THE CORRELATION
BETWEEN THE TENTH GRADE STUDENTS' INTEREST
AND THEIR ENGLISH ACHIEVEMENT
AT SENIOR HIGH SCHOOL 4 JEMBER
ACADEMIC YEAR 2018/2019

AN UNDERGRADUATE THESIS

Presented to the Faculty of Tarbiyah and Teacher Training
In Partial Fulfillment of the Requirements
for Degree of Strata-1
English Education Department
Faculty of Tarbiyah and Teacher Training

IAIN JEMBER

By :
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STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
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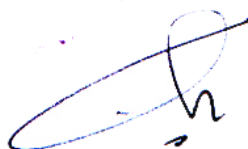
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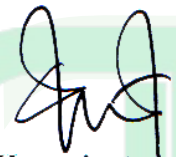Faculty of Tarbiyah and Teacher Training

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MOTTO

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قُلْ كُلٌّ يَعْمَلُ عَلَى شَاكِلَتِهِ فَرَبُّكُمْ أَعْلَمُ بِمَنْ هُوَ أَهْدَا سَبِيلاً

</div>

'' Say (Muhammad): Each one doth according to his rule of conduct, and the Lord is Best Aware of him whose way is right[1]

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[1] Al-Qur'an, 17:84

DEDICATION

In the name of Allah, the Beneficent the Merciful.

All praise be to Allah, the Lord of the world, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muammad, his family, his companions, and all of his followers.

In finishing this undergraduate thesis, the researcher got many guidance and motivation from people around her. It is the great honor for the writer to make dedication to convey her sincere gratitude for people who support the writer from the beginning until finishing this undergraduate thesis. In this occasion, she presents great honor to:

1. The most special people, her beloved parents (Achmad Fathullah Hasan, M. Pd. And Choiriyah), who have given their support during her study and her process in writing this research. She thanks for their kindness and patience.

2. Amiratul Adila Ahmad and Arifin Ilham Ahmad (sister and brother), Alpa, Arsila. Beloved friend of life, M. Hilmi Abdul Aziz, thank you for his patient and big support.

3. Beloved friends, Munzidah Lailatun Najah, Munzidah Lailatul Hidayah, Indah Rizqi Amalia, Siti Kamalia, Siti Jauharotus Sa'diyah, and All of Affection Class member who support and help the researcher during writing this undergraduate thesis.

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Thus, she would be grateful for all people who gave support to the writer. Without them, she cannot finish this undergraduate thesis completely. She would to say thank you very much for all the affection they gave.

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In the name of Allah, the Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muammad, his family, his companions, and all of his followers.

It is the great honor for the writer to make acknowledgement of indebtedness to convey her sincere gratitude to the help in finishing this undergraduate thesis.

Alhamdulillah, the researcher has finished this undergraduate thesis. Absolutely it is not an effort by herself alone, there are many "hands" which help her. In this occasion, she presents great honor to:

1. Mr. Prof. Dr. Babun Soeharto, SE., MM. as Rector of IAIN Jember.

2. Mrs. Dra. Hj. Mukni'ah, M.Pd.I as Dean of Faculty of Tarbiyah and Teachers Training of IAIN Jember.

3. Mr. As'ari, M.Pd.I as Head of English Education Department IAIN Jember.

4. Mrs. Sofkhatin Khumaidah, M.Ed., Ph.D. as the Advicer who has patiently given valuable advice and guidance to finalize this research.

5. Mr. Dr. Moh. Edi Suyanto, M.Pd as the headmaster of SMAN 4 Jember and Mrs. Yulianti, S.Pd., M.Pd. as the English teacher, and all students of MIPA 5 SMAN 4 Jember.

6. All lecturers who have taught in English Education Department IAIN

7. Jember, thank you for giving a lot of knowledge, advices, and the experiences during teaching and learning process.

Finally, the researcher realizes that this research still has some weakness and mistakes. Thus, she would be grateful to accept any suggestion and correction from anyone for better writing.

Jember, August 2019

The Writer

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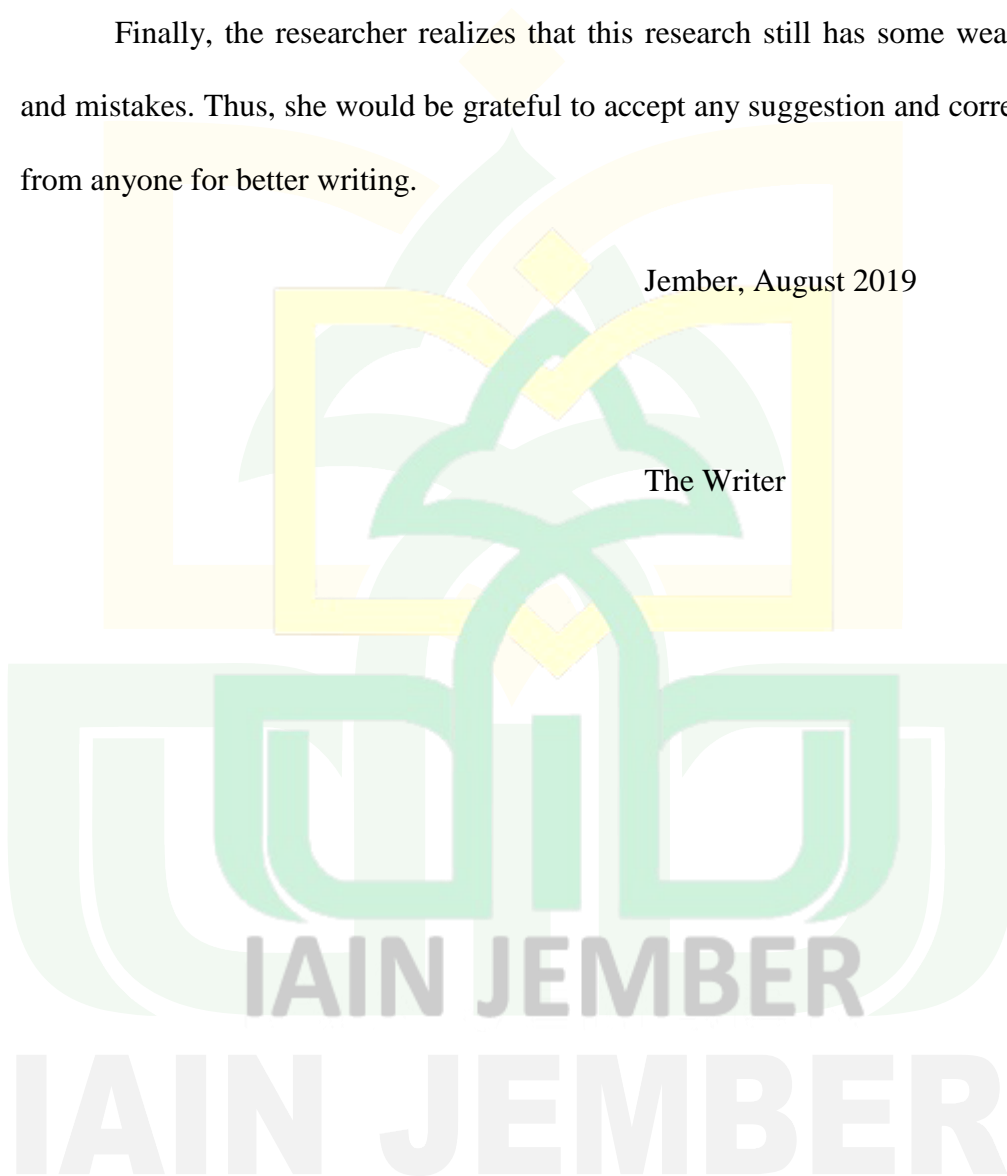
ABSTRACT

Nailul Mazidah Ahmad, 2019: The Correlation Between First Grade Students' Interest and Their English Achievement at Senior High School 4 Jember

English is now a dominant or official language in over 60 countries. English becomes primary language in most countries. Not only in daily life, but English also exists in schools as a compulsory subject in many countries including Indonesia. Most of the technical terms in Indonesia have already used English and English becomes the modern language in cities. English has been used as an international language and becomes obligatory subject that should be learned by all students. In fact, not all students understand and master English well, even though English has been taught since the primary school. There are lot of factors that might affect the English achievement of the students. Such as not only the intellegence, age, environment, but also interest.

Based on the background above, the research questions are : 1) How is the interest of the tenth grade students in English at Senior High School 4 Jember?, 2) How is the English achievement of the tenth grade students at Senior High School 4 Jember?, 3) Is there any correlation between the tenth grade students' interest in English and their English achievement at Senior High School 4 Jember?

The objective of the research : 1) To know the interest of the tenth grade students in English at senior high school 4 Jember, 2) To know the English achievement of the first grade students at senior high school 4 Jember, 3) To find the correlation between the first grade student's interest in English and their English achievement at senior high school 4 Jember.

This research used quntitative approach. In this research the researcher investigated the correlation between two variables. The population of this research consisted of the whole tenth year students of SMAN 4 Jember which was 315.Sample of this research was taken by using purposive sampling. The technique of data collection that were used for this research included questionnaire, interview, and document review. The technique of data analysis was *Product Moment* by IBM Statistic SPSS 22.

Based on the analysis *Product Moment* by IBM Statistic SPSS 22, the research found that : (1) most of the students of X Mipa 5 had lower interest., (2) A lot of students of MIPA 5 had score higher than minimum mastery criteria (*kriteria ketuntasan minimal* or kkm=85), (3) there was no significance correlation between students' interest and their Achievement in English.

