

The Correlation Between Students' Interest and Their Achievement in Writing Recount Text at SMKN 2 Boyolangu Tulungagung in Academic Year 2019/2020

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara minat siswa dan prestasi belajar dalam menulis di SMKN 2 Boyolangu Tulungagung. Permasalahan yang perlu dibahas dalam penelitian ini adalah: apakah ada hubungan antara minat siswa dan prestasi belajar menulis di SMKN 2 Boyolangu Tulungagung. Penelitian ini adalah penelitian kuantitatif yang menggunakan metode korelasional. Penelitian dilakukan di SMKN 2 Boyolangu Tulungagung. Populasi adalah seluruh siswa di SMKN 2 Boyolangu Tulungagung pada tahun akademik 2019/2020 yang berjumlah 2.250 siswa. Peneliti menggunakan purposive sampling untuk memilih sampel. Ada 34 siswa yang dipilih dari kelas X Tata Kecantikan 4 sebagai sampel penelitian ini. Instrumen penelitian adalah kuesioner yang berhubungan dengan minat siswa dan dokumentasi prestasi mereka dalam menulis yang dinilai dengan menggunakan rumus Pearson Product Moment dan dianalisa menggunakan program statistik SPSS 23. Hasil penelitian menunjukkan bahwa ada hubungan yang signifikan antara minat siswa dan prestasi menulis mereka. Itu bisa dibuktikan dari nilai sig. (2-tailed) 0,000 lebih rendah dari 0,05. Selain itu, nilai koefisien korelasi sebesar 0,838 yang artinya ada korelasi positif yang sangat kuat. Berdasarkan hasil penelitian, dapat disimpulkan bahwa minat siswa berkontribusi terhadap prestasi menulis mereka.

Kata kunci: hubungan, minat, hasil belajar dalam menulis

Abstract

This research is aimed to find out the correlation between students' interest and their achievement in writing at SMKN 2 Boyolangu Tulungagung. The problem needs to be discussed in this research is whether there is correlation between students' interest and their achievement in writing at SMKN 2 Boyolangu Tulungagung. This research was quantitative research that used correlation method. It was conducted at SMKN 2 Boyolangu Tulungagung. The population was all of students at SMKN 2 Boyolangu Tulungagung in the academic year of 2019/2020 which was 2.250 students. The researcher used purposive sampling to choose the sample. There were 34 students chosen from X Tata Kecantikan 4 as the sample of this research. The instruments of the research were questionnaire which was related to the students' interest and documentation of their writing achievement which assessed by using Pearson Product Moment's formula that were analyzed by using SPSS 23 statistics program. The result of the research showed that there is a significant relationship between students' interest and their writing achievement. It can be proved from value sig. (2-tailed) sig. (2-tailed) of 0.000 is lower than 0.05. Moreover, correlation coefficient value is 0.838 it means there is very strong positive correlation. Based on the result of the research, it can be concluded that students' interest contributes to their writing achievement

Keywords: correlation, interest, writing achievement

INTRODUCTION

Language impacts the daily life of people and helps to communicate with one another. Language helps us to express feelings and desires. Language can help people to share information and tell about some conditions. Without language, people will have difficulty in communication. This world has many different languages for each country. Some languages need to be mastered by people around the world, especially English. English is one of languages used by people in the world after Chinese and Spanish (Villar, 2018). It is important to be studied by young learners and other. If someone can speak English well, they will have easily to speak with foreign people. English language is also used to communicate in business, sciences, education and other fields.

Education is process to gain knowledge in the world around us and change it into something better. It develops people perspective. It builds opinions and points of view on things in life. Education makes people capable of interpreting things, so it is not just about lessons in textbooks but also about the lessons of life. As we know information moves very fast and education also helps people to get information easier. Therefore, in Indonesia, English as the foreign language taught from primary school to university (*kemendikbud*, 2013).

In English learning, students need to understand some important basic. There are four basic skill that need to be taught by students such as listening skill, reading skill, writing skill and speaking skill. The learner needs to master all of the skills, especially writing skill.

