

**THE CORRELATION AMONG INTEREST AND ENTHUSIASM
IN LEARNING ENGLISH AND ENGLISH ACADEMIC
ACHIEVEMENT OF 12TH GRADE STUDENTS OF MAN
SUNGAILIAT**

A THESIS

by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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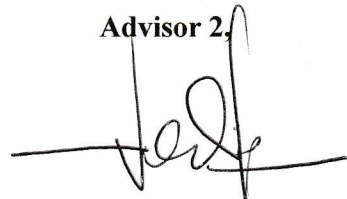
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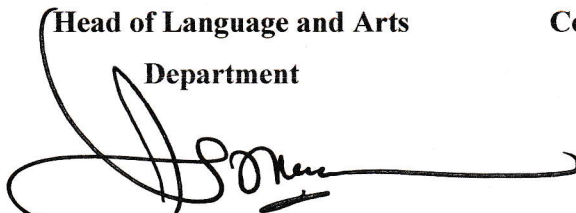


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DEDICATION

This thesis is dedicated to:

- **My beloved parents, Hermanto and Yulidar, for their motivation, support, inspiration, and prayer.**
- **My adorable and cutest brother in the world, Muhammad Rafly Fadilah.**
- **My best mates, Anita Aprilianti, Hesti, Tria Febi Ramadhania, and Zarina Islamia, for our togetherness for almost 4 years in Sriwijaya University.**

Motto:

“Always stand still and never give up because Allah always sees us and hears our every prayer.”

(Hukama Rizky Yusriyah)

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Hukama Rizky Yusriyah

TABLE OF CONTENTS

| | |
|-------------------------------------|-------------|
| TITLE PAGE..... | i |
| APPROVAL PAGE..... | ii |
| COMMITTEE APPROVAL..... | iii |
| DECLARATION..... | iv |
| DEDICATION PAGE..... | v |
| ACKNOWLEDGEMENTS..... | vi |
| TABLE OF CONTENTS..... | vii |
| LIST OF TABLE..... | viii |
| ABSTRACT..... | ix |
| | |
| I. INTRODUCTION..... | 1 |
| 1.1 Background..... | 1 |
| 1.2 Problems of Study..... | 5 |
| 1.3 Objectives of Study..... | 6 |
| 1.4 Significances of Study..... | 6 |
| 1.5 Hypotheses of Study..... | 7 |
| | |
| II. LITERATURE REVIEW..... | 8 |
| 2.1 The Definition of Interest..... | 8 |

| | |
|---|--------|
| 2.2 Student's Interest towards Learning..... | 9 |
| 2.3 The Definition of Enthusiasm..... | 11 |
| 2.4 Student's Enthusiasm towards Learning..... | 12 |
| 2.5 The Concept of Academic Achievement..... | 14 |
| 2.6 The Impact of Interest and Enthusiasm on Students' Academic Achievements of English..... | 15 |
| 2.7 Previous Related Studies..... | 17 |
| III. METHODOLOGY..... | 22 |
| 3.1 Method of Study..... | 22 |
| 3.2 Operational Definitions..... | 23 |
| 3.3 Variable of Study..... | 24 |
| 3.4 Population and Sample of Study..... | 25 |
| 3.4.1 Population of the Study..... | 25 |
| 3.4.2 Sample of Study..... | 26 |
| 3.5 Techniques of Data Collection..... | 27 |
| 3.5.1 Questionnaires..... | 27 |
| 3.5.2 Documentation..... | 30 |
| 3.6 Validity and Reliability..... | 30 |
| 3.6.1 Validity of Questionnaires..... | 30 |
| 3.6.2 Reliability of Questionnaires..... | 30 |

| | |
|---|-----------|
| 3.7 Normality and Homogeneity..... | 31 |
| 3.7.1 Normality..... | 31 |
| 3.8 Techniques of Data Analysis | 31 |
| 3.8.1 Analysis of Questionnaires..... | 31 |
| 3.8.2 The Correlation Analysis..... | 33 |
| IV. FINDINGS AND INTERPRETATION..... | 34 |
| 4.1 The Findings of the Study..... | 34 |
| 4.1.1 Descriptive Statistics of Interest, Enthusiasm and Students’ English Academic Achievement..... | 34 |
| 4.1.2 Students’ English Learning Interest..... | 35 |
| 4.1.3 Students’ English Learning Enthusiasm..... | 35 |
| 4.1.4 Students’ English Learning Achievement..... | 36 |
| 4.1.5 The Correlation between Students’ Interest in Learning English and English Academic Achievement..... | 37 |
| 4.1.6 The Correlation between Students’ Enthusiasm in Learning English and English Academic..... | 38 |
| 4.1.7 The Correlation between Students’ Interest in Learning English and Enthusiasm in Learning English..... | 39 |
| 4.1.8 The Correlation between the Combination of Interest and Enthusiasm in Learning English and English Academic Achievement..... | 40 |

| | |
|--|-----------|
| 4.2 Interpretation..... | 41 |
| V. CONCLUSION AND SUGGESTION..... | 47 |
| 5.1 Conclusion..... | 47 |
| 5.2 Suggestion..... | 47 |
| REFERENCES..... | 49 |
| APPENDICES..... | 54 |

