

The Correlation between Student's Interest and Their English Learning Outcomes: A Correlational Study at SMAN 5 Mataram

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Abstract: This study aims to determine the correlation between students' interest and their English learning outcomes among grade XI students at SMAN 5 Mataram, as well as to identify the factors influencing students' interest in learning English. The significance of English language competency in a global society highlights the need to understand the variables affecting students' interest in learning. Using a mixed-method approach, this study combines qualitative data from interviews with quantitative data from questionnaires and documentation of students' English grades. A total of 36 students from grade XI-7 were selected as the sample through simple random sampling. The results indicated that the majority of students (63.89%) had a moderate interest in studying English; however, 61.11% did not meet the minimum competency criteria in English language learning. The Pearson correlation analysis revealed a positive and significant correlation ($r = 0.511$, $p = 0.001 < 0.05$) between students' interest and their English learning outcomes. Factors such as student experience, motivation, teaching methods, the learning environment, and the social environment were identified as influences on students' interest in learning. This study concludes that increasing student interest can significantly enhance their English learning outcomes.

Keywords: students' interest, learning outcomes

INTRODUCTION

Human resource development is a top priority for every country in order to meet future demands and advance national development. Education plays a significant role in human resource development. According to Upadhyay (2022), education plays a major role in increasing human capacity, both physically, spiritually, intellectually, emotionally, socially, and culturally. Ristianah & Ma'sum (2021) also added that education functions to develop human potential as a whole through a learning process that involves interaction between teachers and students. Every person may acquire information and positive behaviors through education by participating in a learning process that involves teachers and students. Therefore, the goals of education other than knowledge, improving skills and developing better behavior are things that must be achieved by every individual through education.

In education, various types of knowledge are taught through learning at school, one of which is English language education as a compulsory subject. With the world becoming more modern and global, English proficiency has become a crucial necessity. English is a scientific language and international communication that allows individuals to adapt to the era of globalization and open up wider opportunities at the international level (Arafiq et al., 2016). The multilingual phenomenon that occurs in global society shows that English has a strong appeal to various groups (Arafiq et al., 2022). In Indonesia, English is taught as a compulsory subject at various levels of education. Students are expected to master four main skills in English, namely writing, reading, speaking, and listening. Achieving the goal of learning English is largely determined by the quality of existing education from all aspects, both in terms of teacher quality, infrastructure, environment, learning methods and others. The quality of education can be measured through student learning outcomes, which reflect the effectiveness of the learning processes they have undergone (Seituni, 2018).

Additionally, there are outcomes to any process, including learning, whether it be English language acquisition. The abilities that students acquire after completing the learning process are known as learning outcomes, which include both cognitive (knowledge) and motor (skills) abilities. Dimyati & Mudjiono (2006) define learning outcomes as the scores obtained by students after taking exams or tests that aim to measure their understanding of the material being taught. In other words, the learning outcomes that students have expressed represent the product of their efforts during the learning process (Ernawati et al., 2022). Student's test results serve as an indicator for evaluating their comprehension of the material that was taught in class. The results of tests can be used to determine whether or not students have met current learning objectives and to define the level of knowledge and skills they have attained.

Furthermore, these learning outcomes are also crucial to take into account since they serve as an indicator for identifying student's areas of strength and weakness, which is crucial for the overall development of learning. Learning outcomes are what indicate a person's level of success in learning, but there are several factors that can influence the success of learning, including internal and external factors (Dalyono, 2015).

One of its internal factors is student's learning interest. According to Slameto (2015), interest is a liking for something that encourages someone to do it with enthusiasm. Learning interest in education refers to student's excitement for learning, which motivates them to engage actively in the educational process. Student interest in learning varies greatly; there are students with high levels of learning and some with low levels. However, sometimes students have low interest in one subject and high interest in another subject. Ginting et al. (2021) state that students who have a high level of interest often pay greater attention and participate actively in the learning process, whereas students who have a low

level of interest often become bored easily and find it difficult to focus.

Direct observation at the school revealed that students with a low level of interest in studying English tend to disregard the teacher's instruction and concentrate on other activities. On the other hand, students who have a high interest in learning appear enthusiastic, always pay attention to the lesson, and actively answer the teacher's questions. In addition, Khairani (2017) states there are several positive effects of interest in learning, including interest helps someone become more focused, prevents external distractions, helps learning material stick in memory, and makes learning boredom lower. Therefore, interest in learning is an important aspect that must be developed by educators.

Furthermore, Susanto (2016) explains that interest in learning has a correlation with student learning outcomes. He explained that interest in learning can be interpreted as a condition that makes students feel interested and encouraged to learn and involves students' active involvement in the learning process. Also, Harefa (2023) states that there is a significant and beneficial relationship between students' interest in learning and learning outcomes. So, given the importance of interest in learning in influencing student focus and activeness, this study was conducted to determine whether there is a significant correlation between student interest in learning and their English learning outcomes and not only the correlation but also determine the factors that influence this interest in learning.

