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The Relationship Between Learning Interest Of Students Toward Learning Achievement At Mts Al Mafas

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Abstract. This research aimed to determine the significant correlation between learning interests and students' learning achievement at MTs Al Mafaz. The research design is a quantitative analysis. The researchers used purposive sampling. The samples comprised 15 students in grade seven, and the data were obtained from the questionnaire and documentation. The technique used to analyze the data is simple correlation with SPSS 21 v.21 Program. The result of the research showed that the value of the Coefficient Correlation 0,01 means that there is no correlation between parents' attention and learning achievement, it was a very weak correlation based on the table interpretation of correlation, and it is based on the value significance Sig. (2-tailed) The correlation between learning interest and students' learning achievement is $0,957 > 0,05$. There is no significant correlation between learning interest and students' learning achievement. The hypothesis is Null Hypothesis (Ho) is accepted, and Hypothesis Alternative (Ha) is rejected.

Keywords: Learning Interests; Learning Achievement; Mts Al Mafas; Tolitoli

INTRODUCTION

English is one of the most famous languages in the world. It has become the most studied foreign language in the world. English is the language used in all aspects of communication, science and technology. Everything can be actualized through speaking and other basic skills such as listening, reading and writing. English plays an important role as a global language, for example in the language of education, many projects aim to improve the concept of better education such as student exchanges, research, seminars, workshops, etc.

The process of teaching and learning English concentrates on four skills. They listen, speak, read and write. One of the four skills that play an important role in mastering English is speaking. Maley, (2014), stated that As a skill, speaking is the skill most people use compared to the other three skills. A person who knows a language is called the "speaker" of that language, as if speaking includes all other kinds of knowledge; and many if not most foreign language learners are primarily interested in learning to speak. Learning English speaking skills is not only learning the language, but also learning to speak. Learning language means learning the forms of language grammatically and semantically.

Interest is one of the psychological factors that affect the quantity and quality of student achievement. Interests are the driving force for successful learning. From the quote above, it can be seen that students' interest was encourage people to do something. For example, people who like to sing was sing more and more. Besides, he might want to learn to sing. The case is the same as when speaking. If students like to talk, they was try to talk more. In learning English, speaking in this case was make it easier for students if they have high interest. Because it can be used as a tendency to pay attention and students can enjoy speaking activities. From the example above, the writer assumes that students with higher speaking interest are expected to talk more and learn how

to speak more than students with low interest. As a result, students with higher interest scores was score better in speaking than students with lower interest (Saugadi et al., 2020).

Based on the background above, it is influenced by factors that must be considered so that students can achieve optimal learning achievement, including interest in learning. The background image of the problem encourages researchers to conduct research with the title "The relationship between learning interest and of students learning achievement at MTs Al Mafaz".

The first study was taken from Fatima & Putri, (2022) the relationship between students' speaking interests and speaking scores. The results of the analysis in the study showed that there was a positive relationship between students' speaking interest and students. The second research was taken from Zaim et al., (2020) Study of speaking skills. There were 27 students who participated in this study. The third study was taken from Pratiwi et al., (2020) on the relationship between students' learning motivation to speak and speaking ability. The results of the analysis in this study indicate that there is a positive relationship between students' speaking interest and their speaking scores.

METHOD OF THE RESEARCH

This research used a quantitative research method. Quantitative research is referred to the process of collecting data as well as numerical data. The variables examined that the interest in learning (x) and the learning achievement (Y). The researcher intended to find out the significant correlation between two variables.

RESULTS AND DISCUSSION

The Findings

This part discusses about the description of the research place, characteristic of informants and the result of researcher. For answer the research question in this research, the researcher used two instruments for collecting the data, based on the result of the questionnaire and documentation about the correlation between learning interest toward learning achievement of VII class at Mts Al-Mafaz Tolitoli. The result can be described as follow.

The Description of the Research Place

Mts Al-Mafaz Tolitoli is one of the government educational institutions in Tolitoli. It was founded in 2015 and focuses its activities on educational services. It is located on Jl. Dapalak No. 91 Kel. Nalu Baolan.

Table 1. The Description of Facilities

No	Facilities	Total
1	Class Room	6
2	Library	1
3	Laboratory	2
4	Prayer room	1
5	Headmaster room	1
6	Teacher room	1
7	UKS room	1
8	Toilet	3
9	Administration room	1
10	OSIS room	1

The characteristic of participants

The participant was seven grade student of Mts Al-Mafaaz. The total number of sample of this research was 15 student.

Table 2. The Characteristic of Participants

No	Name	Class
1	MK	A
2	SS	A
3	AT	A
4	PN	A
5	AR	A
6	UK	A
7	MZ	A
8	RM	A
9	ANR	A
10	MA	A
11	RHN	A
12	NYK	A
13	MNF	A
14	MJ	A
15	PA	A

Result of the Research

In this research, the researcher find significant correlation between learning interest toward students learning achievement. In the collection of data, the researcher used questionnaire and the result of students' score.