LIST OF TABLE

| | | |
|----------|---|----|
| Table 1 | The Number of 12 th Students of MAN Sungailiat Academic Year 2019/2020..... | 26 |
| Table 2 | The Sample of Study..... | 27 |
| Table 3 | Likert Scale..... | 28 |
| Table 4 | Lattice of Interest Instrument..... | 29 |
| Table 5 | Lattice of Enthusiasm Instrument..... | 29 |
| Table 6 | The Level of Percentage of Learning Interest and Enthusiasm of 12 th Students of MAN Sungailiat..... | 32 |
| Table 7 | The Interpretation of r-value..... | 33 |
| Table 8 | Descriptive Statistics of Interest, Enthusiasm and Students’ English Academic Achievement..... | 34 |
| Table 9 | Students’ English Learning Achievement..... | 36 |
| Table 10 | The Category of the Score of English Achievement..... | 37 |
| Table 11 | The Correlation between Students’ Interest in Learning English and English Academic Achievement..... | 38 |
| Table 12 | The Correlation between Students’ Enthusiasm in Learning English and English Academic Achievement..... | 39 |
| Table 13 | The Correlation between Students’ Interest in Learning English and Enthusiasm in Learning English..... | 40 |
| Table 14 | The Correlation between the Combination of Interest and Enthusiasm in Learning English and English Academic Achievement..... | 41 |

**THE CORRELATION AMONG INTEREST AND ENTHUSIASM IN
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12TH GRADE STUDENTS OF MAN SUNGAILIAT**

ABSTRACT

This study aimed to find the correlation among interest and enthusiasm in learning English and English academic achievement of 12th grade students of MAN Sungailiat. The problems in this study were: (1) to what extent was the 12th grade students' interest in learning English at MAN Sungailiat; (2) to find out to what extent was the 12th grade students' enthusiasm in learning English at MAN Sungailiat; (3) to find out to what extent was the 12th grade students' English academic achievement at MAN Sungailiat; and (4) to find out whether or not there was any significant correlation among interest and enthusiasm in learning English and English academic achievement of 12th grade students of MAN Sungailiat. The population of this research was all of the 12th grader at MAN Sungailiat which consist of 183 students. The writer used purposive sampling. There were 70 students chosen as sample. The instruments of the research were interest and enthusiasm questionnaires and documentation of their English learning achievement which were analyzed by using Pearson Product Moment in SPSS 25. The results showed: first, the 12th grade students of MAN Sungailiat had a high level of interest and enthusiasm. Second, there was a significant and positive correlation between students' interest and enthusiasm in learning English and their English learning achievement ($R = 0.343$, $p\text{-value } 0.004 < 0.01$) of the 12th grade students at MAN Sungailiat.

Keywords: *interest, enthusiasm, achievement, correlation*

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CHAPTER I

INTRODUCTION

In this chapter, the writer describes (1) background of study, (2) problems of study, (3) objectives of study, (4) significance of study, and (5) hypotheses of study.

1.1 Background of Study

English is the most important language over the world because it is the most spoken language by world society. It is an international language which people communicate to other people from different countries which are regardless of different cultures, languages, and communities. It plays as a medium of intercultural communication. Crystal (1997) states that the number of people who speak English for international communication purpose over the world arises steadily compared to other languages. It is supported by the fact from British Council that about 1.7 billion people worldwide utilize English as an international language.

However, according to the survey of Education First's English Proficiency Index (EPI) (2018), Indonesia is in the rank of 51st of 88 countries of non-English speaker countries with score 51.58. It is in the low category based on the Education First (EF). Derakhshan and Karimi (2015) found that if L2 (second language) learners find there is no similarity between L1 (first language) and L2 (second language), it will be hard to learn L2 (second language) for the learners. It is the same case as learning English especially for those whose English is not their native language but as a foreign language. People know that learning English will take some efforts that will spend a lot of time to master it, but even so, a person will be compelled to learn English as states by Crystal (2003).

English and education are two aspects that cannot be separated, because English is one element that builds the education. That is why English plays an

important role in educational system. In Indonesia, English is as a foreign language or exactly as the first foreign language of the country. Crystal (2003) states that, the reasons of adopting English are because of science and technology, to keep it up-to-date. He also states that several power possibilities which stand the position of English in a country, namely: political, economic, technological, and cultural power (Crystal, 2003). In addition, Megawati (2016) found that in the regulation of Indonesian government, English has been becoming a compulsory subject from Junior High School (SMP) until Senior High School (SMA) up to university level in the first and second semesters.