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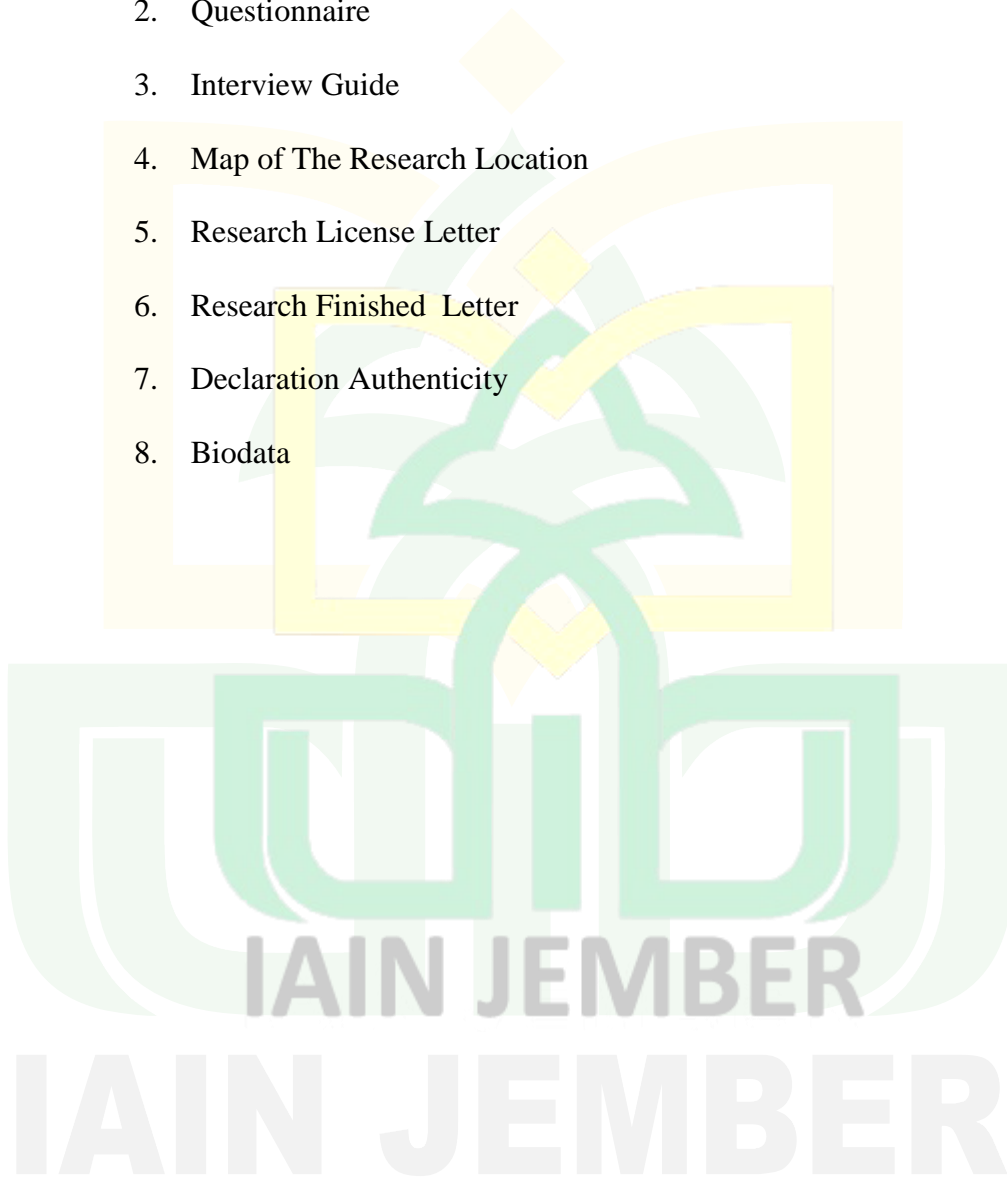
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CHAPTER I

INTRODUCTION

A. Background of the study

English is now dominant or official language in over 60 countries.[1] English becomes primary language in most countries. Not only in daily life, English also exists in schools as a compulsory subject in many countries including Indonesia. English develops rapidly and becomes modern language in Indonesia even though English is still as a foreign language. Most people in Indonesia know and learn English and they use English as technical terms of things such as in food, education, technology, and many others.

Most of the scientific, technological, and academic information in the world is expressed in English, and 80 percent of all the information stored in electronic retrieval systems is in English.[2] That phenomenon also happen in Indonesia. Most of the technical terms in Indonesia have already used English and English becomes the modern language in cities. Because of that, many people, not only students try to use it.

English has been used as an international language while now becomes obligatory subject that should be learned by all students. It is also mentioned in an Indonesian government regulation no. 32 year 2013 that "*Bahasa asing terutama bahasa Inggris merupakan bahasa Internasional yang sangat penting*

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[1] David Crystal, *The Cambridge Encyclopedia of the English Language,* (Holyhead: Cambridge University Press, 1994), 106.
[2] Ibid., 106.

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kegunaannya dalam pergaulan global"[3]. The existence of English in the worldwide pushes the society to understand English in order to get more knowledge. By understanding English, people can get some knowledge in books written in English. Not only from books, but also people may learn some news spoken in English to know the international news or to know what is going on with this world. Without English, it's almost difficult to know what happen in this world and to know more knowledge because today almost everything is written in English.

Today English becomes a compulsory subject in all schools in Indonesia both in formal and informal ones. It is taught in all levels of education, from the beginner level until the high level or university. The goal of this effort is to make Indonesian especially the young generation to be able to speak and use English better than previous generation. The other reason is to make student easier to get more knowledge and information from books or other resources. As learners, students must keep learning anything they can and finding a lot of information as much as they can to widen their knowledge. Many books, both education and non-education are written in English. That is the reason of why English is very important for the students.

English subject is taught in order to make students know and interest in English. The introduction about English to the students is important. When

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[3] Permendiknas, *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standart nasional Pendidikan.* https://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/PP0322013.pdf. acessed on 9/4/2019.

students have been familiar with English, they will be more motivated to learn English and it can make them learning English comfortably.

In fact, not all students understand and master English well. Even though English has been taught since the primary school they still cannot master English. Moreover, in the worst cases students do not understand English at all. This kind of problem cannot be classified as a simple one but in fact this is a big education's problem. Paul Robert says in his book that understanding English, or any other language is not easy. Language problems are very complicated, unlike any other problems we meet. They are also, for everybody, unavoidable problem[4]. Based on that opinion, language problem cannot be ignored. Language, including English is the most important tool to communicate with each other. People and students learn English for different reasons, English is still needed and cannot be ignored regardless of the reasons.

There are a lot of factors that might affect the English achievement of the students. The writer argued that the common factors which affect English achievement is built not only by the intellegent of the students, age and environment but also by another important factor which is interest. The author of the book entitled *Psikologi Belajar* said that interest affects the quality of student's learning achievement in many fields[5]. Based on that book the writer knows that interest is also an important factor which affects student's English achievement. Interest is one part of psychological factors. Interest is connected

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[4] Paul Robert, *Understanding English,* (New York: Harper & Brother Publisher, 1985), 17.
[5] Muhibbin Syah, *Psikologi Belajar*, (jakarta: PT. Logos Wacana Ilmu, 2004), 136

with emotion, feeling and also attention of the subject. When there is no interest, automatically there is no feeling, emotion and attention.

Hilgrad said in Slameto's book that "*Belajar dan Faktor-Faktor yang mempengaruhinya"* that interest is persisting tendency to pay attention to and enjoy some activity or content.[6] The writer agrees with that idea and is really sure that interest has important role in learning process especially in learning English. English is a foreign language about which the learners cannot get or understand a lot of knowledge if they are not interested in English subject. Students become lazy and do not give their attention to English when they have low interest in English. Students will feel bored and sleepy while listening something that is spoken in English. They also will disturb their friends or do another thing because they are not interested and do not understand at all about what the teacher is talking about. Interest totally affects the student's mood including feeling and their spirit. It will be different if students have high interest in English. They will have full power and spirit, give a lot of attention, and also student will listen carefully to their teacher.

Interest problem is a problem that is owned by most students in the world. It happens because interest cannot be manipulated and totally pure from inside. Students cannot force them selves to be interested in something that they dislike. Students also have different need with different background knowledge and different motivation that make them have different interest too.

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[6] Drs. Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT Rineka cipta, 1995) 57.

Consequently, students may have different ability and achievement in class. They may tend to do something that they are interested in, not something that they dislike.

The students of SMAN 4 Jember come from many kinds of geographical background, educational background and family background. These differences probably make the students have different interest. Based on pre observation, it was evidence that the students have different character as well as interest. Some of them are difficult to be managed but some of them are not. In order to deliver English subject to the students, the teacher should be able to make them interested in the materials and in the performance of the teacher. It is interesting to examine the correlation between students' interest and their achievement in English.

From the background described above, the researcher is interested in conducting a research entitled *" the correlation between the tenth grade students' interest and their English achievement at senior high school 4 jember"*

B. Research Questions

Based on the background that has been discussed, the writer of this thesis formulated the research questions as follows:

1. How is the interest of the tenth grade students in English at senior high school 4 Jember?

2. How is the English achievement of the tenth grade students at senior high school 4 Jember?

3. Is there any correlation between the tenth grade student's interest in English and their English achievement at senior high school 4 Jember ?

C. Objectives of the research

This research intends to describe the answer for the above research questions through analysis previously mentioned, as follows:

1. To know the interest of the tenth grade students in English at senior high school 4 Jember

2. To know the English achievement of the tenth grade students at senior high school 4 Jember

3. To find the correlation between the tenth grade student's interest in English and their English achievement at senior high school 4 Jember

D. Significance of the Research

Theoretically, this research is expected to add the existing discourse or knowledge on the correlation between interest and achievement. Practically,

the present study is expected to give some contribution for the writer and the readers of this research.

For the writer, it can add writer's knowledge and experience in doing research especially about the correlation between students interest and their English achievement.

For all students of English department in IAIN Jember, the researcher does hope that this research will be useful for them in term of providing references especially about the correlation between interest and achievement in English.

Finally, for other researchers, it is expected to provide useful insights about the correlation between students' interest and their achievement in English.

E. Definition of Key Terms

In this part, there are some terms that need to be defined for the purpose of this research. Definition of key terms is meant to prevent misunderstanding especially in terms of ambiguous terms. In the tittle, there are some key terms that need explanation to avoid misunderstanding especially in reading this document. The title is " the correlation between tenth grade students' interest and their English achievement at senior high school 4 Jember ". The definition of key terms is presented as follows:

1. Interest

Interest term that used in this research is learning interest. Learning interest is the passion from the inside that carries for the motivation and also the tendency to like something that they learnt. Slameto said in his book *"Belajar dan Faktor-Faktor yang mempengaruhinya"* that interest is persisting tendency to pay attention to and enjoy some activity or content.[7] As previously explained, interest will make someone especially student like to learn something that they are interested in.

Interest in English also has power to make student learn language especially English. When student has an interest in English, they will learn more and more whatever related to English. Interest makes someone curious about something so they will try to find a lot of information as much as they can.

