

**THE CORRELATION BETWEEN STUDENTS' INTEREST  
AND THEIR ENGLISH LEARNING ACHIEVEMENT  
AT SMA NEGERI UJUNGBATU**

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**Abstract:** *This study is aimed to find out the correlation between students' interest and their English learning achievement at SMA Negeri Ujungbatu. The problem needs to be discussed in this research is: is there any correlation between students' interest and their English learning achievement at SMA Negeri Ujungbatu. The population of this research was the first grade students of SMA Negeri Ujungbatu which was 527 students. The writer used random sampling technique to choose the sample. There were 263 students chosen as the samples of this research. The instruments of the research were questionnaire which was related to the students' interest in learning English and documentation of their English learning achievement which assessed by using Product Moment's formula that were analyzed by using SPSS 17.0 statistics program. Based on the Product Moment test, it shows that there is significant and positive correlation between students' interest and their English learning achievement of the first grade students at SMA Negeri Ujungbatu indicating a high correlation. Therefore, it answered the research question that there is a correlation between students' interest and their English learning achievement. This study suggests the students to build more interest in learning English because interest and learning achievement has a positive relationship, the teachers to make the English lesson more interesting because it can influence students' interest while studying English and other researchers to conduct a specific language skill because this research refers to some skills in English.*

**Key words:** *Correlation, interest, english learning achievement*

## **HUBUNGAN ANTARA MINAT SISWA DAN HASIL BELAJAR BAHASA INGGRIS MEREKA DI SMA NEGERI UJUNGBATU**

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**Abstrak:** Penelitian ini bertujuan untuk menemukan hubungan antara minat siswa dan hasil belajar bahasa Inggris mereka di SMA Negeri Ujungbatu. Permasalahan yang perlu didiskusikan pada penelitian ini adalah apakah ada hubungan antara minat siswa dan hasil belajar bahasa Inggris mereka di SMA Negeri Ujungbatu. Populasi penelitian ini adalah seluruh siswa kelas satu SMA Negeri Ujungbatu yang berjumlah 527 siswa. Penulis menggunakan teknik *simple random sampling* untuk memilih sampel. Terdapat 263 siswa yang terpilih sebagai sampel didalam penelitian ini. Instrumen dalam penelitian ini adalah kuesioner yang berhubungan dengan minat belajar bahasa Inggris siswa dan dokumentasi hasil belajar bahasa Inggris mereka yang dinilai dengan menggunakan rumus Product Moment dan dianalisa menggunakan SPSS 17.0 program statistik. Berdasarkan tes Product Moment menunjukkan bahwa ada hubungan yang signifikan dan positif antara minat siswa dan hasil belajar bahasa Inggris mereka di SMA Negeri Ujungbatu yang menunjukkan adanya korelasi yang tinggi. Oleh karena itu, rumusan masalah penelitian ini terjawab bahwa terdapat hubungan antara minat siswa dan hasil belajar bahasa Inggris mereka. Berdasarkan hasil penelitian ini disarankan kepada siswa untuk membangun minat yang lebih lagi dalam mempelajari bahasa Inggris karena minat dan hasil belajar memiliki hubungan yang positif, guru sebaiknya menjadikan pelajaran bahasa Inggris lebih menarik lagi karena hal tersebut dapat mempengaruhi minat belajar siswa dan peneliti lainnya agar dapat melakukan penelitian lanjutan pada spesifik *skill* karena penelitian ini mengacu kepada beberapa *skill* yang ada didalam bahasa Inggris.

**Kata Kunci:** Korelasi, minat, hasil belajar bahasa Inggris

## INTRODUCTION

English is a language used by people in many countries as a foreign language or as a second language. People use English not 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 as a 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' learning English they are internal and external factors. Internal factor is from inside of the students and external factor is from outside of the students. External factors are divided into three aspects i.e. family, school and society. Internal factors are also divided into three aspects namely physical, exhausted and psychological.

One of the psychological factors that influence students' learning is interest. To learn a certain subject, the students need to have interest, including in learning English. Students' interest in learning English is important because without interest the students will not be motivated in learning. Syah (2013) points out that interest can affect the quality of students' learning achievement in a certain subject. It means interest can affect the students' English learning achievement too.

Students' learning achievement at school is an assessment of the quality and the success of the students in an education system in a school. Students' learning achievement can help the teachers to determine what strategy will be used and what they should do next to make it better than before and it is one of their references for their success in teaching process too. According to Suryabrata 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 that statement, it means learning achievement is the students' semester score in their report book that used in this research.

