THE CORRELATION BETWEEN STUDENTS' INTEREST AND ACADEMIC ACHIEVEMENT IN LEARNING ENGLISH

Rifanda C. Goni, Meity Muntuuntu, Maikel Sanger
English Education Department
Faculty of Language and Arts
Universitas Negeri Manado
Corresponding author: Meitymuntuuntu@unima.ac.id

Abstract : This study focuses on students' interest in English, and how it influences students' achievement. The aim of this study is to figure out whether there is a correlation between students' interest and their academic achievement in learning English. The number of the sample in this research are 87 students at the second grade of SMA Negeri 1 Tomohon. This study used quantitative research design which is non-experimental research. The data collected with questionnaire to obtain the information about students' interest and students' achievement in learning English. The questionnaire consists of 31 items divided into positive and negative statements. The items were tested with SPPS to determent the validity and the reliability of each items. The data was analysed by using the formula of Pearson Product Moment Correlation. It was found that the correlation score was 0.424. The significance value was 0.217 showed in the r table. The score of correlation 0.424 was higher than the significance value 0.217, means that the alternative hypothesis was accepted. Based on the result, it can be concluded that there was a positive correlation between students' interest and their academic achievement in learning English. The researcher suggests that the case interest is very important particularly in affecting students' achievement, therefore it must be improved.

INTRODUCTION

English is an important thing that has become the highly recommendation to be learned, because English is an international language which is generally used to communicate with people from aboard (Tuilan J, Tuerah J. I, 2018). In addition, (Panambunan E, Tulung G. J. & Maru M. G, 2016) state that the most important aspect in the life of all human beings is language, particularly English language. English sounds close in the daily communication, but it has been requiring people to know it, at least to speak some English words like greetings: good morning, good afternoon, good evening and good night.

In Indonesia, English language is one of the compulsory subjects learned in several schools, started from the primary school to the university. Nowadays, it begins to be introduced in several kindergartens. English teaching should be introduced to Indonesian students early on (Hampp, 2019). The English lesson in the curriculum is designed to be mastered by the students based on their education level.

The curriculum, materials, method teachers, students and facility are the factors teaching learning process, which can influence the gaining of successful goals at schools (Mogea, 2019). The curriculum requires that teaching and learning process should be students-centered, so that they can be active learners. However, learning a second language seems to be difficult, demanding, full of stress, and even pressure for learners (Krashen, 1981). Especially for Indonesian students, whose English is not their mother tongue.

Generally, students are confused to pronounce the words, arrange the structure, and unable to listen the words or sentences clearly. Awareness of the segmental differences between mother tongue and target language is at root of mastering the proper pronunciation of the target language, stated (Mazharul, A. K. M, 2021). However, the students are required to comprehend the English materials.

To encourage students to get involved in teaching activities, teacher should create favourable atmosphere (Liando N. V, Martha S, 2019). (Clark, 1981), explains that in a bright and cheerful atmosphere, pupils are more likely to become interested in their school work and do it in classroom. Therefore, teacher should strive for the enjoyable classroom.

The researcher believes that the students' interest on English would affect their achievement. In other words, the learning process would be more students-centered if students are interested in the English subject. Many students have been mastering English, including Indonesian (Girsang, Liando, Maru, 2020), because they have strong motivation or interest in learning English. Thus, students' interest in learning English can affect their achievement.in contrast, if students do not have motivation to learn English, it will make they have a low score for English lesson, and if this situation continues in the future (Wulur, Liando, Rorimpandey, 2020).

(Khairani, 2014) states that the potentials in every learner are kecerdasan (intelligence), bakat (aptitude), minat (interest), perhatian (attention), daya pikir (intellect), and hasrat (desire). One of the potentials is interest. If students have more interest in learning English, students have bigger possibility to be succeed. In fact, every student has different interest in learning English. The interest may be influenced by students' environment: family, classmate, teacher, or even from students themselves. The students' interest can be seen during the learning process. Moreover, the 2013 curriculum designed to meet the 21st century learning model where students are be preparing to become humans being who are godly, creative, innovative affective and productive (Lambe L, 2019).