2. English achievement

English achievement is the goal that should be reached by the student successfully in English subject. English achievement is reached by using some aspect there are effort, skill in English subject and also the interest of English itself. English achievement can also be mentioned as a criterion of the success in English learning process.

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[7] Drs. Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT Rineka cipta, 1995) 57.

In this research, the researcher used English achievement of the students. It means that the researcher gained the information about the students achievement in English, which was by their English score especially their score of first semester on the formative score.

F. Research Hypothesis

In this research, based on the problems and the objectives of the study, the researcher formulate the hypothesis as follows:

1. H0 (Null Hypothesis)

There is no significant correlation between the tenth grade student's interest and their English achievement at SMAN 4 Jember

2. Ha (Alternative Hypothesis)

There is significant correlation between the tenth grade student's interest and their English achievement at SMAN 4 Jember

G. Research Method

1. Research Design

This research used quantitative approach. In this study the researcher investigated correlation between two variables, Students' interest (variable X) and students' English achievement (variable Y). In popular usage term correlation refers to the type of relationship between object of the research. Subana and his friends said in their book that " *analisis korelasional yang dimaksudkan disini adalah suatu kegiatan*

menganalisis data tentang hubungan/kaitan antar variabel dalam suatu penelitian (khususnya penelitian pendidikan) dengan menggunakan teknik-teknik statistik".[8] The two variables were inserted into a statistical formulation that was analyzed using statistical calculation to reveal the strength of the relationship under study.

In this research, the researcher compared two variables. Those are the students' interest and their English achievement scores.

2. **Place and Time of Research**

The research was held at SMAN 4 Jember, which is located at Jl. Hayam Wuruk number 145, Kaliwates, Jember on the April 2019.

3. **Population and Sample**

a. Population

Population is a group of individuals who have the same characteristics.[9] In the research, population is a big group that might help the researcher to choose the sample from the population. The population of this research was the tenth year students in the academic year 2018-2019 of SMAN 4 Jember consisting nine classes. Each class had more or less 35 students. The whole populations were 315 students.

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[8] Subana, Moersetyo Rahadi, Sudjarat, *Statistik Pendidikan,* (Bandung: CV Pustaka Setia, 2015), 135
[9] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (United States of America: Pearson Education, 2005), 145.

From the population, the researcher made the range for the target population or the sampling frame. A target population (or sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristics that the researcher can identify and study.[10] The researcher chose the target population that had same characteristics. In this research, the researcher chose science students as the target of population.

b. Sample

Sample is subgroup of the target population that the researcher plans to study for generalizing about the target population.[11] The researcher selected the sample of individuals who were representative of the entire population.

Based on the population, the researcher took the sample with the same characteristics with the population. The sample was taken by some consideration (same teacher, same material, and quantity of the English lesson) that might add useful information for answering questions and hypotheses.

According to Arikunto, if the population is less than 100, it is better to involve the whole population so, the research is population research. But if the total of population is more than 100, it can be

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[10] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (United States of America: Pearson Education, 2012), 142.

[11] Ibid., 142.

taken between 10%-15% or 20%-25% or more.[12] The population of this research consisted of the whole tenth year students of SMAN 4 Jember which was 315.

Based on Arikunto[13], the population of 315 is considered as a large population, so the researcher took 10%-15% of the population which is 35 students or one class. Sample of this research was taken by using convenience sampling. In convenience sampling the researcher selected participants because they were willing and available to be studied.[14] The sample of this research, Mipa 5, was chosen because their characteristics (same teacher, same material, quantity of the English lesson) were represented the population and available to be studied.

4. **Technique of Data Collection**

To obtain data in this research, the researcher applied some technique which is related to teaching and learning English. The technique of data collection that were used for this research includes questionnaire, interview, and document review.

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[12] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan dan Praktek* (Jakarta: PT. Rineka Cipta, 2006), 134.

[13] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan dan Praktek* (Jakarta: PT. Rineka Cipta, 2006), 134.

[14] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (United States of America: Pearson Education, 2012), 146.

a. Questionnaire

The questionnaire was used to gain the data about students'
interest in learning English. The questionnaire used the Likert scale. In
that instrument, the researcher gave the alternative options: Strongly
Agree (*sangat setuju*), Agree (*setuju*), Neutral (*netral*), Disagree
(tidak setuju), Strongly Disagree (*sangat tidak setuju*).

Table 1.1
The Likert Scale Rating

Optional	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Source : The likert scale rating

The questionnaire contained 26 valid items
(1,2,3,4,5,6,7,10,11,12,13,14,15,16,17,18,19,20.21,23,24,25,26,
27,28,30) and 4 invalid item (8,9,22,29) from 30 items of questions

that contained 6 indicators of interest they are; motivation, desire, attention, enjoyment, need, curiosity as describe on the next table:

Table 1.2

The Indicators of Questions

No.	Indicator	Total		Item number
		Positive	Negative	
1	Curiosity	2	2	16,17,26,28
2	Motivation	4	1	10,19,21,23,27
3	Desire	3	1	4,5,12,30
4	Need	3	1	2,6,7,18
5	Enjoyment	4	1	1,3,15,24,25
6	Attention	3	1	11,13,14,20
Total :		19	7	

Source : The Indicators of Questions

b. Interview

In this research, the researcher used semi structured interview. It means that the researcher conducted the interview with free questions in order to get a lot of information from the subject of interview.

The interview involved the English teacher and students. The researcher conducted the interview with 6 students on 23 April 2019

and with the teacher on 24 April 2019. The subjects of interview were chose with purposive technique which is the students and teacher were chosen with some consideration (2 students with low interest, 2 students with medium interest, and 2 students with high interest)

Teacher for data on analyzing students interested in English and their achievement in English. Students for answering the specific information of the correlation between interest and English achievement. The interview helped the researcher to interpret the result of the research.

c. Document review

The document review was used to gain the data about teaching preparation such as list of score which was made by the English teacher. The researcher copied the list of final score of the students from English teacher. After getting the data, the researcher consulted the score with the result of the questionnaire from the students.

5. **Instrument validity and reliability**

a. Instrument Validity

Validity means that whether the instrument that is selected for use has reported scores that are valid.[15] Validity test would be done by

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[15] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (United States of America: Pearson Education, 2005), 164.

each question. The result of r count would be compared with r table. If r table < r count, the test would determine as valid.[16]

In this study, the researcher calculated the validity of each item by using SPSS (Statistical Product for Service Solution) 22.

For validity, the instrument was tried out 3 times. In the first try out, the instrument had 25 items and it had 16 valid and 9 invalid items. After conducting the first try out, the questionnaire was evaluated and re-vised until valid.

There were a lot of problems that make items of the questionnaire were not valid. One of the reasons was the ambiguous sentences in the question.

Finally, the result of try out validity scale in students' interest for 35 students of 10 grade of senior high school 4 Jember consisted of 30 items, there were 26 valid items and 4 invalid items. The items that were valid in the last revision were: 1,2,3,4,5,6,7,10,11,12,13,14,15,16,17,18,19,20.21,23,24,25,26, 27,28,30 and 4 invalid item were 8,9,22,29.

b. Instrument Reliability

According to Creswell, reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same

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[16] Dr. Juliansyah Noor, *Metodologi Penelitian: Skripsi, Tesis, Disertasi, Dan Karya Ilmiah* (Jakarta: Prenada Media Grup, 2011), 169.

when researchers administer the instrument multiple times at different times. moreover, scores need to be consistent.[17]

The formula used to find out reliability is Alpha Cornbach[18]:

$$rii = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \alpha^2}{\alpha 1^2} \right)$$

$$\alpha = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Explain:

rii = coefficient reliability alpha

k   = the quantity of question

$\sum \alpha^2$ = the total questions

α = Varians total

To measure the reliability of the instrument, the researcher used SPSS (Statistical Product for Service Solution) 22.

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[17] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (United States of America: Pearson Education, 2005), 162.
[18] Dr. Juliansyah Noor, *Metodologi Penelitian: Skripsi, Tesis, Disertasi, Dan Karya Ilmiah* (Jakarta: Prenada Media Grup, 2011), 165.

Table 1.3
Reliability Norm by Guilford

'r' Score of Product Moment	Interpretation
0.00 -0.20	Considered as no reliable
0.20 - 0.40	Low reliable
0.40 – 0.70	Medium reliable
0.70 – 0.90	Reliable
0.90 – 1.00	Very Reliable

Source : https://www.researchgate.net/figure/Guilfords-interpretation-of-the-magnitude-of-significant-correlations_tbl1_250376303/download

The reliability test was done just for the valid items which were 26 items. The result of reliability test was :

Table 1.4
The Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.958	26

Resource: SPSS 22

From the calculation of the instrument, the reliability score was obtained by the researcher was 0,958. So, from the calculation above, it can be concluded that the questionnaire was very reliable to use.

6. The Technique of Data Analysis

In this step, the researcher used the correlation technique. The researcher compared the students' interest score on the questionnaire and their English achievement. This technique is useful to prove statistically whether there is any significant correlation between two variables.

To find the correlation between two variables, students' interest and their English achievement, the researcher used product moment correlation coefficient formula. Product moment correlation technique is one of the techniques that was used to find how far the correlation between two variables by multiplying the moments (important thing).[19]

The formula is:

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

rxy = correlation coefficient between X and Y

$\sum XY$ = sum of cross products of deviation scores for X and Y

$\sum X$ = total score of X

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[19] Drs. Subana, Drs. Moersetyo R., Sudjarat, *Statistika Pendidikan* (Bandung: Pustaka Setia, 2015), 141.

$\sum Y$ = total score of Y

N = number of cases

<div align="center">

Table 1.5

Simple Interpretation of Correlation

</div>

Rxy	Interpretation
0.00 – 0.20	There is correlation between X variable and Y variable, but it is very weak or very low. So the correlation is rejected. In others words, there is no correlation between X variable and Y variable.
0.20 – 0.40	There is a weak or low correlation between X variable and Y variable but it is sure.
0.40 – 0.70	There is an enough correlation between X variable and Y variable.
0.70 – 0.90	There is a strong or high correlation between X variable and Y variable.
0.90 – 1.00	There is a very strong or high correlation between X variable and Y variable.

