herself and his or her environment. According to Hilgard which is quoted by Slameto (2015: 57), interest is persisting tendency to pay attention to and enjoy some activities or content. This definition tells us that an interest is shown by a pay attention and enjoyment in any activity. So, by having interest we are going to be able to get attention in learning fully. It means that when a person is interested in something he/she will pay it full attention and also feels enjoyable it. In other words, in teaching-learning process, a teacher needs paying attention on students’ interest and need, because both of them caused an attention. Something interest and needed by students make them to learn seriously.

2. The definition of learning

Elizabeth (1978: 28) State that learning comes from practice or the mere repetition of an act. Meanwhile, Slameto (2015: 2) describes the definition of learning is a process attempts to obtain something someone new behavior changes as a whole, as a result of his own experience in the interaction with the environment.

3. The definition of Students’ Learning Interest

According to Olivia said that (2011: 37) interest in learning basically the attitudes of obedience in learning activities, both related to the planning schedule of study or initiative to do the business in earnest. In other words, interest in learning is a concern, a sense of love, or the interest of a (student) to study indicated through enthusiasm, active participation in the learning process.

4. Factors to Influence of Students’ Learning Interest

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According Syah (2002: 132) the factors that influence students' interest generally can be divided into three:

1. Internal factors (factor of the student). These factors are divided into two aspects: the physiological and psychological aspects.
2. External factors (factors outside the student). These factors are divided into two aspects: environmental, social and non-social aspects of the environment.
3. Learning approach factors. That is the type of student learning effort that includes strategies and methods used by students to learn the lesson materials.

5. The Indicators of Students’ Learning Interest

Suryadi in Rena (2008: 13) stated that someone can be categorized as Interest an activity if:

1. Encouraging knowing something interesting deeply, doing that activity.
2. Doing the activity with pleasure and will prepare much time for that activity.
3. Having high attention and curiosity toward the activity.
4. Having fun in doing the activity.

Based on the statement above, it can be said that if the students have interest in learning, they will play more attention to it.

Abror (1989: 136) stated that someone said if people are interested in something it has several elements, among others: attitudes, willingness, interest, encouragement, perseverance, and attention.

Sukardi(1994: 65) said that someone said if people are interested in something it has several elements, among others:
1. Attention, people are interested they have the presence of concern, such as the high spirit of creativity which focused on a certain object.

2. Fun, good feelings toward an object either people or objects will generate interest in a person. People who are feeling interested then in, in their turn the desire that the object desired to be his. Thus the individual concerned seeks to maintain the object.

3. Interest, directed to the desired destination by the mind. This impulse will shows the emergence of an attention to an object so that, thus will bring up the interest of the individual concerned.

According Slameto (2015: 57, 181), students who are interested in learning have several elements, among others:

1. Pay attention in learning activities. Students who are interested in learning pay attention to what the teacher will explain and teach during the learning activities.

2. There is a sense of joy in learning activities. Students who are interested in learning will have a sense of joy during the learning activities.

3. The interest is always followed by feelings of pleasure and satisfaction. Student interest in learning activities, followed by a sense of excitement students had learned the object. Students will also get satisfaction during the learning activities.

4. There is an interest to learn. Students who have interest in learning will have a sense of interest for continuous learning not only when the teacher explains but also when there is a task related to the material presented by the teacher.

5. Giving great attention to subjects. Students who have interest in learning will always pay attention and focus on the great attention or subject matter presented by the teacher.

6. Participate in learning activities. Students who are interested in learning then he will participate to participate in learning activities. By
way of asking questions, answering questions and conducted discussions with friends.

From the explanation some expert above, the researcher can conclude that indicator interests are closely as follow: give attention in learning activity, there is feel cheerful in learning activity, interest always followed feel happy and satisfied, there is an interest to learn, give more attention in learning subject and participate in learning activity.

6. The function of students’ interest

Students who are interested in the lesson would seem compelled continue to diligently study, in contrast with the attitude of students who only received a lesson. They will only be moved to want to learn but difficult to continue to persevere because there is no pusher. Relation with the concentration of attention, interest has a role in childbirth attention immediately; facilitate the creation of concentration of attention, and attention to prevent interference from outside (Liang, 2004: 57). Therefore, to obtain good results in learning a student must have an interest in the subject that will encourage him to continue to learn.