If students have less interest in learning English, they tend to show unexpected responses such as, (Krashen, 1981) talking with their friends, feeling sleepy, and/or giving less attention during the lesson. Students will be passive, and they may look for another thing outside the English lesson activities. Therefore, English seems to be annoying to learn.

Conversely, students who have more interest in learning English will create more energy, spend much time to study more actively and be excited for learning English. Moreover, students will enjoy every single part of the topics or tasks which are given. Without interest the entire activity will not be effective and efficient. The more interest they are, the better their performance will be.

Based on the cases above, the researcher assumes that students who have more interest in learning English have bigger possibility to be successful rather than they who are lack of interest on English. Therefore, the researcher wants to figure out whether or not the students' interest has a correlation with their academic achievement.

Therefore the statement of the problem is formulated as there are many students who have less interest in learning English, sometimes it may not be supported by the facilities to learn English and students' interest may be a strongest determination for students to gain good achievement in English.

The research of the problems are there any correlation between Students' Interest and Their Academic Achievement? For figuring out the correlation between students' interest and their academic achievement in English.

RESEARCH METHODOLOGY

This research quantitative research design. Quantitative research used objective measurement and statistical analysis of numerical data to explain phenomena. It supported by the statement of (Aliaga and Gunderson, 2002) quantitative research is explaining the issue or phenomenon through gathering data in numerical form and analyzing with mathematical method, particularly statistic. Quantitative research establishes statistically significant conclusions about a population by studying a representative sample of the population (Lowhorn, G, 2007). Quantitative research used not only for experimental but also non-

experimental research. (Ary Donal, 2002) said that "In non-experimental quantitative research, the researcher identifies variables and may look for relationships among them, but does not manipulate the variables. (Lengkong, P.P., Pelengkahu., N, Tuerah, J. C (2019)Major form of non-experimental research are ex post facto, correlational, and survey research". Another non-experimental, quantitative research design provides important insight into and information about many issues related to the education of students with disabilities is correlation design (Cook, B & Cook, L, 2008). So, this research is qualified as correlational research design.

This research was conducted at SMA Negeri 1 Tomohon. The subjects were the students at the second grade in academic year 2020/2021. The population in this research consist of a number students of MIPA major. There are 87 students became the sample, which has taken from six classes in MIPA major.

In this research, the researcher used questionnaire as instrument. The instrument consist of 31 items, which separated into positive and negative items to measure the students' interest in learning English. The instrument has been made in Google form. While the data of students' achievement were taken from their first semester on the academic year 2019/2020.

Validity

Validity used to measure the accuracy of the items. To measure the validity of this research, the result of the questionnaires that have be shared to the students are calculated with SPSS as a justification for every single item. "SPSS is a comprehensive computer system for analysing data. It can take data from almost any type of file and use them to the descriptive statistics and complex statistical analysis in one click", (Mumek F, 2018).

The item would be valid if the result of the correlation coefficient (rxy) from Person Product Moment formula is bigger that r, whereas if the result is lower than r, the research is not valid.

rxy ≥ r = valid

rxy ≤ r = invalid

Realibility

Reliability referred to the consistency of the result test or questionnaire. How dependably a test measures which takes of difference person, time, and condition is called reliability, (Mokodompit, Samola, Tuerah, 2020). To find the reliability of the test or questionnaires, the researcher used SPPS, analyzed by Cronbach Alpha. Bellow the classification of the result of Cronbach Alpha

Cronbach's Alpha Score	Level of reliability
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 8.0	Good
0.8 to < 0.9	Very good
0.9	Excellent

After obtaining the data, the researcher analyzed the data by using Pearson Product moment coefficient of correlation:

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left(\Sigma X^2 - \frac{(\Sigma X^2)}{N}\right)\left(\Sigma Y^2 - \frac{(\Sigma Y^2)}{N}\right)}}$$

(Ary Donald, 2002:147)

FINDINGS AND DISCUSSION

The Pearson Product Moment Coefficient of Correlation was used to find out the correlation between X and Y variable. The result of the correlation 0.424. (Sugiyono, 2011) has criteria which can determent the level of correlation coefficient between students' interest and their academic achievement. The criteria is interpret whether the result is strong, moderate, or weak. It can be seen in the table 1.