Source : https://www.slideshare.net/phannithrupp/guideline-for-interpreting-correlation-coefficient

To know whether there was any correlation or not between X variable and Y variable, the researcher formulated Ha (Alternative Hypothesis) and H0 (Null Hypothesis) first as follows:

a. H0 (Null Hypothesis) : "There is no significant correlation between X variable (the tenth grade student's interest) and Y variable (English achievement at SMAN 4 Jember)"

b. Ha (Alternative Hypothesis) : "There is significant correlation between X variable (the tenth grade student's interest) and Y variable (English achievement at SMAN 4 Jember)"

Some assumptions are as follows:

1) If the result of calculation rxy is smaller than rt (t table), rxy ≤ rt; so the null hypothesis (H0) is accepted (Ha is rejected)

2) If the result of calculation is bigger than rt (r table), rxy ≥ rt; so the null hypothesis (H0) is rejected (Ha is accepted).

H. Delimitation and Limitation of the Research

The researcher sets up restiction for this study. This research investigated the tenth students' interest in English subject and their achievement. The achievement was taken from students' English score in the first semester.

The researcher realizes some limitations of this research:

1. The result may be changed by the time based on the changing conditions of the subject of the research.

2. There are so many factors that may influence the result of the research such as inaccurate scoring, the condition of the students while filling in the questionnaire. Therefore, the consequence is that the result of the correlation might not be accurate depending on the conditions of the students when answering the questionnaire. The researcher realized that

the condition of the students, such as boredom, illness and many others, may influence the result of the questionnaire.

Based on the limitation that have been mentioned above, the result should be applicable ony in classes with similar settings with the subjects of this study.

I. Systematics of Research

Systematics of thesis is a summary of the contents in the thesis that aims to understand globally from all existing discussions. Related to the material to be discussed, basically consist of four chapters in quantitative research, and each chapter has reveal sub-chapters that have relevance to one another.

1. Chapter I

Chapter one includes the introduction which contains background of study, research questions, research objective, research hypothesis, significance of the research, delimitation and limitation of the research, definition of key term, research methodology which contains research design that include object research, location of the research, and subject of the research, the data collection method, and technique of data analysis and systematic of the research.

2. Chapter II

Chapter two contains review of related literature which contains three previous research from the previous researcher that conducted almost

similar research, and theory about interest (definition of interest, the aspects of interest and the role of interest in learning process) and also achievement (definition of achievement, factors affecting achievement).

3. **Chapter III**

Chapter three contain research finding and discussion. The research finding divided into three section based on the research objective. While the discussion also divided into three section also same with the research finding.

4. **Chapter IV**

Chapter four contain the conclusion and suggestion. The conclusion is write based on the result or the highlight of the whole content of this research. the suggestion of this research dedicated into all of English teacher and lecturer. It is hoped that teacher will be more creative in teaching in order to be a good facilitator for the students.

CHAPTER II

THEORITICAL FRAMEWORK

A. Review and Literature

1. Previous Research

There were several studies that have been carried out and related to this research, they were:

a. Fairuz Sakila, an undergraduate thesis with the tittle " The Correlation Between Parental Support and Students' English Achievement at MTSN 7 Tulungagung" in 2018. The result of this thesis is to correlate parental support and students' achievement in MTSN 7 Tulungagung. The writer in this thesis mention that there is a positive correlation between parental support and students' achievement. The writer also conclude that parental support gave effect for the students' achievement in English at MTSN 7 Tulungagung.

The differences between this research and Sakila's research are the location of the research and also the variable. In this research, the writer chose students' interest as the variable meanwhile, Sakila's research choose parental support as the variable. The other difference is the location that this research conducted in the SMAN 4 Jember and the other conduct in the MTSN 7 Tulungagung.

b. Retno Apriliyanti, Warsono, Januarius Mujianto, Article on English Education Journal with the tittle " The Correlation Between Interest, Motivation, English Self-Concept and English Speaking Performance in Nursing Students" in 2018. The result of this research showed that interest had significant correlation in speaking English for students, then motivation was the second factor building speaking English competence and the weakest correlation is English self-concept. In this research, the researchers had two variables there were motivation and interest and they correlated both variables with Speaking English performance and English self-concept.

c. Dita Gitawati, an undergraduate thesis with the tittle " The Correlation Between The Students' Learning Motivation and Their Achievement in English" in 2010. The result of this thesis shows that there is no correlation between motivation and English achievement of the students. Dwi argues that students who has lower motivation do not always get lower score in English achievement and the students with higher motivation do not guarantee that they will get higher score in English achievement.[1]

The differences of this research and Dwi's research are the variable of the research, the location of the research. The variables in Dwi's thesis are students' motivation and English achievement whereas the variables

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[1] Dita Gitawaty, " The Correlation Beween The Students' Learning Motivation and Their Ahievement in English". (Thesis, Universitas Islam Negeri Jakarta, Jakarta, 2010), 36.

of this research are Students' interest and English achievement. Dwi conduct her research at Madrasah Tsanawiyah Al-Hamidiyah whereas the researcher conduct the research at SMAN 4 Jember.

From the previous researches that have been mentioned above, the researcher highlights that this research take a middle line of those research which concern on correlation between students' interest and their achievement.

2. Literature Review

This chapter presents the theory involved in the study which comprises interest and achievement. A literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of the research study.[2] The purpose of literature review in quantitative study are to justify the importance of the research problem, and to provide a rationale for (and foreshadows) the purpose of the study and research questions or hypotheses.[3]

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[2] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (United States of America: Pearson Education, 2012), 80.
[3] Ibid., 80.

a. Interest

1) The definition of Interest

As human being, people have different interest and also willingness. The willingness comes from inside their feeling and it cannot be affected by anybody. The willingness is also derived from their personal interest. If it looks good for them and it sounds nice and possible to do, they will be interested in it.

The interest comes from heart and makes people always be improved and never bored in something. Slameto said in his book that interest is persisting tendency to pay attention to and enjoy some activity or content.[4] Interesting in something can be arise based on the individual's tendency. The arising of the interest may affect the object and make them really serious on it. It can be a habitual and also hobby that makes them do it regularly.

In teaching and learning process, interest may indicates as one of the thing that must be had by the students.

> One of the main tasks for teachers is to provoke interest and involvement in the subject even when students are mot initially interested in it. It is by their choice of topic, activity and linguistic content that they may be able to turn a class around. It is by their attitude to class participation, their consciousness, their humor and their seriousness that they may influence their

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[4] Drs. Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT Rineka cipta, 1995) 57.

students. It is by their own behavior and enthusiasm that they may inspire.[5]

Teachers should help students by stimulating their interest in order to succeed students in English.

Students who have certain needs and good feeling on their subject in school, they will have a high interest and feel enthusiastic on it. When student feel interest to something, they will enthusiast to reach or achieve what they like until they satisfied in it. As Slameto said in their book that " *Minat besar pengaruhnya terhadap belajar, karena bila bahan pelajaran yang dipelajari tidak sesuai dengan minat siswa, siswa tidak akan belajar dengan sebaik – sebaiknya, karena tidak ada daya tarik baginya*".[6]

Students who have interest while learning, they will learn comfortable without any compulsion. Students with high interest in English will prepare anything before performing.[7] It makes sure that student will get more knowledge in order to learn something based on their interest. If they don't, it will disturb students' motivation and make them uncomfortable to learn something. The desire to learn can

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[5] Jeremy Harmer, *How to Teach English An Introduction to The Practice of English Language Teaching,* (Edinburgh: Longman, 1998), 8.

[6] Drs. Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT Rineka cipta, 1995) 57.

[7] Retno Apriliyanti, Warsono, Januarius Mujiyanto, "The Correlation Between Interest, Motivation, English Self Concept and English Speaking Performance in Nursing Students", *English Education Journal*, 2(June, 2017), 143.

come from many causes. Perhaps the students love the subject or are simply interested to see what it is like.[8]

Retno apriliyanti and friends, also gave their statement about students interest that student with high interest would do the performance as a challenge to get good mark, so they would enjoy doing the task and try to perform best,, students interest will lead them to show a good attitude and perception in learning.[9] It was proved that students with high interest would be more focus and spirit than others.

Interest is one of the strongest motivations for learning English.[10] Interest motivates people especially students to do something regularly about the most interesting activity and they will do the best on it. It happen because sometimes students have tendency to do the activity that they interesting on. Interest has a power to motivate students in learning English as Yusimah said in her article that Interest could motivate and stimulate the students' desire to learn English and seek more knowledge.[11] Therefore, without interest, students may have less energy and tendency on learning and difficult to get any knowledge.

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[8] Jeremy Harmer, *How to Teach English An Introduction to The Practice of English Language Teaching,* (Edinburgh: Longman, 1998), 8.

[9] Jeremy Harmer, *How to Teach English An Introduction to The Practice of English Language Teaching,* (Edinburgh: Longman, 1998), 144.

[10] DK Yusimah Pg Hj Amjah, "*A Study of Teachers' Strategies To Develop Students' Interest Toward Learning English As A Second Language"*, *Procedia Social and Behavioral Sciences* 134 (2014),189.

[11] Ibid 191.

2) The Aspect of Interest

Based on the books that have been read by the researcher, the researcher conclude that there are 6 aspects of Interest that might be a part of Interest and have similarities with interest.

a) curiosity

Focusing on individual differences may be of academic interest, but in applied situations such as teaching, it would be more useful to understand the ways in which curiosity is stimulated in order to enhance the probability of meaningful learning occurring.[12] Curiosity may stimulate students' interest because they will be curious in something and it may motivate students in order to find the information about something they are curious on.

