A LINK BETWEEN STUDENTS' INTEREST AND ITS ACHIEVEMENT

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Abstract: The article is to find out how EFL students' interest in speaking class, and to find out whether there is a significant correlation between speaking interest and speaking achievement at second semester on University Islam Malang. The sample consisted of 32 students from class A. For the research design, this study used the quantitative method and the research design is correlation. In collecting data, the researcher got the students' data by using questionnaire and speaking score. The finding of the study shown that the result of the EFL students' interest in speaking class is on level of curiosity and the score is 4.34. Meanwhile, the result of correlation coefficient shown .595 and the significant value is .000. It showed that there is moderate correlation between students' interest in speaking and their speaking achievement. It is clear that the students' interest and their success in public speaking are moderate correlated.

Key Words: Speaking Interest, Speaking Achievement

INTRODUCTION

English has become the language used in all areas of life, some examples are technology, science, communication and education. Sezgin (2017) English is used to communicate in fields of work, such as international business and education. It has become almost necessary for people to speak English if entering a global workforce. In Indonesia, as is well known, English is still a foreign language (EFL) which means that English is not used as a mother tongue or language of instruction/introduction.

Bahadorfar and Omidvar (2014) mentioned that speaking is a slightly more important skill than others, especially when taught or taught by English as Foreign Language (EFL) students. Consequently, speaking is a skill that must be mastered so that students can have a good language. It is one of the four skills

known as the art of communication and is recognized as the skill that most people want to master when learning a foreign language, including English.

Speaking skills are important in students' abilities because they are the basis of communication. Zyoud (2016) mentions speaking skills as a productive skill, which means it is clear evidence of how English learners become competent in learning a language. In particular, when referring to oral communication, it can be understood that speaking is a skill that must be mastered to speak and communicate. This makes students expected to practice their speaking skills by communicating with their environment, such as friends, teachers and parents so they can broadly and continuously learn the language in practice. Ur (1996) mentions how good communication is based on speaking skills which are important in learning.

Slameto (in Wahyuni, 2015) mentions how students' speaking skills have a great relationship with student achievement based on several factors such as talent, attention, intelligence and interest. Richard (2001) mentions how the inability to speak that occurs in most English students is due to the typical problems they receive. This emphasizes that these four factors have a good and significant role in students' speaking achievement. Interest is an important part that, similar to other aspects, plays a big role in how students receive their achievement in speaking. Interest is an attitude that is shown when someone is interested in something without getting pressure into it. Slameto (in Wahyuni, 2015) states that interest is a person's inclination to concentrate, settle on something and enjoy something and the content given in it.

Zhao (2014) adds that interest is the passion, emotion, and status shown to like or know an activity. Interest is also mentioned as a mental attitude from the commitment given in it with how a person wants to continue to be involved in things, processes and ideas that exist at one time to how they proceed into the future. Thus, it can be stated how interest refers to the perspective and cognitive individualists can approach it, as a process or entity that is realized or said that appears to the mental structure of the individual that makes a person interested in

it. In reality, some teachers simply provide the learning process without making it engaging for their students. Inattentiveness won't be a problem if the pupils are engaged in the lessons. This will contribute to the effectiveness and efficiency of schooling.

Serawati (2018) mentions that because English is not widely utilized in daily life, many Indonesian students believe that learning the language is still not particularly necessary and is only used in school when they are learning English. As they rarely practice their speaking skills, when they are required to talk in class with their teacher or friends, they will find it difficult, afraid and silent so that they cannot master English at all. It becomes difficult for them to express their ideas and words verbally because they lack self-confidence, are afraid of being embarrassed, afraid of being laughed at, afraid of making mistakes and have no curiosity about communication in a language that is not mastered.

However, student activity is required for learning and the process can be better and more effective. Due to the lack of interest in practicing, it is emphasized how interest plays a major role in their achievement in English. Thus, taking interest as a factor that may have a favorable or negative impact on students. Without interest, they refuse to practice, answer questions, share ideas, and prefer to use their mother tongue in answering questions and expressing their opinions. They also do not pay attention to the learning because they do not have interest.