Since English is a foreign language, there are three reasons why it is difficult to learn. The first thing is found by Panggabean (2015) that many Indonesian people find burdensome to learn English especially for students who learn it in the high level of English. In Senior High School level, English is starting to become definitely complicated. As the writer experienced before in the Senior High School, the words or the vocabularies were complex in the lesson book. In addition, the teacher has to speak English mix with Indonesian in the classroom, so sometimes they get confused about it and at the end they do not care about what their teacher teaches. They think like they do not need to learn English.

The second reason is the students of Senior High School probably find themselves hard to learn the language because English is not their mother tongue as they are supposed to memorize thousands of vocabularies, arrange the sentences, learn the structures of English, and so forth. Laufer and Eliasson (2014) found that, some learners are heavily influenced by their mother tongue and other languages they know. It means mother tongue takes a big side effect for the learners to learn a new language especially English. This statement is supported by Gunantar (2016) who found many Indonesian students when attend an English class tend to use Indonesian language or their local languages instead of English. Students' mother tongues are affected by some factors, for instance the pronunciation of their mother tongues and the grammar are different from the

language they are learning especially English. At the end, until the students enter their real life, they merely regret and blame themselves because they do not know English and they feel shame on their knowledge of English. This happens because of some factors, from external factors and internal factors that affect learning.

External and internal factors are the third reason why English is difficult to learn. Dimiyati and Mudjiono (2002) state that external and internal factors give a big influence to learning. Both factors come from outside and inside every student. External factor is the factor that comes and exists outside every student. It can be motivation from environmental elements like family, society, friends, and so on, while internal factor is defined as the factor brought by the student to a certain learning environment, included enthusiasm and interest. Internal factor is one of the strong things that influence learning a language. Sullo (2007) cited in Jaya (2016), that internal control psychology or internal motivation gives a big impact to a person rather than external factor. Gardner (1985) states that student who has positive attitude toward language tends to be successful compare with the one who has negative attitude toward language.

Interest is an internal factor and is usually defined as an arousing curiosity and a desire. A desire of student to learn a new thing could be very strong depends on each individual. This interest makes students want to involve in the subject they are engaging and they get curiosities to know the new things they meet. The bigger the desire they have, the bigger curiosity about the language they learn. Nevertheless, less desire makes less of curiosity and has no interest to learn language. When it comes to the moment of the student insists to know the knowledge, they definitely deepen it strongly. According to Krapp (2007), academic interest reflects students' enjoyment when engaging in subject related tasks (affective component) and the personal value and importance of the subject (value component).

Enthusiasm is also an internal factor. It is attitude toward something, commonly nonverbal behavior of expressiveness, so the enthusiasm is defined as

positive affective traits, enjoyment, and pleasure of student while learning (Kunter, Frenzel, Nagy, Baumert, Pekrun, 2011). It is trait like, habitual, and recurring emotion. A learning process cannot be apart from the enthusiasm because it pushes the student to learn and to receive the new process they are experiencing. With enthusiasm, the students show their enjoyment of learning English by showing their happily facial expressions in the class and have a good feeling to learn language. Students get an excitement when they are learning a new thing like English. Enthusiasm has positive power to influence students' outcomes (Patrick, Hisley, & Kempler, 2000). The bigger students' enthusiasms are in acquiring a language, the bigger the outcomes and the achievements they will process in learning.

From the three reasons explained above, the writer was interested in investigating the internal factor, especially student's interest and enthusiasm in learning English. Both interest and enthusiasm have a connection. When the students have an interests and willingness of learning English, they will show their enthusiasms more. It can be said that the enthusiasm of learning comes after the interest of learning English. Usually after the students get their interests of something or they have really big curiosity of something, they will show their happiness and their spirits to learn English and more enthusiasms will be appeared in students themselves. Automatically, they will enjoy in learning and the results are the material of English will be convenient and comfortable for them.

To strengthen, the preliminary interview was done by an English teacher. Based on an interview with an English teacher of MAN Sungailiat Bangka, most of the students of MAN Sungailiat were not really good at English. It was showed by the scores of English lesson in report book of students were in the range 66 until 88. For that high score, only a few numbers of the students got high scores per class. When it came to the English lesson, the students did not speak English, but the fact was they were expected to speak English in the senior high school level. This is supported by the curriculum of Indonesia 2013, the students have to have the skill of speaking English. Not only that, there are four components they

must have, those are speaking, listening, reading, and writing. In the class, some of the students showed that they had no enthusiasm while learning English in the class, such as when the teacher taught in the classroom, the students were busy talking to each other. Some of the students also did not really pay attention on the explanation. Therefore, from the interview, the students had low interest and no enthusiasm in learning English.