Based on the writer's experience while doing Teaching Practice, some of the students seem less interested in learning English like paying less attention, not being involve actively but they are still interested in it and enjoy it. It is proven by their learning English process. They pay less attention when the teacher explains the English lesson, they go around and look lazy while doing English tasks and keep silent while the teacher asking them whether they understand or can answer the questions or not. Therefore, to know whether they have interest in English or not the writer asks them some informal questions such as What is your opinion about English subject? Is English an interesting subject? Is English important to you?. The students said they like and they are interested in learning English, but it is difficult to understand because they are not familiar with it. The writer also did an informal interview with the English teacher about her students' interest in English and students' English score. She said some of the students have interest in learning English. We can tell it from their actions while learning English in the classroom. They give attention to the teacher when explaining the lesson. They enjoy the activity of learning, answer the teacher's questions well and of course they are interested but other students are not like that. Therefore, some students get good score but other students do not. It is proven by their English daily test score. For example in one class, there are 15 of 33 students who get the score under the standard and only 18 students who get the score upper the standard. Because of those

issues, the writer wants to find whether the students really have interest in English or not and its correlation to their English score.

Hudaibiah's research (2009) on the correlation between students' interest and their achievement in learning English found there is strong correlation between interest and learning achievement in English. This study indicates that the students who have high interest in learning will get good score and be successful because they will pay attention on it, enjoy, feel happy and active. It will be the same as learning English.

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.

## **METHODOLOGY**

This research belongs to correlational research which determines the relationship between students' interest is as variable X and their English learning achievement is as variable Y. This research was conducted at SMA Negeri Ujungbatu. The population of this research was the first grade students of SMA Negeri Ujungbatu which consists of two schools namely SMA Negeri 1 Ujungbatu and SMA Negeri 2 Ujungbatu with the total number of the population was 527 students and the writer decided to take the sample 50% of 527 which was 263 students as the sample by using simple random sampling. The writer entered each classroom, counted the number of the students, took 50% of the number of the students and chose the students who get even number as sample. To conduct this research the writer used questionnaire that related to students' interest. Because this research was conducted in two schools, so the writer distributed the questionnaire in different days. The first day, writer distributed the questionnaire to students at SMA Negeri 1 Ujungbatu and the next day, the writer distributed the questionnaire to students at SMA Negeri 2 Ujungbatu. Next is documentation, according to Martono (2010) documentation method is a method that uses to collect data by collecting documents which is related to the research. In this research documentation means students' English score document of the first semester from the each English teacher of SMA Negeri 1 Ujungbatu and SMA Negeri 2 Ujungbatu. Before conducting the research, the writer tested the instrument by validity and reliability test which used Product Moment formula for validity and Cronbach's Alpha test for reliability that was tested by using SPSS 17.0. After collecting the data, the writer used correlation Product Moment formula to find out the correlation between variable X (students' interest) and variable Y (students' English learning achievement) and the symbol of the correlation product moment is 'r'. The data were analyzed by using SPSS 17.0. After analyzing the data, it can be interpreted based on the table of  $r_{xy}$  Product Moment's interpretation.

## **RESEARCH FINDINGS**

As mentioned before, the data collection was carried out from the first grade students at SMA Negeri Ujungbatu. There were 263 students who have completed the

questionnaire. In this section, the writer presents the findings focusing on the correlation between students' interest and their English learning achievement.

### The Students' Interest

The following table describes the result of the students' questionnaire related to their interest in learning English and their English learning achievement. The distribution of students' interest questionnaire is presented below.

**Table 1. The Result of Students' Interest**

No	Score	Frequency	Percentage	Description
1	81-100	6	2.3%	High
2	61-80	219	83.3%	Good
3	41-60	30	11.4%	Fair
4	21-40	8	3.0%	Low
5	1-20	-	-	Very low
<b>Total</b>		263	100%	

Table 1 above shows the level of the students' interest in learning English. The number of the respondents is 263 students. It can be seen, the students who have high interest in learning English are 6 students (2.3%), the students who have good interest in learning English are 219 (83.3%), the students who have fair interest are 30 students (11.4%), the students who have low interest are 8 students (3.0%) and there is no students who have very low interest in learning English.

From all of the data presented in table 2, it can be concluded that the first grade students' interest in learning English at SMA Negeri Ujungbatu is in high to low level. However, it is dominant to good level because it is the highest percentage.

**Table 2. The Result of Students' Interest for Each Indicator**

No	Indicators	Total	Percentage
1	Enjoyment	4322	25%
2	Eagerness	4412	26%
3	Attention	4128	24%
4	Involvement	4379	25%
	<b>Total</b>	17241	100%

Table 2 above shows the level of each indicator that influence students' interest in learning English. There are four indicators namely enjoyment, eagerness, attention and involvement. The distribution enjoyment is 25%, eagerness is 26%, attention is 24% and involvement is 25%.