There are some previous research that examine the correlation between speaking interest and their achievement. Goni et al. (2021) examined the second grade of SMA Negeri 1 Tomohon as a research subject. The study's findings indicate that the relationship is favorable shown by interest in their achievement as indicated by a correlation score of 0.424, the significant value was 0.217, which indicates a higher correlation, so the hypothesis given in the study is accepted. Ginting et al. (2021) emphasize the results that show that there is a relationship given by their interests and achievements. Suggestions are also

provided to teachers to make sure they know the high or low interests of students and teachers are required to invite students to think creatively.

The researcher understands that it's critical to understand the relationship between students' interest and achievement based on the findings of prior studies so that teachers and instructors can increase students' interest by providing strategies or methods so that their achievement can increase and they can master English. The researcher used different research locations and research subjects which became a gap in previous research and became novelty in this study.

METHOD

The study's methodology was quantitative, and its research design was correlational. The correlational method seeks to quantify the degree to which two or more occurrences or attributes are related (Halonen and Santrock, 1999:20). To collect the data, the researcher used some instruments. The researcher's tools included a questionnaire and the students' speaking scores. The first instrument is questionnaire. This questionnaire consists of 25 statements which have three indicators, they are enjoyment, attention, and curiosity. The questionnaire is about students' interest in speaking courses adapted from Nurjanah (2011) The researcher gave the questionnaire test to participants via Google forms. Before the participants filled out the questionnaire, the researcher gave them instructions in order to make sure the questionnaire was filled completely. The students need to apply a check mark to fill the table. However, the statement was written in Indonesia in order to make the reader easy to read. While the scoring systems were: satisfied agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1).

The second instrument is speaking score which is taken from the test scores of second semester students. The researcher obtained students' speaking test scores from their lecturer who taught speaking lessons. This score is correlated with the results of the questionnaire, in order to know the results of the correlation between the two variables and to get a significant correlation. This test

to measures student's achievement in speaking. The form of test is making video test and doing several tests on the previous material. The test is carried out by a lecturer who teaches speaking course.

After collecting the data, the researcher analyzed the data by using IBM SPSS 25 to make it easy in calculate correlation. For the statistical analysis, 0.05 was used as the level of significance. The researcher employed the Pearson Product Moment Correlation to assess the students' speaking proficiency and interest. To determine the relationship between students' interest and their speaking proficiency, Pearson Correlation was assessed. The table of correlation coefficient can be seen in table below.

Table 1. The Category of Correlation

Coefficient interval	Correlation
00 - 0.199	Very weak
0.20 - 0.399	Weak
0.40 - 0.599	Moderate
0.60 - 0.799	Strong
0.80 - 1.000	Very strong

Source: Sugiyono, 2011

FINDINGS AND DISCUSSION

By distributing a questionnaire regarding students' interest in speaking to 32 students as a sample, the researcher was able to collect the data. The researcher obtained information regarding students' speaking scores from the speaking lecturer. Then, using the Pearson Product Moment Correlation, the researcher

applied both sets of data to determine whether there was a relationship between the students' interest and their success in public speaking. The result of questionnaire and students speaking achievement can be seen in table as follows.

Table 2. The Correlation Between Students' Interest and Speaking Achievement

		Speaking_ score	Questionnaire
Speaking score	Pearson Correlation	1	.595**
	Sig. (2-tailed)		.000
	N	32	32
Questionnaire	Pearson Correlation	.595**	1
	Sig. (2-tailed)	.000	
	N	32	32

**. Correlation is significant at the 0.01 level (2-tailed)

after being analyzed using Pearson Product Moment Correlation is .000 which is lower than .05. This demonstrates a moderate relationship between pupils' interest and speaking proficiency. The table also indicated the result of Pearson correlation which is .595. It means that the significant correlation is moderate correlation. This finding implies that the students can improve their speaking achievement because they have high interest.