RESEARCH METHOD

In this research, the researcher used mix-method with correlational design. According to Sugiyono (2013), a mixed method is a research method that combines two research methods at once, qualitative and quantitative, in research activity, so that more comprehensive, valid, reliable, and objective data will be obtained. The population in this research was grade XI students at SMAN 5 Mataram for with a total of 434 students divided into 12 classes and the sample is 36 students in class XI-7 that taken using simple random sampling technique. The class selected to be used as a sample in the research that the researcher conducted and with the hope that the research results can describe the entire population.

Furthermore, there were three types of data collection methods used, questionnaires, documentation, and interviews. The questionnaire was used to determine students' interest in learning English. This questionnaire consists of a total of 20 statements using a Likert scale with 4 alternative answers, strongly agree, agree, disagree, and strongly disagree with a score of 4, 3, 2, 1, and vice versa if the statement is negative. Then, the documentation method was used to determine the students' English scores which were obtained from the results of student test scores that had been taken by the English teacher. Furthermore, interviews were conducted to determine the factors that influence the interest of grade XI students in learning English.

Moreover, for data analysis, the first assumption test was conducted which included normality and linearity tests. The normality test was used to determine whether the data are normally distributed. Meanwhile, the linearity test was used to determine whether there is a linear relation between the data of the two variables. Then, quantitative analysis to

determine the correlation between students' interests and their learning outcomes used Pearson correlation analysis. The Pearson Correlation, also known as the Product Moment Correlation, is a statistical method employed to assess the relationship between two variables in this study (Alendra, 2022). Furthermore, to analyze qualitative data from the interview results used thematic analysis. Thematic analysis is a qualitative research methodology employed to discern patterns and themes within gathered data (Heriyanto, 2018). So, it is used to determine the factors that influence students' interest in learning English by analyzing each topic or theme that appears in the data.

FINDING AND DISCUSSION

Findings

Student's Interest in Learning English

Student learning interest data was obtained by distributing questionnaires to 36 students in grades XI-7. The number of student interest scores obtained from the results of the questionnaire analysis can be seen in the histogram of the student scores distribution below:

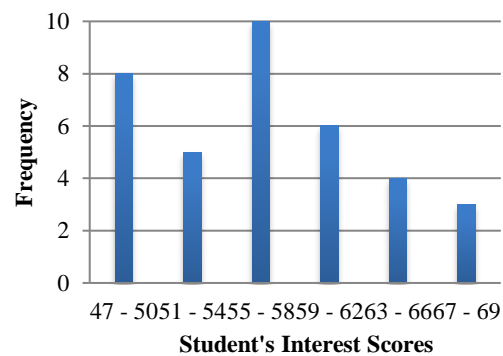


Figure 1. Student's Interest Scores Distribution

Based on the histogram above, it can be seen that the lowest score of the student's interest questionnaire in learning English is 47 and the highest score is 69. Overall, the histogram above shows the variation in the scores of students' interest in learning English, the highest scores concentration in the interval 55-58 with a total of 10 students. The following table shows the tendency of student's interest score categories in learning English:

Table 1. Student's Interest Score Categories

Score Interval (Score Group)	Frequency	Percentage %	Interpretation
$X < 50$	6	16,67 %	Low
$50 > X < 62$	23	63,89 %	Moderate
$X > 62$	7	19,44 %	High

Based on the table above, it can be seen that students in the moderate learning interest category get the largest number, which are 23 students with a percentage of 63.89%. Therefore, it can be concluded that on average students have an interest in learning English in the moderate category.

Student English Learning Outcomes

The method used to obtain student learning outcome data is by documenting the scores that have been archived by English subject teachers in the assessment book. The

following is the histogram of student score test distribution that has been obtained:

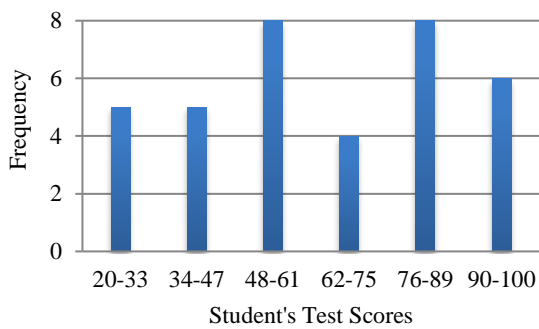


Figure 2. Student's Test Scores Distribution

Based on the histogram beside, it shows that the lowest student learning outcome score is 20 and the highest result is 100. Overall, the histogram above shows the variation in students' English test scores, with the highest scores concentration in the intervals 55-58 and 76-89 with 8 students in each.