Without curiosity, student will lose their desire and they will not find any information. Sometimes, curiousity in something may give good effect on someone especially in language. When someone is curious in language they will find more information about what language they are curious on. It also happens when students are curious in English subject. Students who have curiosity in English, they will give their attention and it motivates them to listen to their teacher in learning English process, and

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[12] Graham Pluck and Helen Johnson, "Stimulating curiosity to enhance learning". *GESJ: Education Sciences and Psychology* , 2 (2011),25.

they will also find additional information that they curious on. Those factors will make students have meaning full learning that may enhance their knowledge about English.

b) Motivation

Motivation is a motivating force, stimulus, or influence.[13]

Motivation is a complex psychological construct regarded as one of the determinant factors in successful foreign language learning Motivation also comes from inside feeling. Interest and motivation, both of them have a strong relation each other and also have an important role in learning process. The concept of motivation did exist within such behaviorist models of learning. It was thought that motivation enhanced learning.[14]

In teaching and learning process, motivation is one of the aspects that must be present as an additional besides teaching method and media. Without motivation students will lose their passion in learning and also their interest. Motivation always seems simple but actually it has a big effect for learning process. It is true that motivation will enhance learning and make students more interest in the subject. Jeremy said in his book that " whatever kind of motivation students' have, it is clear that highly

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[13] https://www.merriam-webster.com/thesaurus/motivation , accessed on 25/2/2019
[14] Graham Pluck and Helen Johnson, "Stimulating curiosity to enhance learning". *GESJ: Education Sciences and Psychology* , 2 (2011),25.

motivated students do better than ones without any motivation at all.[15]

Motivation may come from many aspects. It may come from inside students itself or from student's environment. When the motivation comes from inside, students will have bigger passion and interest than other resource. It happens because motivation from inside is stronger and difficult to broke. It will be different when student's motivation comes from their environment such as from their parents or family.

When the motivation comes from family, students may be motivated but just a little bit weak. Motivation is highest when one can make one's own choices, whether they are in short- term or long –term contexts.[16]

Based on Brown's opinion, the researcher agrees that motivation from inside is stronger than from outside. Motivation from inside can push students to make their own choices in learning so students will learn something that they really want to know. When students become seriously on their learning or subject they will feel interest in English subject and learn pleasantness.

Students who have big motivation in their self will get more knowledge in their learning process and it may make

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[15] Jeremy Harmer, *How to Teach English An Introduction to The Practice of English Language Teaching,* (Edinburgh: Longman, 1998), 8.

[16] H. Douglas Brown, *Teaching by Principles* (San Fransisco: Long Man, 2000), 75.

teacher easier to teach a lesson. It will be different when students do not have enough motivation both from inside or outside, they will get less energy in learning and also less interest. Less interest makes students feel bored and they may get nothing in learning English process.

c) Desire

Desire also becomes as important as the interest and the other aspects. Desire has strong relation with interest. Interest could motivate and stimulate the students' desire to learn English ad seek more knowledge.[17] Desire is the starting point of all achievement, not a hope, not a wish, but a keen pulsating desire which transcends everything.[18] Everybody who has a keen pulsating desire, they will try and do the best. Works hard and studies hard can bring people to achieve their achievement. In this case, desire is the important point that students must have inside. Desire could motivate students to do their best in learning. Without desire, students may lose their motivation and also their spirit in order to know and learn something especially language.

d) Need

The other aspect of interest is need. The need can be defined as a circumstance in which people want and feel

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[17] DK Yusimah Pg Hj Amjah, "*A Study of Teachers' Strategies To Develop Students' Interest Toward Learning English As A Second Language*", *Procedia Social and Behavioral Sciences* 134 (2014),191.
[18] https://www.brainyquote.com/topics/desire accessed on 25/02/2019

necessary on something. Need likes a tendency to necessary of something or action that the subject really want to do and they must done in it. Need could be a motivation of students in learning English. When students need to learn English, they will give a lot of attention and their interest.

The interest of English will make students encourage their best effort in English because they need English or language to learn more and fill in their curiousness.

e) Enjoyment

Interest is something that make students want and happy to do some activity. Interest caused by any kind of factor, one of them is enjoyment. In this research, enjoyment means that the circumstance in which students feeling good to learn language. because of the enjoyment, students may get knowledge in unconsciousness. Unconscious learning may enlarge students' knowledge because they will enjoy the lesson and give a lot of attention and also good response to the teacher. By good response itself, student will get a lot of knowledge and they will memorize the moment and also the material given. They remember the material because they learn it in a good condition and feeling. That is the reason why enjoyment is important in teaching and learning process.

f) Attention

Attention is the circumstance in which students give more focus in something. Attention is coming from the interest of students on something. When students have interest on English, they will give their best attention in English. They won't just listen or reading English, but they will also try to use English in their daily life as like as speak in English, used English technical term and etc. Attention also has important role to reach their achievement in English subject. By the Attention itself, students may become more focus on English and unconsciously they get knowledge. It can said that learning is becoming more meaning full and efficient when students paying attention to the subject.

3). The Role of Interest in Learning Process

As the previous explanation above, interest is important in teaching and learning process. Without interest, learning process will not effective and meaning full less. No interest means no attention, no motivation, no desire and nothing positive aptitude in learning process. At least, students who study, need to have interest to the lesson.

Slameto said in his book that " *Minat besar pengaruhnya terhadap belajar, karena bila bahan pelajaran yang dipelajari tidak sesuai dengan minat siswa, siswa tidak akan belajar dengan sebaik*

– *sebaiknya, karena tidak ada daya tarik baginya*".[19] In line with slameto's statement, interest might have strong effect to students in learning and teaching process. Therefore, teacher should consider to teach in fun way in order to make students interested in the material given.

The author of the book entitled *Psikologi Belajar* said that interest affects the quality of student's learning achievement in many fields[20] those statement proved that interest and achievement has a strong relation each other. Interest becomes power that will motivate students and force them to do their best in learning English. The power from interest will strengthen students to encourage in learn. By its power also, student will get more knowledge better than student who doesn't have interest on the lesson.

b. Achievement

  1). The Definition of Achievement

Achievement is a successful result brought about by hard work.[21] Achievement is desire to gain or reach something by effort.[22] English achievement (overall competence) was determined by

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[19] Drs. Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT Rineka cipta, 1995) 57.

[20] Muhibbin Syah, *Psikologi Belajar*, (jakarta: PT. Logos Wacana Ilmu, 2004), 136

[21] https://www.merriam-webster.com/thesaurus/achievement, accessed om 15/3/2019

[22] *Oxford Learners Pocket Dictionary*, (Oxford: Oxford University Press, 2008), 4.

adding together the results obtained in the four tests (grammar, listening, speaking and writing).[23]

Achievement is the students' measurement in teaching and learning process. Achievement can indicate students ability in the lesson whether they capable or not. Without achievement, teachers will difficult to evaluate their students and they won't know whether they teaching process is succeed or not. Jeremy Harmer said in his book about the criterion of a good teacher is "Good teachers keep a record of their students achievements so that they are always aware of how they are getting on".[24]

2). Factors Affecting Students Achievement

Achievement is something static, means that achievement may affected by other things. The limits and achievements of any given species are determined not by external factors, but by physical genetics, including brain structure and subsequent intellectual endowments.[25]

> "Students who felt most warmly about a language and who wanted to integrate into the culture of it those who were more highly motivated (and learn more successfully) than those who were only learning language as a means to an end (getting a

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[23] David Lasagabaster, "English Achievement and student motivation in CLIL and EFL settings", *Innovation in Language Learning and Teaching,* 1 (March, 2011), 9.
[24] Jeremy Harmer, *How to Teach English An Introduction to The Practice of English Language Teaching,* (Edinburgh: Longman, 1998), 22.
[25] Curry Stephenson Malott, *Critical Pedagogy and Cognition: Introduction to a Postformal Education Psychology*, (New York: Springer, 2008), 173.

better job). In other words integrative motivation was more powerful than instrumental motivation.[26]"

a). Internal Factors

Internal factors are factors that come from within the individual and influence individual learning achievement.[27] The word "internal" may indicate something from inside the individual. Different with others factors, internal factors sometimes can be indicate as the factors that unconsciousness made by the individual.

The examples of internal factors are, first the condition of the individual body such as healthy, sick. Second is the condition of mentality such as stress, happy, sad and others. Third is motivation, interest, intellegent, and many others.

Those kind of factors will affect students' achievement in learning process. Students who have a healthy body, good mentality, and also high motivation, they will have a better learning achievement than others. It will different if student doesn't have any interest to the subject and doesn't have any motivation from others, he will lack in learning and low on learning achievement.

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[26] Jeremy Harmer, *How to Teach English An Introduction to The Practie of English Language Teaching,* (Edinburgh: Longman, 1998), 8.
[27] Fairuz Sakila, "The Correlation Between Parental Support and Students' English Achievement at MTsN 7 Tulungagung". (Thesis, Institut Agama Islam Negeri Tulungagung, Tulungagung, 2018), 12.

b). External Factors

External factor is a factor that comes from the surroundings of the individual such as environment. The external factors may influence students' achievement by their environment. Environment may indicate the atmosphere whether good or not for the students to learn. Not only environment atmosphere, social environment also includes as the external factors.

Social environment such as the communities, family, friends, and many others also become one of the external factors that may influence students' achievement. If students are in the bad social environment, they may follow the bad habit that occur in their communities and instead.

CHAPTER III

FINDING AND DISCUSSION

A. Research Finding

In research finding, the researcher provided the data that were gathered in field. The data were divided into three focus based on the objectives of the research.

1. The interest of the tenth grade students at senior high school 4 Jember

First, in order to get the data, the researcher conducted this research by giving a questionnaire about students' interest in learning English to the thirty five students as the sample.

The researcher took the score of students' interest (variable X) by using 26 items questionnaire, that contained 6 indicators (curiosity, motivation, desire, need, enjoyment, and attention), and students' learning achievement (variable Y) by using English scores in final test as the first semester and those scores were analyzed. It can be seen in the following table:

Table 3.1
The Indicators of Interest

No.	Indicator	Total		Item number
		Positive	Negative	
1	2	3	4	5
1	Curiosity	2	2	16,17,26,28
2	Motivation	4	1	10,19,21,23,27

40

1	2	3	4	5
3	Desire	3	1	4,5,12,30
4	Need	3	1	2,6,7,18
5	Enjoyment	4	1	1,3,15,24,25
6	Attention	3	1	11,13,14,20
Total :		19	7	

Source : The Indicators of Interest

Table 3.2
Summary of Interest and Achievement Score in English

Number	Parameter	X (Interest)	Y (Achievement)
1	Minimum score	73	85
2	Maxium score	120	89
3	Range (R)	47	4
4	Class multiply (K)	6	6
5	Class Interval (I)	7.8	0.6
6	Mean	92	86
7	Median	90	86
8	Mode	73	86

Source : Summary of Interest and Achievement Score in English

From the table 3.2, it can be seen that the minimum score of English interest (variable X) is 73 and the maximum score is 120, range score is 47, class multiply is 6, class interval is 7.8, mean score is 92,

median score is 90, and mode score is 73. While the minimum score of Achievement (variable Y) is 85 and the maximum score is 89, range score is 4, class multiply is 6, class interval is 0.6, mean score is 86, median score is 86, and mode score is 86.