Therefore, it can be concluded that eagerness as an indicator influence students' interest in learning English is dominant because it is the highest percentage.

## The Students' English Learning Achievement

The distribution of the students' English learning achievement is presented below.

**Table 3. The Students' English Learning Achievement**

No	Score	Frequency	Percentage	Category
1	81-100	108	41.1%	Excellent
2	61-80	155	58.9%	Good
3	41-60	-	-	Mediocre
4	21-40	-	-	Poor
5	0-20	-	-	Very poor
<b>Total</b>		263	100%	

Table 3 shows that the level of students' English learning achievement. The number of the respondents is 263 students. There are 108 students (41.1%) in excellent level, 155 students (58.9%) in good level and there is no student in mediocre, poor and very poor level because the score is the students' semester score in their report book. From that table, it also can be seen that the students' English learning achievement level is in good level because it is 58.9%. It means good level is the highest percentage and the score is above KKM because the standard or the KKM is  $\geq 75$ .

KKM is important for a school because it can be a criterion for a school, teachers and students to determine the completeness in learning and for each subject (Abdullah, 2010). In some schools, students' semester score might be not only from semester examination score but there are some other assessments such as students' tasks, daily tests, attitude in learning process, mid semester and others therefore the students' score is above the standard although they have low interest in learning English however in this research the writer just accepts what score have written in students' report book as a basis to see students' learning achievement.

## The test of hypotheses

In this research, there are two hypothesis need to be answered. The hypothesis are there is correlation between students' interest and their English learning achievement of the first grade students at SMA Negeri Ujungbatu ( $H_1$ ) and there is no correlation between students' interest and their English learning achievement of the first grade students at SMA Negeri Ujungbatu ( $H_0$ ).

To test the hypothesis, the writer used Product Moment formula by using SPSS 17.0 program. Before the data of two variables are tabulated in SPSS 17.0 program, the normality and linearity test were carried out by the writer. The normality test of the data is a qualification for many statistical tests because normal data is an underlying assumption in parametric testing. Furthermore, the linearity test is to predict the value of a variable (dependent variable) based on the value of another variable (independent variable). The result of normality and linearity are presented below.

**Table 4. Normality Test**

	Unstandardized Residual
Asymptotic Significance (2-tailed)	.063

Table 4 shows that the Sig. value of the data is 0.063. The data is categorized as normal if the Sig. value  $> 0.05$  (Syofian, 2014). Therefore, the test distribution is normal because  $0.063 > 0.05$ . It means it can be continued to linearity test and correlation.

**Table 5. Linearity Test**

			Sum of Squares	Df	Mean Square	F	Significance
English Learning Achievement * Interest	Between Groups	Linearity	754.936	1	754.936	251.679	.000

Table 5 shows that the sig. linearity is 0.000. The data is categorized as linear if the value of sig. deviation from linearity is  $< 0.05$  (Trihendradi, 2013). Therefore, the data is linear because  $0.000 < 0.05$ . It means there is linear correlation between students' interest and their English learning achievement.

From those the normality and the linearity table, it can be concluded that the data can be continued to find out the correlation value. It can be continued because the distributions of both of the data are normal and linear. The writer tabulated the data to find out the correlation of the variable X (students' interest) and Y (students' English learning achievement). To find out the correlation between the two variables, the writer used Product Moment formula assisted by SPSS 17.0 Statistics Program. After finding the correlation value, the significant also needs to be analyzed to know whether the correlation between students' interest and their English learning achievement has significant correlation or not. It also can answer the hypotheses of this research namely null hypothesis ( $H_0$ ) means there is no significant correlation between variable X (students' interest) and Y (students' English learning achievement) and alternative hypothesis ( $H_1$ ) means there is significant correlation between variable X (students' interest) and Y (students' English learning achievement). Therefore, the result of the correlation and the significant is presented below.

**Table 6. Correlations**

		Interest	Learning Achievement
Interest	Pearson Correlation	1	.606**
	Significance (2-tailed)		.000
	N	263	263
Learning Achievement	Pearson Correlation	.606**	1
	Significance(2-tailed)	.000	
	N	263	263

\*\* . Correlation at 0.01(2-tailed):...

The significant of the correlation ( $t_{\text{value}}$ ) is presented below.

$$t_{\text{value}} = \frac{0.606 \sqrt{263-2}}{\sqrt{1-0.606^2}} = 12.313$$

Table 6 shows the Product Moment correlation ( $r_{xy}$ ) value is 0.606 and the correlation significant at the 1% (0.01) level. It means there is a correlation between students' interest and their English learning achievement and the value is positive. It shows that the correlation is in the positive area.