When both interest and enthusiasm are mixed, it will be the perfect combination to enhance student's academic achievement in learning English, because the failure of student's academic achievement become an important case that need to be concerned. Thus, enthusiasm and interest are the factors that will affect student's academic achievement in learning English. These two factors seem really important in influencing, affecting, and impacting their academic achievement of learning English as the result of positive factors.

In conclusion, these interest and enthusiasm factors cannot be separated in learning. Besides, some students in MAN Sungailiat had lacks of interests and enthusiasms in learning English. Therefore, based on the background of the students of MAN Sungailiat that has explained above, the writer was interested to conduct a research with the title: **“The Correlation among Interest and Enthusiasm in Learning English and English Academic Achievement of 12th Grade Students of MAN Sungailiat”**

1.2 Problems of Study

The problems of the study are:

1. To what extent is the 12th grade students' interest in learning English at MAN Sungailiat?
2. To what extent is the 12th grade students' enthusiasm in learning English at MAN Sungailiat?

3. To what extent is the 12th grade students' English academic achievement at MAN Sungailiat?
4. Is there any significant correlation among interest and enthusiasm in learning English and English academic achievement of 12th grade students of MAN Sungailiat

1.3 Objectives of the Study

The objectives of the study are formulated in the following questions:

1. To know to what extent the 12th grade students' interest in learning English in the classroom.
2. To know to what extent the 12th grade students' enthusiasm in learning English in the classroom.
3. To know to what extent the 12th grade students' English academic achievement at MAN Sungailiat.
4. Whether or not there is any significant correlation among interest and enthusiasm in learning English and English academic achievement of 12th grade students of MAN Sungailiat.

1.4 Significances of Study

The writer expects that this study will be really useful for the teachers, students, other people and the writer herself. For the students of MAN Sungailiat, they are expected to be aware to their English learning interests and their English learning enthusiasms. After knowing their result, they become more interested and enthusiastic in learning English. For the teachers, after having the result of their students, the teachers are expected to give more attention to their students. This study is expected to be very beneficial for the writer also as she can learn many

things from this study, and the writer can get knowledge about learning interest and learning enthusiasm.

1.5 Hypotheses of Study

H0 : There is no significant correlation among interest and enthusiasm in learning English and English academic achievement of 12th grade students of MAN Sungailiat.

H1 : There is a significant correlation among interest and enthusiasm in learning English and English academic achievement of 12th grade students of MAN Sungailiat.

These hypotheses would be tested to know whether the correlation scores are significant or not. So, the writer used the criteria below:

If the probability score < 0.05 , the correlation among variables are significant.

If the probability score > 0.05 , the correlation among variables are not significant.

CHAPTER II

LITERATURE REVIEW

This chapter presents about: (1) the definition of interest, (2) student's interest towards learning, (3) the definitions of enthusiasm, (4) student's enthusiasm towards learning, (5) the concept of academic achievement, (6) the impact of interest and enthusiasm on students' academic achievements of learning English, and (7) previous related studies

2.1 The Definition of Interest

In Oxford Learner's Dictionaries, interest is "the feeling that you have when you want to know or learn more about somebody or something." According to Slameto (2010), an interest literally is the feeling of accepting the relationship between a person and outside the person. The stronger or the closer the relationship, the more the interest they get (Slameto, 2010). While Sabri (1995) states that, an interest is a tendency to focus on something and to remember something merely which is related to the feeling of happiness. Therefore, it can be said that interest happens because of the feeling of happiness, someone who has willingness of something means she or he has an attitude of excitement toward something. This statement also supported by Hidayat, Syarif, and Asroi (2013) that an interest is a thing that comes from everyone's feeling and heart which makes someone tends to do a certain activity more than others. In this statement clearly states that an interest makes people become active in doing a certain activity.

Furthermore, Hornby (1995) states that interests are; 1) a feeling of wanting to know or to learn something, 2) the quality of something that makes someone wants to do it and know about it, 3) a thing with that one involves oneself or about that one is enthusiastic. That quality can be anything, like sport, learning, and

other activities. While Sukartani (1986) in Martian (2003) states that interest can be viewed from: 1) desires to find out or to obtain something or a goal which a person is interested in, 2) activities or objects that a person likes, 3) kind of activity that makes someone wants to reach the goal of it, and 4) efforts to achieve our goal or the feeling of enjoyment of what someone interested in. An object of an interest must be a concrete thing, a subject-matter, a topic, or an abstract idea. Relating to the object, the interest really gives an impact to the activity that a person will do, and at the end they may get different result depending on how and what they have been experiencing in their lives. Even when a person is able, strong, smart, and so forth to do something, but they do not have any interest and willingness, they still cannot do it easily and they cannot be in that process of some activities.