To know more detail about class interval of students' interest and their achievement, it can be seen on the table below:

Table 3.3
Relative frequency distribution of students' interest

Number	Interval	Frequency	Percentage
1	73-80	9	25.71%
2	81-88	7	20%
3	89-96	6	17.14%
4	97-104	5	14.28%
5	105-112	4	11.42%
6	113-120	4	11.42%
$\sum f = 35$			

Source : Relative frequency distribution of students' interest

Based on the table above, there are 3 categories of interest score, the first is low interest (73-88), the second is medium interest (89-104), and the third is high interest (105-120). Based on those categories, the researcher can conclude that many students have medium interest, it can be seen from the total number of students who have medium interest are

11 students or 31.42% from 35 students. Based on that table, it can be seen that many students have lower interest than high interest with ratio 2:1.

To know the result of each questions on the questionnaire, it can be seen on the table below:

Table 3.4
The result of the questionnaire (positive questions)

	STS (1)	TS (2)	N (3)	S (4)	SS (5)
1	2	3	4	5	6
Q1	0	6	16	10	3
Q2	0	0	7	22	6
Q3	0	6	20	5	4
Q4	1	11	3	13	7
Q5	0	1	15	15	4
Q7	0	2	11	17	5
Q8	0	2	23	7	3
Q9	0	7	22	6	0
Q11	0	3	13	13	6
Q12	0	0	13	14	8
Q14	0	3	15	14	3
Q16	0	0	3	19	13
Q19	0	0	8	11	16
Q20	1	5	2	18	9
Q21	0	0	20	12	3
Q22	0	8	21	4	2

1	2	3	4	5	6
Q23	0	2	15	14	4
Q24	1	7	20	4	3
Q26	0	0	1	16	18

Source : The result of the questionnaire (positive questions)

The table is the positive questions table from the questionnaire. Based on the table, it can be seen that there was a wide variety answer of the students. Many of them prefer to choose neutral answer than chose to reject or accept the questions. The questions is contain 6 indicators of interest (curiosity, motivation, desire, need, enjoyment, and attention). The scores was count from 1 until 5 with indicator 1= *sangat tidak setuju* (very disagree), 2= *tidak setuju* (disagree), 3= *netral* (neutral), 4= *setuju* (agree), 5=*sangat setuju* (very agree).

Table 3.5
The result of the questionnaire (negative questions)

	STS (5)	TS (4)	N (3)	S (2)	SS (1)
Q6	0	10	21	4	0
Q10	4	11	17	3	0
Q13	4	14	8	9	0
Q15	6	15	12	2	0
Q17	3	14	11	7	0
Q18	3	15	8	8	1
Q25	3	13	7	12	0

Source : The result of the questionnaire (negative questions)

While, the questions number 6, 10, 13, 15, 17, 18, 25 was the negative questions. The table above refer to the answer of the students about the negative questions. The score was count The scores was count from 5 until 1 with indicator 5= *sangat tidak setuju* (very disagree), 4= *tidak setuju* (disagree), 3= *netral* (neutral), 2= *setuju* (agree), 1=*sangat setuju* (very agree).

2. The achievement of the tenth grade students at senior high school 4 Jember

      The data on the achievement of the students were derived from the final scores document of the first semester examination. The researcher got the scores that are showed in the table below:

Table 3.6
Relative frequency distribution of achievement

number	Interval	Frequency	Percentage
1	85.0-85.6	7	20%
2	85.7-86.3	19	54.28%
3	86.4-87	6	17.14%
4	87.1-87.7	0	0%
5	87.8-88.4	2	5.71%
6	88.5-89.1	1	2.85%
$\sum f = 35$			

Source : Relative frequency distribution of achievement

Based on the table above, there are 3 categories of achievement score, the first is low achievement (85.0-86.3), the second is medium achievement (86.4-87.7), and the third is high achievement (87.8-89.1). Based on those categories, the researcher can conclude that many students have low achievement in English, it can be seen from the total number of students who have low achievement are 26 students or 74.28% from 35 students. but, even it is called as the low achievement, it still higher than minimum mastery criteria (*kriteria ketuntasan minimal* or kkm=85).

3. The correlation between the tenth grade students' interest and their achievement in English at senior high school 4 Jember

In this case, the researcher correlated both students interest in English and their English achievement by using Pearson's product moment formula. The data are described on the following table:

Table 3.7

The students' interest and their achievement in English

Responden	X	Y	XY	X^2	Y^2
1	2	3	4	5	6
1	88	86	7568	7744	7396
2	73	85	6205	5329	7225
3	81	86	6966	6561	7396
4	73	86	6278	5329	7396
5	80	85	6800	6400	7225

1	2	3	4	5	6
6	90	85	7650	8100	7225
7	87	86	7482	7569	7396
8	107	86	9202	11449	7396
9	99	86	8514	9801	7396
10	77	86	6622	5929	7396
11	91	86	7826	8281	7396
12	77	86	6622	5929	7396
13	73	86	6278	5329	7396
14	100	87	8700	10000	7569
15	83	86	7138	6889	7396
16	107	87	9309	11449	7569
17	117	86	10062	13689	7396
18	84	87	7308	7056	7569
19	110	87	9570	12100	7569
20	117	86	10062	13689	7396
21	98	87	8526	9604	7569
22	99	86	8514	9801	7396
23	88	86	7568	7744	7396
24	75	86	6450	5625	7396
25	87	87	7569	7569	7569
26	120	86	10320	14400	7396
27	90	88	7920	8100	7744
28	99	86	8514	9801	7396

1	2	3	4	5	6
29	92	85	7820	8464	7225
30	73	85	6205	5329	7225
31	92	89	8188	8464	7921
32	73	85	6205	5329	7225
33	118	85	10030	13924	7225
34	109	88	9592	11881	7744
35	93	86	7998	8649	7396
N=40	$\sum X$	$\sum Y$	$\sum XY$	$\sum_X 2$	$\sum_Y 2$

Source : The students' interest and their achievement in English

The data was analyzed to find out the positive relation between students' interest and their achievement in learning English. The researcher used product moment correlation, in SPSS (Statistical Product for Service Solution) is used.

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

rxy = correlation coofficient between X and Y

$\sum XY$ = sum of cross products of deviation scores for X and Y

$\sum X$ = total score of X

$\sum Y$ = total score of Y

N = number of cases

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

$$rxy = \frac{277581 - \frac{(3220)(3016)}{35}}{\sqrt{\left(303306 - \frac{(3220)^2}{35}\right)\left(259922 - \frac{(3016)^2}{35}\right)}}$$

$$rxy = \frac{277581 - \frac{9711520}{35}}{\sqrt{\left(303306 - \frac{10368400}{35}\right)\left(259922 - \frac{9096256}{35}\right)}}$$

$$rxy = \frac{277581 - 277472}{\sqrt{(303306 - 296240)(259922 - 259893.028)}}$$

$$rxy = \frac{109}{\sqrt{(7066)(28.972)}}$$

$$rxy = \frac{109}{\sqrt{204716.152}}$$

$$rxy = \frac{109}{452.45}$$

$$rxy = 0.24$$

The previous calculation was the manual calculation by Pearson Product moment correlation formula. The researcher also provide the calculation by SPSS (Statistical Product for Service Solution) that showed on the table below.

Table 3.8

Correlations

		Interest	Achievement
Interest	Pearson Correlation	1	.241
	Sig. (2-tailed)		.163
	N	35	35
Achievement	Pearson Correlation	.241	1
	Sig. (2-tailed)	.163	
	N	35	35

Source : SPSS 22 (Statistical Product for Service Solution)

The calculation of correlation between students' interest and their achievement is 0.24. The calculation above was interpreted by looking at simple interpretation table as follows.

Table 3.9
Simple Interpretation of Correlation

Rxy	Interpretation
0.00 – 0.20	There is correlation between X variable and Y variable, but it is very weak or very low. So the correlation is rejected. In others words, there is no correlation between X variable and Y variable.
0.20 – 0.40	There is a weak or low correlation between X variable and Y variable but it is sure.
0.40 – 0.70	There is an enough correlation between X variable and Y variable.

| 0.70 – 0.90 | There is a strong or high correlation between X variable and Y variable. |
| 0.90 – 1.00 | There is a very strong or high correlation between X variable and Y variable. |

Source : https://www.slideshare.net/phannithrupp/guideline-for-interpreting-correlation-coefficient

From the correlation computation, it can be interpreted that there was a positive correlation between students' interest (as X variable) and students' achievement in English (as Y variable). From the calculation Pearson's Product moment correlation above, the researcher got the result from rxy = 0.241 (it is between 0.20 – 0.40). according to simple interpretation above, it was noticed that the correlation between X variable and Y variable was low correlation and it was considered there was no significance correlation between X variable (students' interest) and Y variable (students' achievement in English).

B. **Research Discussions**

1. The Analysis of Data

From the calculation Pearson's Product Moment correlation above, the researcher got the result from rxy = 0.24 (it is between 0.20 – 0.40). according to simple interpretation above, it can noticed that the correlation between X variable and Y variable is low. Thus it can be interpreted that there was a positive correlation between students' interest in English (as X variable) and their achievement in English (as Y variable).