To determine the tendency of the category of student's learning outcomes, it is classified using the KKM reference which is used as a competency standard at SMAN 5 Mataram with a minimum competency standard score of 76 for all grade XI in English subjects. The following is a table of the tendency of student's learning outcome categories:

Table 2. Student's learning outcome categories.

Score Interval (Score Group)	Frequency	Percentage %	Interpretation
$Y < 76$	22	61,11 %	Incompetent
$Y \geq 76$	14	38,89 %	Competent
Total	36	100%	

It can be interpreted that the average student's learning outcomes in English subjects are included in the incompetent category, which is 22 students out of a total of 36 students.

Correlation between Student's Interest and Their English Learning Outcomes

• Normality Test

This normality test aims to determine whether the data on students' interest scores and their learning outcomes scores in learning English are normally distributed. The data requirements are considered normally distributed if the sig value is greater than 0.05 (Kamid et al., 2021).

Table 3. Normality Test with Shapiro-Wilk

Variable	Sig.
Student's Interest	.150
Student's Test Score	.065

• Linearity Test

This linearity test is used to determine whether there is a linear relation between the data of students' interest variables and their English learning outcomes. If the Sig value is smaller than 0,05, so there is a linear relation.

Table 4. Linearity Test

Variable	Sig.
Student's Score * Student's Interest	.009

• Correlation Test

The correlation test use Pearson correlation analysis. The following are the results of the Pearson correlation analysis:

Table 5. Pearson Correlation Analysis

Variable		Student's Interest	Student's Score
Student's Interest	Pearson Correlation	1	.511**
	Sig. (2-tailed)		.001
	N	36	36
Student's Score	Pearson Correlation	.511**	1
	Sig. (2-tailed)	.001	
	N	36	36

Based on the results of the correlation test above the correlation coefficient or r-count is 0.511. Meanwhile, the r-table with a significance level (α) = 0.05 for a sample size of 36, is 0.329. Based on the results of the correlation test above, it shows that r-count > r-table, it can be observed that there is a correlation between students' interest and their English learning outcomes among Grade XI students at SMAN 5 Mataram. Moreover, to determine the significance of the correlation, it is assessed based on the results of the significance value in the output table above, which is 0.001, which indicates that the Sig value < 0.05. Therefore, it can be concluded that the correlation is significant.

Factors that Influence Students' Interest in Learning

• Students Experience

A student's interest in learning English is strongly impacted by particular learning experiences, such as talking with native English speakers, getting involved in extracurricular activities, or taking private lessons. Student HF mentioned that extracurricular activities increased her interest in learning English, as these activities encouraged students to be more active in learning the language. This indicates that favorable experiences might enhance students' interest in learning. These experiences include a variety of situations that can make students feel interested or uninterested in the lesson, depending on their personal experiences.

• Student Motivation

Motivation, both intrinsic and extrinsic, greatly influences students' interest in learning. Students who have clear goals, such as the desire to continue their education abroad or communicate with foreign speakers, show stronger learning motivation. NP expressed interest in learning English, emphasizing that being able to speak the language allows for fluent communication with tourist, as well as easier socialization when going abroad. This motivation is greatly influenced by the goals and dreams that students want to achieve, so that students who have specific goals tend to have a higher interest in learning.

• Teacher Teaching Method

The way the teacher teaches also plays an important role in students' interest in learning. Students are more interested if the learning method involves active interaction, games, or ice-breaking. Student DW stated, "For teaching from the teacher, I like question & answer and learning using games while playing".

On the other hand, monotonous methods and giving assignments without clear explanations tend to reduce student interest. In addition, some students prefer to study in groups because they feel more comfortable and confident when studying in groups than when studying alone.

• *Learning Environment*

A learning environment that is conducive to the body and mind has a great influence on students' interests. A comfortable, bright, cool, and quiet classroom can help increase student concentration. Conversely, noise and other distractions can decrease student interest while learning. Student AD said, "Yes, because when the teacher was explaining, the classmates were noisy, they were told to be quiet but then they became noisy again, which resulted in the class material being explained being difficult to understand"

From the interview results, the ideal learning environment for students is a quiet, cool and clean classroom, free from outside distractions. Additionally, the availability of adequate learning facilities such as language labs and internet access also enhances interest of students learning English.

• *Social Environment*

Support from family, friends, and the community environment influences a student's interest in learning. Parental support in the form of emotional and material support It greatly increases students' interest in learning. A student HF said, "It's very important because of the support from parents".

In addition, peer influence can be a significant factor. Student NP stated, "It is very influential because for example we have learned English but our friends use the local language, when we focus on studying our friends are playing around." Although some students with strong motivation remain focused on their personal goals, even though their friends were not interested in. However, when their classmates show the same interest, this can encourage students to study English more.