Writing is one of four basic skill, that is considered difficult by learners. In writing skill, the learners also need to understand about how to write correctly. Writing skill also has some components that need to be mastered. There are some important components in writing activity such as grammar, vocabulary, content, paragraph organization of the text. The components help the readers to understand the information that delivered by writer (Richard, Jack C. and Renandya, 2002).

Writing skill involves practice to write some information and other. **When writing, people have more time to think than they do in oral activity or speaking activity. It can build someone become critical person and they can be easy to be more critical thinking.** Writing also can help someone think creatively. Learners

need to set goals for their writing, plan it carefully, think about layout and structure, and revise it. In education, it is very important to master writing skill, so that you can communicate well with professors, entrepreneurs, peers, or about anyone to get new knowledge. Writing is part of a student's daily life such as writing proposals, assignments, memos, reports and emails (Kralove & Republic, 2013).

There are two factors in learning English. They are external and internal factors. The external factor comes outside of the learners and internal factor comes inside of the learners. Three aspects of external factors are family, school and society, while internal factors are divided in to physical, exhausted and psychological. In learning English, students should be interested. It is one of the psychological factor that influence learners. Interest can affect the quality of students' learning achievement. Students' interest is the most important because the learning achievement followed interest (Djaali, 2015). As we know, some of the students seem less interested in writing class like paying less attention, cannot being actively involved. They are surrender and lazy when they find difficulty in writing. They did not practice a lot to increase their writing skill and lost their interest.

Based on those explanations, the researcher assumes that the students who have higher interest in writing class will get better achievement in writing recount text rather than the students who have lower interest and it needs to be proved.

METHOD

In this research, the writer used a correlation research design by quantitative approach, to find out the relationship of students' interest as variable X and their achievement in writing as variable Y. A correlation research is a detection of a correlation between one variable and the others based on the available correlation coefficient (Creswell, 2014). The purpose of the research is to know whether there is correlation between the students' interest and their achievement in writing. The research object is the first grade students of SMKN 2 Boyolangu Tulungagung in academic year 2019/2020. The whole population of this research was 2.250 which divided into 21 classes. Because it is large, the researcher not observed all of population. The researcher chose one class from tenth year students using purposive sampling as the sampling technique. Purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study

(Walliman, 2006) The total of sample is 34 students. To conduct this research the writer used questionnaire that related to students' interest and recount text test to know students' achievement. The result of questionnaire and test are taken through social media (Whatsapp) because during the COVID-19 pandemic students learn on social media (Whatsapp). Analyzing the data by SPSS 23 program to find out the correlation between students' interest and their achievement.

FINDING DAN DISCUSSION

FINDING

The researcher presents the description of the data that has two variables. It is based on the score from questionnaire to know the students' interest in writing Recount Text and the score of writing test to know the students' achievement at the X Tata Kecantikan 4 students at SMKN 2 Boyolangu Tulungagung in the academic year of 2019/2020. The result of students' interest in writing Recount Text and their writing is interpreted in table 4.1.

table 4.1. Interest Score and Writing Score

NO	NAME	Students' Interest	Writing Score
1	RSDAP	106	94
2	SPTRJ	103	93
3	SN	99	89
4	SR	105	97
5	SER	103	93
6	SMS	89	79
7	SDC	105	90
8	SNN	100	90
9	SLS	110	98
10	SSA	103	96
11	SF	99	89
12	SADP	104	92
13	SIA	101	91
14	TPS	96	89
15	TN	101	90
16	TPR	104	95
17	TM	100	94
18	TP	91	87
19	UH	104	92
20	VYM	78	79

NO	NAME	Students' Interest	Writing Score
21	VS	102	83
22	VR	104	96
23	VBNA	103	92
24	WAP	103	96
25	WP	106	97
26	WNEP	104	97
27	WA	112	100
28	WLN	103	97
29	WEN	85	83
30	YAEM	72	77
31	YSA	87	89
32	YFS	87	88
33	YHS	102	95
34	YN	85	89

The researcher took the result from SPSS 23 program and the minimum standard is 0.05. The data distribution is "NORMAL" because the significant more than 0.05. The result is in table 4.2.

Table 4.2 Normality of Test Result

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.10357337
Most Extreme Differences	Absolute	.145
	Positive	.066
	Negative	-.145
Test Statistic		.145
Asymp. Sig. (2-tailed)		.069 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The significant score of writing achievement (y) is from students' interest (x) 0.072 higher than 0.05. It means that the data of variable Y which based from variable X have the same variant. The result can be seen in table 4.3.