Table 1: The Interpretation of Correlation Coeficient

Interval Koeffisien	Tingkat Hubungan
0,00-0,199	Sangat rendah
0,20-0,399	Rendah
0,40-0,599	Sedang
0,60-0,799	Kuat
0,80-1,00	Sangat kuat

The value of correlation coefficient is 0.424, while the criteria of the correlation is between 0.40 to 0.599 are considered moderate. It means that the level of the correlation coefficient of students' interest and their academic achievement are moderate (sedang). The value of correlation coefficient 0.424 is necessary to check in r table to see whether significant or not. The significance level that used in this study is 5% (0.05). The criteria value which was found out in the t table product moment is 0. 217.

To decide which hypothesis that may be rejected and accepted, whether the null hypothesis or alternative hypothesis, this criterion is applied:

H_0 is accepted if $r_{value} < r$ in the table

H_0 is rejected if $r_{value} \geq r$ in the table

Therefore, after computing r_{value} the result must distribute to the r table of Pearson Correlation Coefficient (see appendix)

The result of r = 0.424, the table value of r = 0.217; df=85 (df=N-2); α =0.05. It means that r_{value} ≥ criterion r (0.424 ≥ 0.217 α 0.05; df=85), so the null hypothesis that is there is no correlation between students' interest and their academic achievement is literally rejected. In other words, (Panambunan, Tulung , Maru, 2016), the alternative hypothesis that there is correlation between students' interest and their academic achievement is obviously accepted. So, this research is included to positive correlation.

Interpretation of the Data

There are 31 items of questionnaire which separated into four indicators to measure the interest of 87 subjects of the second grade of MIPA major in SMA Negeri 1 Tomohon. The researcher chose one of the items of each indicator to represent the percentage of students toward English learning. The data of the items of questionnaire used the formula bellow:

Table 2 The Percentages of the Indicators

$$P = \frac{f}{n} \times 100\%$$

P = Precentage

F = Frequency

N = Respondent

Interval	Keterangan
0,00%	Tak seorangpun
01,00% - 05,00%	Hampir tidak ada

06,00% - 25,00%		Sebagian kecil
26,00% - 49,00%		Hampir setengahnya
50%		Setengahnya
51,00% - 75,00%	-	Lebih dari setengahnya
76,00% - 95,00%		Sebagian besar
96,00% - 99,00%		Hampir seluruhnya
100%		Seluruhnya

The questionnaires consist of 31 numbers which separated into a number of positive and negative items, and it arranged from four indicators. The answers of every question of questionnaire will be interpreted by the explanation in the table 3:1 bellow:

Table 3:1 Attention

Answer	F	%
Postitive	63	72.41%
Negative	24	27.58%
Total	87	100%

Interpretation:

- Most of the students (72.41%) stated that they gave their attention when they were in the classroom followed the learning process.
- Some of the students (27.58%) stated that they undecided to give their attention when they were in the classroom followed the learning process.

Table 3: 2. Interest

Answer	F	%
Postitive	69	79.31%
Negative	18	20.68%
Total	87	100%

Interpretation:

- Not any of students (79.31%) have interest to learn English.
- There were a number of students (20.68%) not have interest to learn English.

Table 3: 3. Teaching Methods

Answer	F	%
Postitive	71	81.60%
Negative	16	18.39%
Total	87	100%

Interpretation:

- There were many students (81.60%) stated that teacher used an interested method in learning English.

- A few students (18.39%) stated that teacher used an interested method in learning Engish.