Therefore, from all the theories above, it can be concluded that an interest can be defined as a human being's emotional towards something or activity without getting any coercion from the outside environment. It is a desire of an individual and it consists of some elements of feeling.

2.2 Student's Interest towards Learning

An interest makes the tendency that causes someone to do a certain activity (Taufani, 2008). An Interest is really essential and important for someone who is doing a good thing especially for a student who is doing a learning activity. As one of the psychological aspects, an interest gives student a reinforcement to do something.

Talking about interest and exploring more about the role of interest of a human can be found in educational-psychological theories. Silvia (2006) explains that an interest as an overwhelming construct to determine human learning. In the learning process, the interest of the lesson can be showed by the student when they are engaging a lesson in the classroom. Paul (2014) cited in Kpolovie, Joe,

and Okoto (2014) found that interest involves students and encourages learning statistically. This is also stated by Hilgard (1977) in Slameto (2003, p.57) that *“Interest is persisting tendency to pay attention to and enjoy some activity or content”* It means that when someone gets an interest of something, she or he will do it routinely and they like the activity they are interested in. This is same as the student when they like a certain lesson especially English. Without interest, the students may not be motivated in a learning process. Dalyono (1997) states that, if a student has no interest of learning, she or he will find it difficult to do a learning activity. When the students have an interest of learning, they definitely involve in the learning activity and they feel like they always want to do it merely without any compulsion from the teachers, their parents and environments. It will not close the possibility a wider interest of learning has a probability to keep the students to follow or involve into the lesson all along. Moreover, it can make learning process becomes greater than usual. Kpolovie et al. (2014) found that when a student is heavily interested in the lesson, she or he tends to pay an attention; she or he will get the lesson more effectively; involve in a critical thinking about the lesson; and the student also can make the connection between the new knowledge and the old knowledge. Therefore, it is really influence learning activity.

The strength of student’ interest is varied at the beginning. The more positive the interests they have, the easier the process will occur. In addition, the input of the material sometimes comes to their mind faster than expected. The effect of this students’ interest can impact many aspects. The most aspects that are influenced by this interest are their grades or scores, achievements, and the change of their ability of something. At the end, each student’s interest is the primary impact on their career goals.

The interest also must be balance with the effort. If the students have the interests of learning but no efforts, they will not get a good result. The person who experiences their efforts and interest may get and may feel the result of each of

individual's interest, but one thing is, every person gets the different result depending on how much strong the interest and the effort they obtain.

2.3 The Definitions of Enthusiasm

According to Effendi (2015) in Kurniawan (2017) the word enthusiast or enthusiasm was derived from old Greek word, "*entheos*" it means "possessed by a God" and enthusiast, "inspired by God". According to Oxford Learner's Dictionaries, "enthusiasm is a strong feeling of excitement and interest in something, and a desire to become involved in it." It means it is related to the expression or feeling of an excitement in responding something that appears in every individual. Ajisaka (2008) cited in Maryati (2011) that, enthusiasm is a strong excitement towards one subject, passion or fiery interest. Suciati (2018) also found that enthusiasm is a feeling of happiness or excitement towards something happens that gives a strong desire to someone. A feeling of getting excited of a person when doing an activity and it appears when she/he starts to like the action. It also can be defined as a strong passion on a subject of matter, something, or action and a fiery spirit, fuel, or the blazing fire of something new. If a person has this kind of big enthusiasm, they will be overwhelmed by the outstanding feeling to achieve a dream he or she wants. This is cited by Samuel (2012 in Suciati (2018) that, enthusiasm will encourage someone to go further to win her or his struggle.

Moreover, Wongso (2008) cited in Maryati (2011) that enthusiasm is a feeling of a great pleasure to achieve something which means when someone has an enthusiasm, then she or he will have a feeling of pleasure to achieve a dream. It can be say that enthusiasm is an attitude, a passion, vehemence, a feeling of a very big excitement towards something different and it always makes someone interested in that. If someone has a big attitude toward something or attitude to do something, it will be no enforcement for any other people.

2.4 Student's Enthusiasm towards Learning

Enthusiasm from the explanation above is related to the cognitive process in the change of behavior as the result of interaction, learning and experiencing with the environment. The meaning of learning can be understood as the process of obtaining, getting, adopting, or adjustment which happens on all human beings in the whole lives and occurs progressively to get the optimal results. So, from the two meanings of enthusiasm and learning above, it can be concluded that the meaning of enthusiasm of learning is the passion, the vehemence, the feeling of a very big excitement, and the spirit of a student towards cognitive process in the process of changing the behavior as the result of the observation and the interaction in the environment.