Table 4.3 Homogeneity of Test Result

Test of Homogeneity of Variances
 Writing Achievement

Levene Statistic	df1	df2	Sig.
2.244	8	18	.072

The minimum standard of linearity test is 0.05. The researcher gets the significant score 0.514 is higher than 0.05. It means that there is significant relation of linearity between students' interest (x) and their writing achievement (y). The result is in table 4.4.

Table 4.4 linearity of Test Result

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievement * Students' Interest	Between	(Combined)	899.182	16	56.199	5.597	.000
		Linearity	752.021	1	752.021	74.894	.000
		Deviation from Linearity	147.162	15	9.811	.977	.514
	Within Groups		170.700	17	10.041		
Total			1069.882	33			

From the 34 participants obtained sig. (2-tailed) of 0.000 is lower than 0.05, it can be said that there is a significant relationship between students' interest toward the students' writing achievement. Pearson Correlation values obtained for 0.838 is classified into very strong correlation class of 0.80 -1.000 ((Sugiyono, 2006). Moreover, Pearson Correlation values show a positive value of 0.838, it means there is a positive relationship between variables. It can be concluded that there is a positive very strong correlation between students' interest toward the students' writing achievement. The result is in table 4.5.

Table 4.5 Correlation between Students' Interests toward the Students' Writing Achievement

Correlations

		Students' Interest	Achievement
Students' Interest	Pearson Correlation	1	.838**
	Sig. (2-tailed)		.000
	N	34	34
Achievement	Pearson Correlation	.838**	1
	Sig. (2-tailed)	.000	
	N	34	34

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

Discussion

To get the data of students' interest in learning English, the writer gave the questionnaire to thirty-four students as a sample. The questionnaire consists of twenty three test item. The highest interest score got by student is 78 and the lowest interest score is 112. To get the data of students' achievement, the writer distributed writing test to them. It showed the highest score is 100 and the lowest score is 77.

The data distribution is "NORMAL" because the significant more than 0.05 (Asymp. Sig. (2-tailed) is $0.069 > 0.05$). The data of variable Y which based from variable X have the same variant (homogeneity) because the significant score of writing achievement (y) is from students' interest (x) 0.072 higher than 0.05. There is significant relation of linearity between students' interest (x) and their writing achievement (y) because the researcher gets the significant score 0.514 is higher than 0.05. After analysing the data, the researcher tested the hypothesis. The hypothesis on this research is that the students who have interest in writing have better achievement in writing. The test hypothesis is based on the value of the significant or sig. (2-tailed) from the results of data analysis. The formulation of test; Alternative hypothesis (H_1) will be accepted if sig. (2-tailed) < 0.05 which means that the students who have interest in writing have better achievement in writing. Null hypothesis (H_0) will be accepted if sig. (2-tailed) > 0.05 , which means that the students who have interest in writing do not have better achievement in writing.

Based on result of the hypothesis testing, it is found that the students who have better interest have better achievement in writing. The hypothesis is supported by the opinion from the expert that there is positive correlation between students' interest and their achievement. Interest can affect the quality of students' learning achievement. Students' interest is the most important because the learning achievement followed interest (Djaali, 2015). It is obvious that students' interest in writing and their achievement as shown in the results of this study.

From the result of the research and theories above, it can be concluded that the students' interest in writing related to their achievement in writing. In other words, the higher students' interest in writing, the higher achievement in writing they get. Practically, high interest in writing English makes the students possible concentrate on learning. The more the students' concentration on the lesson, the better the score they obtain.

CONCLUSION

Based on the research finding in the previous chapter, it can be seen that there is positive significant relationship between students' interest toward their achievement in writing at the X Tata Kecantikan 4 SMKN 2 Boyolangu Tulungagung in the academic year of 2019/2020. The hypothesis test result show alternative hypothesis (H1) that says the students who have better interest in writing have better achievement in writing is accepted. This means that the improvement of students' interest in writing will be followed by the improvement of their achievement in writing. It can be concluded that interest has contribution to students' writing achievement.

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