Through a questionnaire exam, the researcher gauges the extent of the students' interest in speaking. In the questionnaire, there are three classifications.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Classification 1	32	3	5	4.28	.581
Classification 2	32	3	5	4.31	.535
Classification 3	32	4	5	4.34	.483
Valid N (listwise)					

The table shows that the result of mean from three classification. Each classification has a different meaning which refers to the concept of interest, for the classification 1 is enjoyment, the classification 2 is attention, and the classification 3 is curiosity. The researcher found that the highest mean score is the classification 3 and the score is 4.34. While the mean score of the classification 2 is 4.31 and the mean score of the classification 1 is 4.28. The difference between the three result is not too great and it is clear that students are interested in type of classification 3. From the concept of interest, classification 3 is curiosity. It means that EFL students have curiosity when they learning speaking.

Related to research findings, this research was designed to determine the relationship between students' interest and speaking ability. The finding shows a moderate correlation between students' interest and speaking ability. It can be asserted that students' interests influenced speaking achievement of second semester students of English Department at University of Islam Malang.

According to the outcome, it may be said that the correlation coefficient obtained by researcher from the result of the Pearson Product Moment Correlation using SPSS version 25 is .000 lower than .05 the alternative hypothesis is accepted and null hypothesis is rejected. It implies that students' interest in speaking and speaking achievement are moderate correlation. Meanwhile, the result of the EFL students' interest in speaking class is on level of curiosity and the score is 4.34.

The researcher investigated the effectiveness of the link between students' interest and speaking achievement in second semester at University of Islam Malang. The researcher used the assumption that speaking proficiency and student interest in speaking are closely associated. Not only students, but teachers also have to contribute in order to capture students' attention during learning. Getting a good achievement in speaking course should be the goal for every student when they are learning speaking.

This study shows that it is necessary to have a desire to learn especially in speaking, so that students will enjoy learning and they will get good achievements. As stated by Renningger and Hidi in Preiss (as cited in Zuhri & Wahyuni, 2017) when students have a strong personal interest, their self-efficacy levels are comparatively greater, and they are better able to focus, create objectives, and apply techniques to the discipline they are interested in that when they are learning about less interesting material.

CONCLUSION AND SUGGESTIONS

This study examines the correlation between students' interest in speaking and their speaking achievement in second semester students of English Education Department at UNISMA. Based on the result of the data, it showed that students' interest in speaking and their achievement correlate positively.

Referring to the data from previous chapter, the interest of EFL students in learning speaking is high. The highest mean result is classification 3, the score is 4.34. From several characteristics of students' interest, classification 3 is curiosity. It means that many students are curious about speaking. Moreover, the coefficient of correlation shows .595 and the significant value is .000. It demonstrated a moderate correlation between students'

From this study, the researcher concludes that the students' interest does have moderate correlation with their speaking achievement. Based on findings of the study, it means that students' interest in speaking can affect speaking achievement. As a result, each student becomes an active participant in the learning process. Students with strong interests are typically more focused when learning to speak and finally they will get good scores.

There are some suggestions for English teachers, for the students, and for the future researcher. The teacher must know the student's interest in speaking first. To produce good speaking, the teacher should know the level of students' interest so that if there is less interest, the teacher will be able to provide follow-up activities, media or methods that can improve student interest. From the result

of correlation above, the teacher should discover what learning strategies that work so that students get better achievement in speaking.

For English students should be an active student and become the best learner in their learning English especially in speaking lessons. If the students don't feel interested, you must find some media that can increase students' want to speak up. Students must establish their interests and keep their curiosity alive while studying diligently at home and in university in order to achieve better learning success. Hopefully, this study can provide some helpful inspiration and make the pupils aware that learning English can improve language knowledge.

In this study, the researcher did not use interviews as a research method, so she could not find out the results of interest in depth. Therefore, the researcher of the future who interest in doing identical research can use interview in order to find out the level of student interest easily. Hopefully, our research will serve as a guide for those who wish to conduct similar research in the future and gives information about there are significant correlation between students' interest and speaking achievement. It is also anticipated that inspire future researcher who wishes to investigate students' interest in speaking in greater dept.

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