Cockburn (2009) states that effective and constructive learning activity is not only about cognitive process, but also it involves feeling and emotion, so here learning enthusiasm is essential for the students. It means the engagement of a student in the learning process especially English learning process is really necessary and important because this process of learning and teaching will not be optimal if there is the lack of student's involvement or engagement and student's enthusiasm in learning. Maryati (2011) found that enthusiasm and learning have a relationship. It means that enthusiasm really affects student's learning. Therefore, the enthusiasm of the student terribly impacts students' academic achievement of learning especially English. The learning achievement is needed by the student which is supported by the enthusiasm.

As people know that learning English need a huge enthusiasm from the student, because English contains five elements (listening, reading, speaking, structure, and writing) that must be mastered, beyond there are a lot of vocabulary that must be memorized to make the learners can arrange the sentence with the English grammar and directly say the sentence they want to say. Without enthusiasm, those elements cannot stand become one. Therefore, the result will

not be perfectly obtained by the learners and the input can be applied in their daily lives or their real life.

Enthusiasm towards learning activity uses a theory of need because the learning activity and learning achievement is a need of every student. This theory was cited by Murray (1997) in Walgito (2004) that there are 20 points about need: 1) Abasement, 2) Achievement, 3) Affiliation, 4) Aggression, 5) Autonomy, 6) Counteraction, 7) Dependence, 8) Deference, 9) Dominance, 10) Exhibition, 11) Harmavoidance, 12) Infavoidance, 13) Nurturance, 14) Order, 15) Play, 16) Rejection, 17) Sentience, 18) Sex, 19) Succorance, and 20) Understanding. According to that Theory by Murray, to connect the student's enthusiasm and learning activity, the writer believes that both variables exist because of the theory of need that is achievement. Murray (1997) in Walgito (2004) also states that it is related to a good achievement of learning, solving a problem, and doing assignment as fast as possible and as well as possible. All these things exist because of enthusiasm of learning.

Moreover, according to Safari (2013) cited in Darmawan (2016), there are four indicators of enthusiasm towards learning, namely: 1) a feeling of happiness, 2) student's interest, 3) student's attention, and 4) student's involvement. Every indicator as follow:

1. A feeling of gladness or happiness

When a student loves and begins to happy for something, she or she will continue to do it without being forced especially when a student likes a certain subject of learning, they will do it with happiness.

2. Student's interest

Student's interest will come first after enthusiasm. It is related to the impulse that pushes to tend to feel attracted to something like activity, people, or event.

3. Student's attention

Attention is an activity in the form of understanding or observation towards something. A student who has an interest of something, she or he will pay an attention. She or he will try to understand about the lesson that she or he is studying. When the teacher is explaining in the class, an interested student will really pay attention.

4. Student's involvement

If a student feels so enthusiastic in a lesson, she or he will involve in a lesson. Involvement is really important to make the students follow the process of learning smoothly.

2.5 The Concept of Academic Achievement

Academic achievement is related to something that students have already learned that will cause the change in someone, like behavior, skill, knowledge and so forth. Hornby (1995) in Oxford Advanced Learner's Dictionary states that, the word achievement is concerned with something that someone has already done successfully by using their skills and efforts and skill. In addition, Travers cited in Isnian (2009) that achievement is the result of each individual that had already experienced educational area.

According to YourDictionary, academic refers to the level of schooling that students have completed successfully. Poerbakawatja (1987) defines that learning achievement is the ability that can be measured after learning process in the school by the children with her or his community. It means after the process of learning, children in school will get the score of their learning process and will be determined by the score. This is also supported by Yang (2004) cited in Mayasari (2010) that academic achievement refers to students' academic performance at school. Additionally, Maolani (2008) cited in Karnegi (2010) states that to measure the learning achievement can be done by evaluation. The result or the score of learning achievement can be seen from the score 10-100 or

1-10 however in the curriculum of 2013, the score will be measured by grade from A to E.

2.6 The Impact of Interest and Enthusiasm on Students' Academic Achievements of Learning English

Commonly learning achievement as what has been explained above can be defined as a student self-assessment. The outcome of learning cannot apart from the activity of learning, because learning is a process. Learning achievement is the result of learning process. The result can describe student's ability after what they know and what they learn.

Nurhasanah and Soebandi (2016) found that learning achievements and learning outcomes can be affected by two factors, those are, internal factor and external factor. This statement also explains by Suryabrata (1983) in Nuh (2016) that there are two factors that affect student' learning achievement, those are internal factors and external factors. Internal factors include health problems, disabilities, psychological factor (interest, intelligences, enthusiasm, attentions, motivations, skills, maturities, and so forth) and fatigue factor. While the external factors which impact students' learning achievements and outcomes include family factor, school factor, and society factor. Those two factors absolutely will impact the outcomes and the achievements of the student. One of the internal factors is interest which is students' emotion through learning.