The last is community environment factor. The community environment not only creates a context in which students learn but also influences students' perceptions of the importance of learning English. A student FA said, "It has quite an influence because, at home and in society, they use Indonesian so it is difficult to use English". This indicates that due to the lack of use of English around students, both at home and in the surrounding community, students lack access to English which makes them less interested in learning English.

Discussion

An examination of data about students' interest in learning English, gathered through a questionnaire, revealed that grade XI students at SMAN 5 Mataram exhibited a variety of interests, from low to high. It can be seen that the average student has a moderate interest in learning English with a fairly large number of students around 23 out of 36 students with a percentage of 63.89%. This shows that most students are quite interested in learning English where students have a level of enjoyment, interest, attention, and involvement that is sufficient but not too strong or weak in learning English. In line with Slameto (2015), students with a strong interest in learning tend to seek out additional

materials, focus on teacher explanations, and actively participate in classroom activities.

However, the student's English learning outcome scores show a significant gap. The data obtained shows that around 61.11% of students are in the incompetent category, while only around 38.89% of students are in the competent category. This is based on the KKM grade XI limit value at SMAN 5 Mataram which is 76, of which 22 students were found to have English test scores of less than 76 and only 14 students had scores of around 76 and above. This means that the average student is in the incompetent category indicating that many students struggle to meet the expected learning standards.

Moreover, correlation Pearson analysis shows that there is a positive correlation between students' learning interests and English learning outcomes in moderate category, with a correlation coefficient (r-count) of 0.511. This indicates the lower the students' interest in learning English, the lower their English learning outcomes and vice versa. A significance value of 0.001 also confirms that this correlation is statistically significant. This finding is in accordance with Susanto (2016), which emphasizes the importance of learning interest in improving learning outcomes.

Interviews with students revealed several factors that influenced their learning interests. Initially, the internal factors, students' experiences and student motivation. Student's experiences including participation in extracurricular English activities and engagement with native speakers markedly enhanced their interest in studying English. This direct experience encourages them to be more interested in learning English and the opportunity to see the relevance of English in real life. Then, student's motivation, especially goal-oriented motivation, played an important role, with students citing future aspirations such as continuing higher education and getting a job that requires English skills as strong drivers. In accordance with the view of Sumadi Suryabrata in Syahputra (2020) that motivation is the main driver in learning, especially when associated with specific goals that students want to achieve.

The teaching methods applied by teachers also have a major impact on students' interests. Interactive and creative teaching methods, as well as adequate explanations before giving assignments, are preferred by students, as these methods make learning more interesting. This is consistent with the findings of Yasin & Baresi (2024), who stated that effective learning methods can generate interest in learning through fun and meaningful learning experiences. In addition, the learning environment is very important, where access to adequate resources such as internet connection, decent classrooms, and libraries support the creation of a conducive learning atmosphere.

Furthermore, as Widiaworo (2017) explains, a significant aspect impacting students' interest is the learning environment. Students are able to study more actively when they are in an atmosphere that is conducive to learning, both at home and at school. According to the findings of the interviews, students felt more driven when they had access to sufficient resources including internet connection, suitable classrooms, language labs, and libraries. A supportive environment will create a more productive learning atmosphere and increase students' interest in learning.

Lastly, the social environment, including family support, peer influence, and community environment, has been shown to greatly influence students' interest in learning English. According to Marleni (2016), family support is a crucial building block for fostering students' interest in studying. Family support, especially from parents, and a positive peer environment are very important in motivating students. Husna (2020) states that the peer environment is one of the references for a child to see their views in making decisions and points of view in learning. On the other hand, the lack of exposure to English in the community environment hinders students' interest, as conveyed by several students.

CONCLUSION

This study determines that there is a significant correlation between students' interest and their English learning outcomes in class XI at SMAN 5 Mataram. This is based on the results of the Pearson correlation test analysis that has been carried out with the help of the SPSS program, obtained r-count is greater than r-table ($0.511 > 0.329$) with a significance level of 5% and the significance value in the output of the analysis results is smaller than the α value ($0.001 < 0.05$) indicating that there is a significant and positive correlation.

In addition, the interest of grade XI students of SMAN 5 Mataram in learning English is influenced by internal and external factors. The internal factors that influence students' interest are students' motivation and experience, with high motivation and relevant learning experiences being able to increase students' interest in learning English. Then, external factors include the social environment, learning environment, and teacher learning methods. The social environment consists of family support, peer influence, and community influence, all of which affect students' interests. Then in terms of the learning environment, a conducive classroom atmosphere and adequate school facilities are needed to support the English learning process. In addition, interactive and relevant teacher-learning methods such as game-based learning, ice-breaking, and group work are important in motivating students to be more involved in learning English.

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