7. Students’ English Achievement

Achievement comes from the Dutch language prestatie, in Indonesian a significant achievement of business results (Arifin, 1990: 3). Winkel (1984: 48) stated that “And every kind of learning activity would produce a special change, namely learning outcome which is shown in an achievement given by the students, such as calling the letters in alphabets consecutively.” In other words, the students’ purpose in learning is the best achievement. Hornby (1995: 10) stated that “achievement is a thing done successfully, especially with an effort and skill. In other word, it is some things that will get after accomplished it.
3. RESEARCH METHODOLOGY

In this study, the researcher used quantitative correlation study, the researcher would like to see the correlation between the students’ learning interest and their English achievement.

The sample of this research was eleventh grade students of SMAN 10 Kendari which consists of 102 students. Technique of sampling used by the researcher is proportional random sampling. To take 102 samples, the researcher used the formula of Ridwan (Sujarweni, 2014: 666), as follow:

\[ n = \frac{N}{1 + (N \times e^2)} \]

Description:
\( n \) : Number of samples
\( N \) : Total population
\( e \) : precision value 95% or sig. = 0,05

Like:
\( N = \) Population 137

Based on the formula, the researcher puts:
\[ n = \frac{137}{1 + (137 \times 0.05^2)} \]
\[ n = \frac{137}{1 + (137 \times 0.0025)} \]
\[ n = \frac{137}{1 + 0.3425} \]
\[ n = \frac{137}{1.3425} \]
\[ n = 102.0484171 \]
\[ n \approx 102 \]

So, sample is 102 students.

The number of students which is sampled adjusted to the sample size of each class that has been proportionally determined. Determination of samples from each class is carried out proportionally with the formula:

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\[ n_i = \frac{N_i}{N} \cdot n \]

Description:

\( n_i \) : The number of samples according to the stratum
\( n \) : Number of samples
\( N_i \) : Total population according to stratum (students of each class)
\( N \) : Total population (Winarsunu, 2006: 13)

The specification of the sample from each class can be seen on the table below:

**Table 1. List Sample of Students’ Class Eleventh Grade SMAN 10 Kendari**

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number of Students</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>XI IPA 1</td>
<td>27</td>
<td>( \frac{102}{137} \times 27 = 20 )</td>
</tr>
<tr>
<td>2</td>
<td>XI IPA 2</td>
<td>29</td>
<td>( \frac{102}{137} \times 29 = 22 )</td>
</tr>
<tr>
<td>3</td>
<td>XI IPA 3</td>
<td>28</td>
<td>( \frac{102}{137} \times 28 = 21 )</td>
</tr>
<tr>
<td>4</td>
<td>XI IPS 2</td>
<td>27</td>
<td>( \frac{102}{137} \times 27 = 20 )</td>
</tr>
<tr>
<td>5</td>
<td>XI IPS 1</td>
<td>26</td>
<td>( \frac{102}{137} \times 26 = 19 )</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>137</strong></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>

Source: Primary Data 2016

The instrument of this study is questionnaire. The questionnaire consisted of 18 numbers. Students have time to answer all of question 30 minutes. The function of the questionnaire use to know the student learning interest score.

Here are the indicators of research instrument:
Table 2. Indicator of Students’ Learning Interest

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indicator</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ learning Interest (X)</td>
<td>1. Give attention in learning activity</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td>2. There is feel cheerful in learning activity</td>
<td>3,4</td>
</tr>
<tr>
<td></td>
<td>3. Interest always followed feel happy and satisfied</td>
<td>5,7,8, 6</td>
</tr>
<tr>
<td></td>
<td>4. There is an interest to learn</td>
<td>9,10,11</td>
</tr>
<tr>
<td></td>
<td>5. Give more attention in learning subject</td>
<td>12, 14, 13,15</td>
</tr>
<tr>
<td></td>
<td>6. Participate in learning activity</td>
<td>16, 19, 17, 18</td>
</tr>
</tbody>
</table>