Muhiddin (2013) states that interest can influence the quality of learning achievements of students towards a certain subject. This statement is supported by Sadirman (2001) that the successful learning can be influenced by student's interest. Singer (1987) also highlights that an interest is one of elements that can determine students in learning success. Hafsah (2016) found that, an interest is one of the factors that can affect learning activity. Therefore, interest is one of the

characteristic that a student requires to have in order to be successful in learning process.

In some theories the situational interest is the strongest emotion that students obtain. Both individual and situational interest are together associated with enjoyment and excitement while learning process. This feeling of enjoyment is related to enthusiastic emotion of a student when engaging a lesson in learning process. The student are fond of study something they like. The combination between interest and enthusiasm is the perfect way to make better achievement.

Firmani (2009) cited in Mulyani, Mahdum, and Delfi (2015) that she found in her research on the correlation between students' interest and their achievement in learning English is strong correlation. This study shows that if the students have really big interest in learning, they will be successful and their score will bigger than the students who do not 'have any interest in learning, because they pay attention on the lesson they engage and they enjoy it, be active and convenient. A similar thing happens as the case of learning English.

Evans (2007) found that students considered that enthusiasm was the central of students' learning and a pre-requisite student involvement. Such enthusiasm is really important to make students engage a lesson in the class (Pithers & Holland, 2007). As has explained in the background states by Patrick et al. (2000) that enthusiasm has positive power to influence student's outcome. Maryati (2011) also found that enthusiasm has a significant relationship with academic achievement of learning, so it has no doubt that enthusiasm really gives an impact to student's learning to make them success in learning process in the classroom.

2.7 Previous Related Studies

There are five studies about interests and enthusiasm related to the writer's present study that will be revealed. All the studies were obtained from the Internet from Google Scholar.

First is about the correlation between interests and English learning achievement with the title, "The Correlation between Students' Interest and Their English Learning Achievement at SMA Negeri Ujunbatu" written by Mulyani et al. (2015). This study aimed to find out whether there was the correlation between students' interest and their English learning achievement. The sample of this study was the students in the first grade of SMA Negeri Ujunbatu. This study used correlational study. The writers gave out questionnaires to the students to measure students' interest, and asked for documentation to know their English semester scores. They used the Product Moment test to identify whether there was a significant correlation or not. Thus, they found that there was a significant correlation between these two aspects. This study had some similarities and differences with the writer's present study. The similarities that can be seen are: 1) the variables of the studies. Both used the same variables, those were students' interests of learning English and English learning achievement; 2) both studies used the same instruments, questionnaire and documentation; 3) methods of studies of both studies used correlational study. While the differences of both studies are: 1) the locations of the studies; 2) the populations and samples of both studies; 3) the number of variables: the first study had three variables, but the second study had two variables.

The next previous study about correlation between interest and learning achievement also had been conducted with the title, "Hubungan antara Minat Belajar dan Kemandirian Belajar dengan Prestasi Belajar Bahasa Inggris Siswa SMA Muhamadiyah 1 Surakarta" written by Hartono (2016). This research is about the correlation among interest independence of learning and Students' English Learning Achievement of SMA Muhamadiyah 1 Surakarta. The aim of

this study was to know whether there was any correlation among those three variables. The subject of the study was the 11th grade student of SMA Muhamadiyah 1 Surakarta. This study used correlational research method. Data collection of this study used scales of interest in learning and independence of learning and document to know the value of students' English learning achievement. To know the result of the study, the writer used Kendall's non parametric test. This study showed a little bit different result with others studies that there was no significant correlation among interest and independence of learning and English learning Achievement. There are some similarities and difference between this study and present study. The similarities that can be found are: 1) the number of variables was same; 2) the previous study correlated students' interest of learning English and English learning achievement, so did the present study; and 3) the methods of both study. The differences that can be viewed are: 1) kinds of the variables; 2) the locations of both studies; 3) the subjects of both studies; and 4) the instruments.

Another previous study about interests and English learning achievements in Indonesia also had been carried on which is entitled, "Pengaruh Minat dan Motivasi Belajar terhadap Prestasi Belajar Bahasa Inggris (Survey of SMK Negeri in South Jakarta)" by Hafsah (2016). This study is about the influences of interest and motivation towards English learning achievement. The aim of this study was to find out and to analyze the influence of interest towards English achievement, the influence of learning motivation towards English learning achievement, and the influence between interest and motivation towards English learning achievement together. The population of this study was 10th students of 3 schools of SMK Negeri in Jakarta Selatan with 84 students as the samples. In this study, the method that the writer used was a correlational study. All the questionnaires were given out to the student to know about their learning interest and their learning motivations and the secondary result of objective test to measure their English learning achievement. To obtain the result of the study, the writer used correlation technique and multiple regressions. After measuring, this study

showed there was a significant influence between interest and motivation towards English learning achievement. There are some similarities and differences between the previous study and the present study. The similarities that can be viewed from both studies are: 1) both studies used the same variables, interest and English learning achievement; 2) the number of variables; 3) the instruments of the studies to measure interest; and 4) the methods of the studies. The differences that can be seen in there both studies are: 1) kinds of the variables were different such as the previous study used motivation as the second independent variable (X2) while the present study used enthusiasm as the second independent variable (X2); 2) the subjects of the studies; 3) the locations; and 4) the instruments to measure English learning achievement such as the previous study conducted a test to know their English score, while the present study used document to know their English learning achievement.