From the calculation, the  $t_{\text{value}}$  is 12.313. It is implied that  $t_{\text{value}} > t_{\text{table}}$  (12.313 > 1.969). Therefore, if the  $t_{\text{value}} > t_{\text{table}}$  so the null hypothesis (there is no correlation) is rejected and alternative hypothesis (there is correlation) is accepted and the correlation is significant. In conclusion, there is a significant correlation between students' interest and English learning achievement of the first grade students at SMA Negeri Ujungbatu. Moreover, the value of  $r_{xy}$  is 0.606 means that the correlation of interest and learning achievement in English is high correlation and positive.

### Interpretation of the research findings

Based on the findings and the presentations of the data, the writer found that the level of students' interest in learning English is in high to low level which are 2.3% students have high interest, 83.3% students have good interest, 11.4% students have fair interest, 3.0% students have low interest and there is no students have very low interest in learning English. In short, the highest percentage is in good level which is 83.3% with 219 students of 263. According to Safary in Nuku (2015) one's interest can be measured by the four components that are as the indicators of the interest namely enjoyment, eagerness, attention and involvement. The contributions of each indicator are enjoyment is 25%, eagerness is 26%, attention is 24% and involvement is 25%. It can be concluded that the students' eagerness is the highest which means that eagerness has a big contribution to the students' interest in learning English. From that data, it

might be indicated that the first grade students' at SMA Negeri Ujungbatu have interest in learning English based on the Safary's components in measuring students' interest in learning a certain subject in this case in learning English.

Furthermore, the result of students' English learning achievement shows that the students who are categorized as excellent is 41.1% which is 108 students and 58.9% which is 155 students are in good category. In short, the highest percentage is in good category which is 58.9%. From the data, it can be seen that all of the first grade students' semester scores are above the standard or KKM which means that they have passed the English lesson. As the writer mentioned before, the students' semester score might be not only from semester examination score but there are some other assessments such as students' tasks, daily tests, attitude in learning process, mid semester and others therefore the students' score is above the standard although they have low interest in learning English however in this research the writer just accepts what score have written in students' report book as a basis to see students' learning achievement.

The data of this study is normal and both of the variables are linear, therefore the correlation between variable X and Y can be counted. From those data, it can be concluded that the students' interest and their English learning achievement of the first grade students' at SMA Negeri Ujungbatu is correlated. It can be seen from the value of  $r_{xy}$  which is 0.606 with the  $t_{value} > t_{table}$  which is  $12.313 > 1.969$ . It is indicated that the correlation is categorized as high and there is a significant correlation between the two variables. Therefore, it answers the research question "is there any correlation between interest and learning achievement in English of the first grade students at SMA Negeri Ujungbatu?" and they have high correlation as mentioned before.

This study's finding is in line with Hudaibiah's (2009) research finding that the correlation between students' interest and their English learning achievement is categorized as strong (high) correlation and there is a significant correlation between the two variables. Meanwhile, Wahyuni's and Lungit's finding shows that the correlation between students' interest and their English learning achievement is in middle (moderate) correlation.

## CONCLUSION

After conducting the research entitled "The Correlation between Students' Interest and Their English Learning Achievement at SMA Negeri Ujungbatu", some conclusions are; based on the Product Moment test, it shows that there is significant correlation between students' interest and their English learning achievement of the first grade students at SMA Negeri Ujungbatu. The coefficient correlation ( $r_{xy}$ ) obtained is 0.606. Therefore, it answered the research question that there is a correlation between students' interest and their English learning achievement and its correlation is high. The value of the  $r_{xy}$  is positive, in other words, the higher of interest so the better score that the students' get.

## RECOMMENDATION

Since the result of the interest and learning achievement in English is categorized as high, the writer would like to recommend the students to build more interest in learning English because interest and learning achievement has a positive relationship. It means the higher interest that they have, the better score they get.

In addition, based on the  $r_{xy}$  coefficient shows that the students' interest and their English learning achievement have correlation. It means the students' interest is related to their achievement in learning English. Therefore, the writer would like to recommend the teachers to make the English lesson more interesting because it can influence students' interest while studying English.

Based on the research finding, it is clear that it refers to some competences in some skills such as speaking, writing, listening and reading in English lesson. Therefore, the writer would like to recommend other researchers to conduct a specific language skills research.

The application of this recommendation is expected could help the researcher, the teachers or school and also the students to draw a holistic picture of correlation between students' interest and their English learning achievement.

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