Table 3: 4. Participation

Answer	F	%
Postitive	58	66.66%
Negative	29	33.33%
Total	87	100%

Interpretation:

- More than a half of students (66.66%) stated that they gave their participation in the learning process.
- The other students (33.33%) stated that they did not give their participation in the learning process.

The Result of Students' Achievement

Based on the data of students' achievement, the lowest score was 70, and the highest score was 91. The data were categorized into five categories, they were excellent, good, fair, poor, and very poor (Tuilan, Tuerah, Mewengkang, Paat, Mege, 2018). The criteria of students' achievement such as bellow:

Table 4. The Classification of Students' Achievement

Score	Category
Excellent	85-100
Good	70-84
Fair	55-69
Poor	50-54
Very Poor	0-49

Table 5. The Percentages of the Students' Achievement on English Scale of Score Number of Students Category Percentage (%).

Scale of Score	Numbers of Student	Category	Percentage
85-100	16	Excellent	19.39%
70 – 84	71	Good	81.60%
55 – 69	0	Fair	0%
50 – 54	0	Poor	0%
0 – 49	0	Very Poor	0%

Based on the data of the students' achievement in English subject, the researcher had made the mean score that be obtained, then putting them into the formula bellow:

$$\gamma = \frac{\Sigma y}{N}$$

$$\gamma = \frac{7009}{87}$$

$$\gamma = 80.56$$

The mean score of students' academic achievement at the second grade of SMA Negeri 1 Tomohon was 80.56. Therefore, the result was good, refers to the category in table 13.

Discussion

This research has found out the result of students' interest in learning English, and students' academic achievement in English. The result is obtained from the questionnaire that consist of four indicators which separated into 31 items. Four indicators were used to measure students' interest in learning English. The first was attention. Most of students stated that they gave their attention to learn English by overlooking another activities during the class. The number of percentage was 72.41%. However, there were some students undecided to state that they gave their attention in learning English.

Then, about students' internal interest in learning English. Students stated that they were Interest in learning English was 79.31%. It is bigger than the data in the first indicator before. However, there are several students stated that they were not interest in learning English. Learning English without interest seems harder rather than those who have interest. They will be more fun toward the learning.

The next was teaching material and teacher's good attitude. It is one of most important thing that can attract students' interest. Be based on the percentage of teaching material, 81.60% stated that the English teaching method was good and understandable. Unfortunately, some students stated that the material was not good enough and cannot be understood. Therefore, the teaching materials should to be improved.

And the last, was students' participation in learning English. The percentage of data of participation was not bad enough, it was 66.66% stated that students gave their participation and being active along the learning process. Some students stated they did not give their participation, because they were not confident to learn English.

Moving to the result of students' academic achievement in learning English. The percentage of mean shown that students at second grade of MIPA major in SMA Negeri 1 Tomohon was 80.56 which considered good. However, the students

interest in learning English 0.424 which considered. The researcher assumed that research would be better if the result of students' interest consider high, so it could balancing the students' academic achievement.

The researcher concluded that students cannot acquired an excellent achievement in learning English by having only the interest. Therefore, there are four indicators that used to measure the students' interest. Those are attention, internal interest, teaching methods and participation. According to the result of this research, the indicator of English teaching and methods became the biggest influence for students in learning English. The mean score of students' academic achievement was good. That was amazing.

CONCLUSION

Based on result of the computation data of students' interest and students' academic achievement the researcher concludes that the correlation between students' interest (X), and their academic achievement (Y) is 0.424 which has moderate correlation. The significance value is lower than level significance or the null hypothesis (HO) "there is no correlation between students' interest and their academic achievement in English" was rejected. It means that this research declared a positive correlation. In other words, there is a significant relationship between students' interest and their academic achievement in learning English.