The scoring technique of the questionnaire is used the *Likert Scale* type. The *Likert* Scale type presents a number of positive and negative statements regarding the students’ learning interest of the which is contain five alternatives of answer to respond each statement as follows:

Table 3. The criteria for scoring the items on students’ learning interest questionnaire

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td>Very Agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Less Agree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Very Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

Source Arikunto (2010: 195)

This study used documentation raport value to know students’ English achievement. Before that, the researcher previously conduct a pilot study to examine the reliability of the questionnaire used in this research. Pilot study conducted in a purpose to ensure that the instruments used in this study are suitable for use.
In conducting pilot study, there are two kind of analysis namely; validity and reliability analysis. After gathering the data about the test result, the researcher analyze the data using spss 16 for windows.

4. FINDINGS AND DISCUSSION

The Students’ Learning interest at SMAN 10 Kendari in academic year 2016/2017, it was known that the Minimum scores from students’ Learning interest is 58, the Maximum score is 89, mean score is 73.56 and Std. Deviation score is 5.951. Students’ learning interests were classified into three levels, namely: high, middle and low category. Student's learning interest to high category the frequency is 12 students with a percentage is 11.76%, middle category the frequency is 75 students with 73.53% percentage, and low category the frequency is 15 students with 14.71% percentage. This shows that the students’ learning interest at SMAN 10 Kendari in academic year 2016/2017 is in the middle category.

Students' English Achievement at SMAN 10 Kendari in academic year 2016/2017 it was known that the Minimum scores from students' English Achievement is 68, the Maximum score is 90, mean score is 78.26, and Std. Deviation score is 4.061. Students’ English achievements in SMAN 10 Kendari were classified into three categories, namely: high, medium, and low. Students’ English achievement at SMAN 10 Kendari in academic year 2016/2017 which is in the high category the frequency is 18 students with a percentage 17.65%, in the middle category the frequency is 74 students with a percentage 72.55%, and in the category low the frequency is 10 students with a percentage 9.80%. This shows the students English achievement at SMAN 10 Kendari in academic year 2016/2017 is in the middle category.

The correlation between students’ learning interest and their English achievement of the eleventh grade students at SMAN 10 Kendari in academic year 2016/2017, it was known that the value $r_{xy}$ is 0.382; df is 100 if it is compared with the $r_{table}$ at the degree of significance 5% (0.195) and 1% (0.254), the
correlation between students’ learning interest and their English achievement is significant \( r_{xy} : r_{table} = 0.382 > 0.195; \) \( r_{xy} : r_{table} = 0.382 > 0.254). \) So, the null hypothesis (\( H_0 \)) of the research is rejected and one hypothesis (\( H_1 \)) is accepted.

The students’ learning interest could influence their achievement. Students who have higher interest in learning get a better score than the lower one. Students who have high interest try to pursue knowledge more than those who have the low one. They tend to be more attentive in learning the lesson. They always feel happy and interested to do any task given by the teacher. They do not only learn English in school but also out of the school (They learn English in school and also out of the school). Of course, with the high frequency of attendance, and finally they will get good score In other side, students who have low interest look bored while studying, disturbing their friends. Of course in doing the task of they cannot do it well. And they will get bad score. In other word they are looking for attention. This is in line with the theory expressed by the results of Slameto (2015: 57), Great interest influence on learning, because the lessons learned when the material is not in accordance with their interests, students’ will not learn as well as possible, because there is no attraction for him. He was reluctant to learn, he does not get satisfaction from that lesson. Teaching materials that students’ interest, more easily memorized and stored, because the interest adds to the learning activities.

5. CONCLUSION

The correlation between students’ learning interest and their English achievement is significant \( r_{xy} : r_{table} = 0.382 > 0.195; \) It mean that there was a significant correlation between students’ learning interest and their English achievement at SMAN 10 Kendari in academic year 2016/2017. Thus it can be concluded Students who get high scores the charging students’ learning interest scale also has the good average value of report card.
REFERENCES