2. The Test of Hypothesis

After calculating rxy, the result of rxy is 0.241. The researcher determined degree of freedom (df) to got rt (r table). df = N-nr = 35-2= 33. After looking at the table, df (33) got significance 5% is 0.333 and got significance 1% is 0.429. The researcher concluded that rxy was smaller than R table or rxy < r table = 0.333 > 0.241 < 0.429, so that Ha was rejected (H0 was accepted)

Table 3.10
Table distribution of R

df = (n-2)	$\alpha = 0.05$	$\alpha = 0.01$
1	2	3
1	0.997	0.9999
2	0.950	0.990
3	0.878	0.959
4	0.811	0.917
5	0.754	0.874
6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.532	0.661

1	2	3
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
18	0.444	0.561
19	0.433	0.549
20	0.423	0.537
21	0.413	0.526
22	0.404	0.515
23	0.396	0.505
24	0.388	0.496
25	0.381	0.487
26	0.374	0.479
27	0.367	0.471
28	0.361	0.463
29	0.355	0.456
30	0.349	0.449
31	0.344	0.442

1	2	3
32	0.338	0.435
33	0.333	0.429
34	0.329	0.423
35	0.325	0.418
36	0.320	0.412
37	0.316	0.407
38	0.312	0.402
39	0.308	0.397
40	0.304	0.393

Source *: Statistika Pendidikan*

3. The Interpretation of Data

In order to make the research systematic, the interpretation of the data was divided into three points based on the objectives of the research. The three points was intended to answer the research question of the research.

a. The interest of the tenth grade students at senior high school 4 Jember

The data on the interest of the tenth grade students in English at senior high school 4 Jember were gained from the questionnaire. The result of the questionnaire showed that 45.71 % or 16 students

from 35 students had lower interest. 31.42% or 11 students had medium interest. 22.84% or 8 students had high interest in English. It is measured by looking at the result of the questionnaire.

Table 3.11
Relative frequency distribution of students' interest

Number	Interval	Frequency	Percentage
1	73-80	9	25.71%
2	81-88	7	20%
3	89-96	6	17.14%
4	97-104	5	14.28%
5	105-112	4	11.42%
6	113-120	4	11.42%
$\sum f = 35$			

Source : Relative frequency distribution of students' interest

The explanation of the table in number 1 and 2 were categorized as low interest, number 3 and 4 are categorized as medium interest, and number 5 and 6 are categorized as high interest. The category was divided based on the result of the questionnaire. The lower score of interest (73-88) categorized as low interest, the medium score of interest (89-104) categorized as medium interest, and the higher score of interest (105-120) categorized as high interest.

Based on the result of the questionnaire that was explained above, it can be concluded that most of the students of X Mipa 5 had lower interest. The researcher compared the result of the questionnaire with the result of the students' interview.

It was explained on the article that student with high interest would do the performance as a challenge to get good mark, so they would enjoy doing the task and try to perform best, students interest would lead them to show a good attitude and perception in learning.[1]

That statement was in line with the interview that students with high score of interest looked more enthusiastic when they answered the questions from the researcher. While, students with lower score of interest showed that they disliked English but when the researcher asked about the teacher, Mrs Yuli, they looked interested in the teacher not the subject.

For the conclusion, most of the students liked how the way teacher taught them but they disliked the material.

b. The achievement of the tenth grade students at senior high school 4 Jember

While the data on the interest of the students in English was obtained by distributing the questionnaire, the data of students' achievement was gained by looking at the score of their final

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[1] Retno Apriliyanti, Warsono, Januarius Mujiyanto, "The Correlation Between Interest, Motivation, English Self Concept and English Speaking Performance in Nursing Students", *English Education Journal*, 2(June, 2017), 144.

examination in the first semester. The researcher got the data of students achievement from an English teacher namely Mrs. Yuli.

Based on the data of English achievement, it can be interpreted that 20% or 7 students from 35 get lower score. Lower score meant that students score precisely matched the minimum mastery criteria (*kriteria ketuntasan minimum* or kkm = 85). So, even students had lower score in this class, it did not mean that those students had bad scores, but their score fited or were near to kkm.

54.28% or 19 students had lower score but higher than kkm (kkm = 85). There were a lot of students that had score higher than kkm. The score was between 85 - 86. While scores between 86 − 87 were 17.14% or 6 students. The higher scores 87 − 89 were 8.26 % or 3 students.

The result of the score was also explained by the teacher when having interview. Mrs. Yuli said that students had a big interest to her because in teaching and learning process Mrs Yuli always bring different model and way, as creative as she can, to explain the material. Sometimes, students were chaos but they gave a lot of attention to the teacher. Eventhough their scores were not good, they had big courage and attention in the learning process. They were always active such as asking and answering some question in spite of having wrong or strange answer.[2]

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[2] Yuli, *Interview*, 24 April 2019

The score of the students might not comparable with their interest. It was caused by students desire in learning process. Based on the interview with the students, mostly said that they did not interested in English, but they interest with the teacher. As Jeremy Harmer said in his book that " the desire to learn can come from many causes. Perhaps the students love the subject or are simply interested to see what it is like".[3]

Therefore, the achievement of the students was calculated not only based on their ability in English but also their activeness during teaching and learning process. Students might not interested in English but they might interested in how the way teacher teach them.

c.   The correlation between the tenth grade students' interest and their English achievement at senior high school 4 Jember

The correlation of students' interest and their achievement had been calculated in the previous section. From the correlation computation, it can be interpreted that there is a positive correlation between students' interest (as X variable) and students' achievement in English (as Y variable). From the calculation Pearson's Product moment correlation above, the researcher got the result from rxy = 0.241 (it is between 0.20 – 0.40). According to simple interpretation above, it was noticed that the correlation between X variable and Y variable was low correlation and it was considered there was no

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[3] Jeremy Harmer, *How to Teach English An Introduction to The Practie of English Language Teaching,* (Edinburgh: Longman, 1998), 8.

significance correlation between X variable (students' interest) and Y variable (students' achievement in English).

In this case, students of senior high school 4 Jember had various interest in English. Many students had medium and also low interest, but their achievement in English was not as bad as their interest. Based on the interview to the students that was conducted by the researcher after knowing the result of the questionnare, most of the students said that their English teacher is a good teacher.[4] Thus, students might have low interest in English but they might be interested in to the learning process and became motivated because of the role of the English teacher.

As Jeremy Harmer said in his book that:

> One of the main tasks for teachers is to provoke interest and involvement in the subject even when students are mot initially interested in it. It is by their choice of topic, activity and linguistic content that they may be able to turn a class around. It is by their attitude to class participation, their consciousness, their humor and their seriousness that they may influence their students. It is by their own behavior and enthusiasm that they may inspire.[5]

Based on that quotation, the English teacher must provide students with fun and clear explanation that makes students enjoy to the teaching and learning process. Teacher must be fun and serious

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[4] Students, *Interview*, 23 April 2019
[5] Jeremy Harmer, *How to Teach English An Introduction to The Practice of English Language Teaching,* (Edinburgh: Longman, 1998), 8.

in one condition. Whatever the material she brought, teacher should add joke and humor inside to break the ice in the class.

In this case, Mrs. Yuli also was known as a humble teacher for their students. Most of the students love her and feel grateful to have an English teacher like her. Because of that reasons, the teaching and learning process became more effective even the students did not really interested in English.

The researcher also conducted interview with the English teacher namely Mrs. Yuli. This interview was conducted one day after having interview with the students. Based on that interview[6], it can be concluded that the teacher always try to be fun and creative when delivered the material for the students. She also explained that she must gave everything to their students in order to made them want to learn English. Because of that, Mrs Yuli believe that there were many ways to make them learn and get knowledge whatever the condition. Students whose were noisy, silent, or having trouble do not means that they are stupid, but they have their own way to learn and the teacher's role is to understand and facilitate them. Thus, the teacher should be able to guide students patiently and make them enjoy the lesson and get high score or good achievement.

This is contrary with Slameto statement that :

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[6] Yuli, *Interview*, 24 April 2019

> *Minat besar pengaruhnya terhadap belajar, karena bila bahan pelajaran yang dipelajari tidak sesuai dengan minat siswa, siswa tidak akan belajar dengan sebaik – sebaiknya, karena tidak ada daya tarik baginya.*[7]

It can be known that the result of this research was different from this theory. It is also mentioned in the article of Yusimah in Procedia Social and Behavior Science that Interest is one of the strongest motivations for learning English.[8] Interest could motivate and stimulate the students' desire to learn English and seek more knowledge.[9] Thus, the students' interest did not totally affect their achievement in English. There were many others factors that might affect their achievement in English.

One of the factors that affect students achievement in English was the role of the teacher. Mrs. Yuli as teacher was able to motivate students to learn even they were not really interested in English. Mrs. Yuli also appreciated to the activeness and attention of the students. So, she did not only grade students ability but also students attitude and their desire to learn.

The achievement might be affected by another factors such as external and internal factors. This was in line with the statement of Curry Stephenson Malott in his book that The limits and

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[7] Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT Rineka cipta, 1995) 57.

[8] DK Yusimah Pg Hj Amjah, "*A Study of Teachers' Strategies To Develop Students' Interest Toward Learning English As A Second Language*", *Procedia Social and Behavioral Sciences* 134 (2014),189.

[9] Ibid 191.

achievements of any given species are determined not by external factors, but by physical genetics, including brain structure and subsequent intellectual endowments.[10]

Thus, it can be concluded that interest might not always affect students achievement in English. Students who have high interest in English do not always have a good English achievement. There were a lot of factors that might affect students' English achievement. It was proved with the result of this study that was 0.241. The result of this study showed that there was low correlation between students' interest in English and their English achievement SMAN 4 Jember, but many students still had a good score.

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[10] Curry Stephenson Malott, *Critical Pedagogy and Cognition: Introduction to a Postformal Education Psychology*, (New York: Springer, 2008), 173.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

1. Students interest

    The interest of tenth grade students in English at senior high school 4 Jember were categorized as low to medium. Despite that, they were interested in the teacher's performance and the ways how the teacher taught them.

2. Students achievement

    Most of the students' score precisely matched the minimum mastery criteria (*kriteria ketuntasan minimal* or kkm*)* = 85, that were categorized as low achievement. Some students had score higher than kkm that can be categorized as high achievement. Even though students had low achievement or kkm score, the scores could not be categorized as the bad ones because the kkm score was 85, which is relatively high for the range of 0 - 100.

3. Correlation between the tenth grade students' interest and their English achievement

    The research found that there was no significance correlation (0.241 with the degree of freedom was 33) between students' interest and their Achievement in English. It meant that null hypothesis was accepted and alternative hypothesis was rejected.

63

B. Suggestion

The research outcome showed that there was a positive correlation between students' interest and their achievement in English. So, the teacher should encourage more to the students besides transferring knowledge. Teacher should be more creative and fun in giving a lesson in teaching and learning process. Teacher was also required to use various teaching methods and media, in order to make students more comfortable and more interested in learning English.

Teacher should stimulate students' interest in learning English and motivate them that English was not as difficult as they think. Teacher also should provide an interesting material or topic that make students interested and curious to learn and have a better progress in learning English. Teacher should convince students that English was very important for their future.