The researcher found out that students' interest in learning English is not only affected by their internal interest, but also the external interest. The internal interest are their curiosity and their feelings about the lesson, and the external interest is their environments, such as family, friends, teacher, and teaching methods. It supported with the result of the percentage of the items of the indicators, showed that the highest attraction of students' interest was in the teaching methods. Besides, the researcher assumes that students have ability to understand the materials as well, so it may the reason why they have good achievement. The researcher gave

several suggestions about this research. First is students' interest in learning English should be improved for balancing their academic achievement in English. Second is students have to learn English more serious, excited and enthusiast for obtaining their achievement in English.

REFERENCES

Aliaga, M. & Gunderson, B. (2002). Interactive Statistics. Saddle River, NJ: Prentice – Universitas Negeri Malang.

Ary Donald, Jacobs L. C., Razavieh, A. (2002). Introduction to Research in Education. Belmont: Wadsworth.

Clark L. H and Starr, I.S. (1981). Secondary and Middle School Teaching Method. New York: McMillan Publishing Co. Inc

Cook, B., Cook, L. (2008). Nonexperimental Quantitative Research and Its Role in Guiding Instruction. Hanmil Institute on disabilities and SAGE,.

Girsang. M. A., Liando. F. V. N., Maru G. M. (2020). Improving Students' Ability in Writing Descriptive Text by Using Realia Media. JELLT vol. 5 No.01

Hampp, P. (2019). Use of Songs in Teaching Simple to be and Past Tense. Teaching. Journal of English Language and Literature Teaching.

Khairani, Makmun H. (2014). Psikologi Belajar. Aswaja Pressindo.

Krashen, S. (1981). Second Language Acquisition and Second Language Learning. Oxford: Pergamon Press.

Lalogiroth, A., & Tatipang, D. P. (2020). An analysis of english national exam and english teachers'perception using bloom's revised taxonomy. Journal of English Culture, Language, Literature and Education, 8(1), 1-21.

Lambe L. (2019). Overcoming Difficulties in Learning English at the 8th Grades Students' in Christian Junior High School Ranotana Weru. Journal of English Language and Literature Teaching.

Lengkong, P.P., Pelengkahu., N, Tuerah, J. C (2019). Students' Perception Towards English Teaching Stimulus Variation Skills at SMP Kristen Rurukan. JELLT vol.4 No.02.

Liando N, F & Martha S. (2019). Digial Media and Students' Writing Ability. Journal of Educational Method and Technology Vol.2 No.2.

Lowhorn, G. (2007). Qualitative and Quantitative Research: How to choose the Best Design. Regent University: Academic Business World International Conference.

Mazrul, A. K.M (2021). Major Phonemic Problems of Bangladeshi Learners of English. Journal of English Language Teaching.

Mogea, T. (2019). The Effectiveness of Question and Answer Technique in Teaching Reading Comprehension at SMP Negeri 3 Ratahan. Journal of Educational Method and Technolody, 2(2).

Mokodompit R. N, Samola N. F, Tuerah J. C (2020). Students' Perception of Using Youtube in Vocabulary Mastery. JELLT (Journal of English Language and Literature Teaching).

Mumek F (2018). The Correlational Study of Past Tense and Compound Word Mastery toward the Ability in Comprehending Narrative Text.

Panambunan E, Tulung G. J & Maru M. (2016). Improving Students' Speaking Ability through Communication Language Teaching of The Second Level Students at 'MEC' Megalia English Course. Universitas Negeri Manado: Lembaga Penelitian UNIMA.

Paranduk, R., & Karisi, Y. (2020). The effectiveness of non-verbal communication in teaching and learning english: a systematic review. Journal of English Culture, Language, Literature and Education, 8(2), 145-159.

Sugiyono. (2011). Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif), Bandung ; Alfabeta, cv.

Tuilan J, Tuerah JIC, Mewengkang A, Paat W, Mege RA. (2018). English Teacher Efforts to Improve Students' Listening Ability: A Study at Don Bosco Catholic Junior High School Tomohon. 1st International Conference on Social Science (ICSS 2018).

Wulur, E. J. A., Liando. V. F. N., Rorimpandey. (2020). Improving Students' Motivation in Studying English Using Audio-Lingual Method. JELLT Vol 5. No.01