The result of Learning Interest

Questionnaire used to measure the data of learning interest. The questionnaire consists of 20 items. It was adopted from Eka Fitriani.

Table 3. The result of Learning Interest

No	Name	Score	Category
1	MK	62	Moderate
2	SS	75	High
3	AT	66	High
4	PN	62	Moderate
5	AR	46	Low
6	UK	60	Moderate
7	MZ	64	Moderate
8	RM	57	Moderate
9	ANR	52	Low
10	MA	74	High
11	RHN	55	Low
12	NYK	57	Moderate

13	MNF	59	Moderate
14	MJ	48	Low
15	PA	59	Moderate

Base on the table above showed that 3 out of 15 students are high category, 8 out of 15 students are moderate category and 4 out of 15 students are low category.

The Result of Students Learning Achievement

The result of students score used to measure the data of students learning achievement.

Table 4. The Result of Students Learning Achievement

No	Name	Score	Category
1	MK	85	Moderate
2	SS	85	Moderate
3	AT	78	Low
4	PN	80	Low
5	AR	80	Low
6	UK	80	Low
7	MZ	85	Moderate
8	RM	80	Low
9	ANR	90	High
10	MA	87	High
11	RHN	85	High
12	NYK	87	High
13	MNF	85	High
14	MJ	85	High
15	PA	90	High

The data of was taken from 15 students as sample of the research. Having seen from the table above showed that 7 out of 15 students are high category, 3 out of 15 students are moderate category and 5 out of 15 students are low category.

Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
LEARNING_INTEREST	.124	15	.200*	.961	15	.707
STUDENT_LEARNING_ACHIEVEMENT	.258	15	.008	.893	15	.076

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Gambar 1. The Result of Normality Test

Based on the table Shapiro-Wilk above, were value sig in learning interest $0,707 > 0,05$ and in students' learning achievement $0.076 > 0,05$. The data was more than 0,05. It can be concluded that the data of learning interest and students learning achievement was distributed normally. In addition, Shapiro-Wilk was used because in Normality the sample was less than 50.

Simple Correlation

Correlations		LEARNING_I NTEREST	STUDENT_L EARNING_AC HIEVEMENT
LEARNING_INTEREST	Pearson Correlation	1	.015
	Sig. (2-tailed)		.957
	N	15	15
STUDENT_LEARNING_A CHIEVEMENT	Pearson Correlation	.015	1
	Sig. (2-tailed)	.957	
	N	15	15

Gambar 2. The Result of Simple Correlation

Having seen from the data above, there were Pearson Correlation showed 0,015, it means there is a very weak correlation based on table interpretation correlation, and the significance Sig. (2-tailed) in the correlation between learning interest toward students learning achievement 0,957 > 0,05, The data more than 0,05. It can be concluded that there is no significance correlation between learning interest toward students learning achievement.

Discussion

Based on the previous findings above, the researcher presents the discussion of the research result. The discussions were to find out there is a significant correlation between learning interest toward students learning achievement. The result object obtained was vive tent research respondents in questionnaire and the result of students score. After conducted the research to find out the result of this research, the researcher used Normality test and simple correlation by SPSS v.21.0.

The first step, the researcher gave questionnaire to respondents to know the data of learning interest. The questionnaire consists of 20 items. It adopted from Eka Fitiani and the data of students learning achievement taken from the result of student score in english. After collect the data, the researcher makes recapitulation data of learning interest and students learning achievement.

The second step was Normality Test, Normality test was used to find out whether data of learning interest and students learning achievement distribute normal or not. Base on the table Shapiro-Wilk, were value sig in learning interest 0,707 > 0,05 and in students' learning achievement 0.076 > 0,05. It can be concluded that the data of learning interest and students learning achievement was distributed normally.

The last step was Simple Correlation test to find out correlation between learning interest and students learning achievement by used SPSS v.21.0 to analyze the data collection. there were Pearson Correlation showed 0,015, it means there is a very weak correlation based on table interpretation correlation, and the significance Sig. (2-tailed) in the correlation between learning interest toward students learning achievement 0,957 > 0,05, The data more than 0,05. The hypothesis is Null Hypothesis (Ho) was accepted and Hypothesis Alternative (Ha) was rejected. It can be concluded that there is no significance correlation between learning interest toward students learning achievemen.

CONCLUSION

Great interest will affect student activities, because the student's interest will do something that is of interest, in this case, interest in learning. Interest is a central force that drives the entire machine of the teaching and learning process. This means that by having student interest, they will be more focused and easier to understand the material provided by the teacher. Base on the result of the research in previous chapter learning interest toward students learning achievement in English of VII Class at MTs Al Mafaz. The result of the research showed that the significance Sig. (2-tailde) in the correlation between learning interest toward students learning achievement $0,957 > 0,05$. The hypothesis is Null Hypothesis (Ho) was accepted and Hypothesis Alternative (Ha) was rejected. It can be concluded that there is no significance correlation between learning interest toward students learning achievement.

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