The last previous study about interest and English learning Achievement is entitled, “The Correlation between Student’s Interest and Their Learning Achievement of Learning English at the Second Year of SLTPN 1 Pamulang” written by Firmani (2009). This study aimed to know whether there is any significant correlation between student’s interest and student’s English learning achievement. The sample of this study was 30 students of SLTPN in the second year. Techniques and the instruments of this study are questionnaire to measure student’s interest, documentation to obtain student’s English learning achievement, and observation. This study used the correlational study to know it result. Student’s Interest as the independent variable (X) and Student’s Learning Achievement of Learning English as the dependent variable (Y). The result of this study showed that there was a strong correlation between interest of learning and English Learning Achievement. There are some differences and the similarities between this previous study and the present study. The differences that can be found between both studies are: 1) the location and the place of research; 2) the population and the sample of studies; and 3) the number of both variables are different like the previous study only used two variables, however the present

study used three variables. The similarities that can be viewed from both studies are: 1) the instruments of the studies; 2) both studies used interest to measure student's English learning achievement; 3) the research method; 4) and the purposes of both studies.

The previous study also had investigated about enthusiasm in learning and learning achievement, that is "Hubungan antara Antusiasme Belajar Siswa dan Pemanfaatan Media Pembelajaran dengan Prestasi Belajar Sosiologi Siswa Kelas XI Sekolah Menengah Atas Negeri 1 Ngemplak Boyolali Tahun Pelajaran 2010/2011" written by Maryati (2011). It is about the correlation among the student's learning enthusiasm and the utilization of learning media and sociology learning achievement of 11th grade student of Public Senior High School number 1 Ngemplak Boyolali in the year 2010/2011. The aims of this study were: 1) to know about the correlation between student's enthusiasm and sociology learning achievement; 2) to know about the correlation between the utilization of learning media and sociology learning achievement; 3) to know about the correlation among student's learning enthusiasm and the utilization of learning media and sociology learning achievement. The population was all the students in the 11th grade of social science at Public Senior High School number 1 Ngemplak Boyolali with the total 109 students, and the samples were 40 students. The method of this study was descriptive quantitative correlational study. The instrument of this study was questionnaire. In this study, students' learning enthusiasm as the independent variable (X1) and learning achievement as the dependent variable (Y). The results of this study were: 1) there was a significant positive correlation between student's enthusiasm and their sociology learning achievement; 2) there was a significant positive correlation between the utilization of learning media and sociology learning achievement; 3) there was a significant positive correlation among student's learning enthusiasm and the utilization of learning media and sociology learning achievement. There are some similarities and some differences between the previous study and the present study. The similarities that can be seen are: 1) the two variables of both studies are same

(both correlated the student's learning enthusiasm and learning achievement), 2) the instrument; and 3) the number of the variables. The differences that can be seen in the previous study and the present study are: 1) the locations of the research; 2) the population and samples of both studies; 3) the subject of lesson that was researched; and 4) kind of the variables.

The last previous study about enthusiasm is "Pengaruh Persepsi Siswa tentang Kompetensi Guru dan Antusiasme Belajar Terhadap Prestasi Belajar Sosiologi pada Siswa Kelas X SMAN 4 Surakarta" written by Rahma (2010). The aim of this study was to find; (1) was there any significant influence between students' perceptions about teacher competence and Sociology academic achievement; (2) was there any significant correlation between enthusiasm and Sociology academic achievement; and (3) was there any significant correlation between students' perception about teacher competence and students' enthusiasm in learning Sociology. This study used correlational research method. The technique of data analysis used statistics analysis with multiple regressions. The result of this study showed there was a significant positive correlation between enthusiasm in learning Sociology and Sociology academic achievement. The similarities that can be seen in between the previous study and present study are; (1) both studies had three variables; (2) both studies correlated the same variable for enthusiasm in learning and academic achievement; and (3) both studies used correlational research method. The differences that can be seen from both studies are; (1) the previous study researched about Sociology while the present study researched about English; (2) the previous study used multiple regressions to analyze the data while the present study did not use it; and (3) the technique to collect the sample was different, the previous study used random sampling and the present study used purposive sampling.

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