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APPENDIX 1

Tittle	Variable	Sub Variable	Indicator	Source of data	Research method	Reasearch questions
The correlation between the tenth grade student's interest and their English achievement at senior high school 4 Jember	A. interest	1.the aspects of interest 2.the roles of interest in learning process	1. curiosity 2. motivation 3. desire 4. need 5. enjoyment 6. attention	1. Student 2. English teacher 3. Related Documents	Data Collection 1. questionare 2. Interview 3. document review	1. How is the interest of the tenth grade students at senior high school 4 Jember? 2. How is the achievement of the tenth grade students at senior high school 4 Jember? 3. Is there any correlation between the tenth grade student's interest and their English achievement at senior high school 4 Jember ?
	B. Achievement	1. Factors affecting students achievement	1. Internal factors 2. External factors			

APPENDIX 2

Angket Minat Belajar Siswa

Nama : ....

No. Absen : ....

Kelas : ....

Hari/Tanggal : ....

Petunjuk pengisian angket:

1. Bacalah dengan teliti dan seksama!

2. Tulislah nama lengkap, kelas, nomor absen kalian pada lembar jawab!

3. Pada angket ini terdapat butir pernyataan. Berilah jawaban yang benar-benar cocok dengan pilihanmu.

4. Jawabanmu jangan dipengaruhi oleh jawaban pertanyaan lain maupun teman lain.

5. Catat tanggapam kamu pada lembar yang tersedia dengan memberikam tanda (√) sesuai keterangan pilihan jawaban.

Keterangan pilihan jawaban:

Sangat Setuju (SS)   Tidak Setuju (TS)

Setuju (S)

Netral/ biasa saja (N)   Sangat Tidak Setuju (STS)

No.	Pernyataan	Pilihan Jawaban				
		SS	S	N	TS	STS
1.	Bahasa inggris merupakan pelajaran yang mudah dipelajari					
2.	Bahasa Inggris memberi saya banyak ilmu					
3.	Saya menyukai segala sesuatu yang berbahasa inggris disekitar saya					
4.	Saya belajar bahasa inggris karena terpaksa dan ingin mendapatkan nilai yang bagus saja.					
5.	Saya selalu ingin tahu tentang hal-hal baru dalam bahasa inggris					
6.	Saya tidak suka membaca buku bahasa					

|	Inggris					
7.	Saat guru menerangkan, saya mendengarkan dan memperhatikan dengan serius					
8.	Saya suka berteman dengan teman yang pintar bahasa Inggris					
9.	Saya selalu mengerjakan tugas dengan kemampuan sendiri tanpa mencontek					
10.	Saya tidak suka mengerjakan tugas bahasa Inggris					
11.	Saya ingin selalu berbicara dalam bahasa Inggris semampu saya selama pelajaran berlangsung.					
12.	Saya senang menterjemahkan teks berbahasa Inggris ke dalam bahasa indonesia atau sebaliknya.					
13.	Saya kurang tertarik dengan materi bahasa Inggris yang diajarkan					
14.	Saya terdorong untuk bertanya sesuatu yang tidak saya mengerti dalam bahasa Inggris					
15.	Saya tidak penasaran sedikitpun tentang isi bacaan yang berbahasa Inggris					
16.	Saya harus belajar bahasa Inggris untuk masa depan dan cita-cita saya					
17.	Saya tidak terlalu serius mempelajari bahasa Inggris					
18.	Saat pelajaran berlangsung, saya merasa bosan dan ingin pelajaran segera berakhir					
19.	Saya ingin menjadi seseorang yang mahir berbahasa Inggris					
20.	Bahasa inggris merupakan ilmu yang penting					
21.	Bahasa Inggris merupakan pelajaran yang seru dan menarik					
22.	Saya bersemangat setiap pelajaran bahasa Inggris					
23.	Saya tertarik untuk mempelajari bahasa Inggris lebih dalam					
24.	Saya belajar bahasa Inggris agar bisa mengikuti lomba dan berprestasi					
25.	Saya tidak tahu apa yang saya inginkan dalam mempelajari bahasa Inggris					
26.	Saya ingin memiliki pronounciation (pengucapan bahasa Inggris) yang bagus					

APPENDIX 3

Interview Guide

Indicator	Question	Informan
- Opinion about students interest in the class - Opinion about students' achievement in the class - Teacher's class management	- how do you think about students' activeness in XI Mipa 5? - How to manage the class in order to make students more focus on the lesson? - How to guide students when they are less attention and interest in the class? - How to make students interest to the teacher's explanation? - How can you measure the success of teaching and learning process? - Do you agree with the statement that Interest might influence students English achievement? - So, how about in Mipa 5? Is the interest influence students English achievement in Mipa 5?	English teacher
- Students' Perceptions about teaching and learning process with Mrs. Yuli - Students preference between English subject and Science - The importance of English for the future	- How do you feel when having class with Mrs Yuli? Explain it briefly. The questions will not affect your English score - What is your preference between English and Science? Why? - Tell me your impression about learning English - Do you agree that English is important for your future?	Students

APPENDIX 4
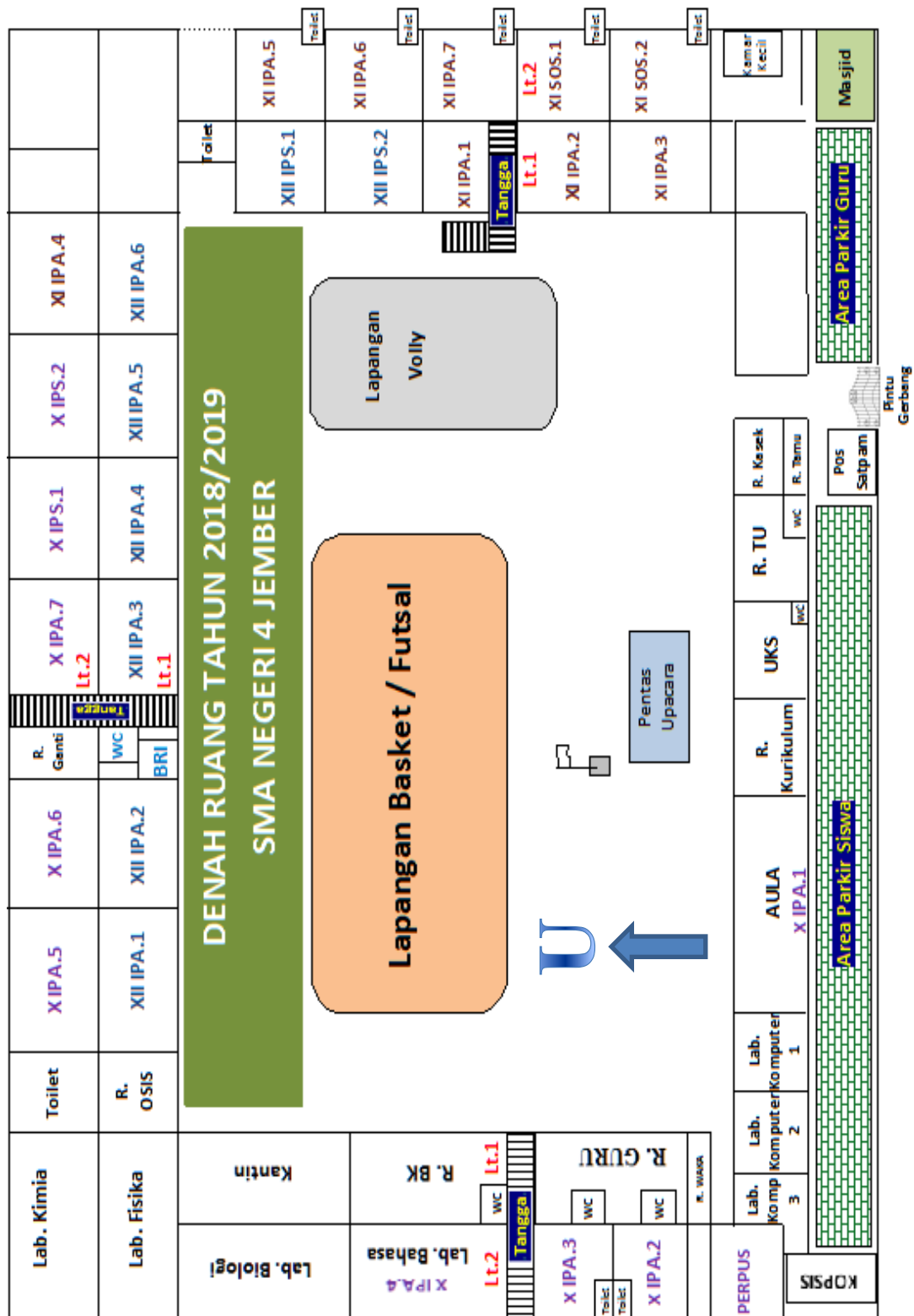
DENAH RUANG TAHUN 2018/2019 SMA NEGERI 4 JEMBER

Nomor	:	B.2336/In.20/3.a/PP.00.09/03/2019	26 Maret 2019
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Izin Penelitian**	

Yth. Kepala SMAN 4 JEMBER
Jl. Hayam Wuruk 145, Kecamatan Kaliwates, Kabupaten Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Nailul Mazidah Ahmad
NIM	:	T20156010
Semester	:	VIII (Delapan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Risetmengenai the correlation between first grade students' interest and their English achievement at senior high school 4 jember 2018/2019 selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.
Adapun pihak-pihak yang dituju adalah sebagai beriku:

1. Kepala Sekolah
2. Guru
3. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

9/4 2019 Acc ka B. Juli'

a.n. Dekan
Wakil Dekan Bidang Akademik,

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SURAT KETERANGAN

Nomor   :   421.3/622/101.6.5.4/2019
Perihal   :   Penelitian

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 4 Jember menerangkan dengan sebenarnya bahwa :

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Benar-benar telah melaksanakan Penelitian pada tanggal 05 s.d 25 April 2019 dengan judul **"the Correlation between first grade students' interest and their English achievement at senior high school 4 jember 2018/2019 "**

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 26 April 2019
Kepala Sekolah

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On this statement, I hereby declare that this thesis and all its content is truly the work of my own and I did not do plagiarism or quotation in ways that are inconsistent with the prevailing ethic in the scientific community.

Jember, 24 July 2019

My sincerely

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