

**THE INFLUENCE OF TEACHER-STUDENT INTERACTION AND  
LEARNING INTEREST ON LEARNING OUTCOMES IN ENGLISH  
SUBJECT AT SMK NEGERI 1 MAJENE**



**A Thesis**

**BY :**

**SITI RUHAEMA**

**Reg Number: 10256119021**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHING TRAINING DEPARTEMENT  
STATE ISLAMIC COLLEGE OF MAJENE**

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## PENGESAHAN SKRIPSI

Skripsi yang berjudul **“The Influence of Teacher-Student Interaction and Learning Interest on Learning Outcomes in English Subject at SMKN I Majene** yang disusun oleh **SITI RUHAEMA** dengan **NIM 10256119021**, mahasiswa Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Jumat, 30 Agustus 2024 dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

Majene, 10 Mei 2025

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### DEWAN PENGUJI

Ketua : Syamsinar, S.Pd., M.Pd  
Sekertaris : Rina Marlina, S.S., M.Hum.  
Munaqisy 1 : Achmad Taqlidul Chair F, S.Pd., M.Pd.  
Munaqisy 2 : Uswatunnisa S.Pd., M.Hum.  
Pembimbing 1 : Wahyuddin, S.Pd., M.Ed.  
Pembimbing 2 : Nihla Afdaliah, S.Pd., M. Pd

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Diketahui Oleh

Ketua Jurusan Tarbiyah dan Keguruan,



  
Dr. Ahmad Muaffaq N. S. Ag., M. Pd

NIP.197408151998031004

## PERNYATAAN KEASLIAN SKRIPSI

Nama : SITI RUHAEMA  
NIM : 10256119021  
Tempat Tanggal Lahir : Polewali, 07 Juni 2001  
Jurusan : Tarbiyah dan Keguruan  
Prodi : Tadris Bahasa Inggris  
Judul : The Influence of Teacher-Student Interaction and Learning Interest on Learning Outcomes in English Subject at SMKN 1 Majene

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Majene, 13 November 2024

Penyusun



**SITI RUHAEMA**

10256119021

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SITI RUHAEMA

NIM. 10256119021

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## ABSTRACT

**Researcher** : SITI RUHAEMA  
**Reg Number** : 10256119021  
**Title** : THE INFLUENCE OF TEACHER-STUDENT  
INTERACTION AND LEARNING INTEREST  
ON LEARNING OUTCOMES IN ENGLISH  
SUBJECT AT SMKN 1 MAJENE

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This study aims to evaluate the influence of teacher-student interaction and learning interest on English learning outcomes at SMK Negeri 1 Majene. The research employed a quantitative method with a correlational design, and data were collected through a Likert-scale questionnaire and documentation. Multiple linear regression analysis showed an F-value of 3.216 with a significance level of 0.046. This value is greater than the critical F-value ( $3.216 > 3.13$ ) and the significance level is less than 0.05 ( $0.046 < 0.05$ ), which means the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This indicates that teacher-student interaction and learning interest significantly affect learning outcomes. The coefficient of determination ( $R^2$ ) of 0.088 indicates that 8.8% of the variability in learning outcomes can be explained by teacher-student interaction and learning interest, while 91.2% is influenced by other factors not examined in this study. The study concludes that although teacher-student interaction and learning interest affect learning outcomes, their influence is limited and largely affected by other factors.

**Keywords:** Teacher-student interaction, Learning interest, Multiple linear regression

# CHAPTER I

## INTRODUCTION

### **A. Research background**

English is an international language that plays an important role in global communication (Gunantar, 2016). In the field of education, English subjects aim to make students proficient in using English. This can be realized effectively under the influence of a teacher. Teachers are the main pillars in conveying English knowledge to students (Archana & Usha Rani, 2017). However, teaching English is not only limited to transferring information but also must create interest in learning and optimal learning outcomes.

The interaction between teacher and student in learning English is an important factor that can influence students' interest in learning and learning outcomes. According to Arianti (2019), effective teachers not only transfer knowledge but also create a classroom environment that supports and motivates students. This interaction involves various aspects, such as communication, feedback, and support in overcoming difficulties faced by students.

Teacher-student interaction and learning interest are closely related because interest has a very significant influence in the learning process because when students have a strong interest in a lesson, their enthusiasm for learning will increase, which ultimately has an impact on their learning achievement (Alam, 2018).

English learning outcomes have a long-term impact on students. The success of the teaching and learning process can be measured by the level of understanding, mastery of the material, and learning outcomes (Wijaya et al., 2021).

English language proficiency allows students to communicate effectively in a global environment, increasing employment opportunities and opening the door to broader personal and professional development. According to Haryanti (2019), in line with the importance of interaction between teacher and student, teachers must be able to arouse interest in learning through learning interactions in the classroom.

Based on the initial observation, the researcher found the main problem in the interaction between teachers and students at SMK Negeri 1 Majene. The problem in this research is that the interaction between teachers and students at SMK Negeri 1 Majene is still ineffective in arousing students' interest in learning, so that it can affect learning outcomes, especially in English subjects.

Therefore, based on the background described above, it is important to conduct research with the title "The Influence of Teacher-Student Interaction and Learning Interest on Learning Outcomes in English Subjects at SMK Negeri 1 Majene".

## **B. Research Problems**

Based on the explanation in the background, the core of the problem is the influence of teacher and student interactions. This is important to follow because student learning outcomes depend on the interest and interaction between teacher and student. This can be used as material for consideration and evaluation of the

education system in Indonesia in the future. Therefore, the formulation of the research problem is as follows:

1. Is there an influence of teacher-student interaction on learning outcomes in English subjects at SMK Negeri 1 Majene?

2. Is there an influence of learning interest on learning in English subject at SMK Negeri 1 Majene?

outcomes in English subjects at SMK Negeri 1 Majene?

3. Is there an influence of teacher-student interaction and learning interest on learning outcomes in English subjects at SMK Negeri 1 Majene?

### **C. Research Objective**

The main aim of this research is to determine the influence of teacher-student interaction and learning interest on learning outcomes in English subjects at SMK Negeri 1 Majene.

### **D. Significance of Research**

In this case the researcher provides two things, namely theoretical significance and practical significance:

#### **1. Theoretical Significance**

This research has theoretical significance in the field of education, especially in understanding how teacher-student interactions can influence learning outcomes and student interest in English subjects. This research can be a reference for schools, teachers, students, and future researchers. Thus, it is hoped that the findings from this research will have a positive impact on the learning environment for students and teachers at SMK Negeri 1 Majene.

## 2. Practical Significance

Practically, this research is expected to provide benefits for several targeted parties, namely student, teacher and future researcher.

### a. For future researchers

This research can be a reference for future researcher who are interested in researching the scope of teacher-student interaction and its impact on interest and learning outcomes in English subjects.

### b. For teachers

For English teacher, it is hoped that this research will provide insight into the impact of teachers-student interaction on interest and learning outcomes in English subjects at SMK Negeri 1 Majene. This knowledge can help teacher develop their abilities in fostering good relationships between teachers and students and creating an interactive learning environment so that it can increase students interest in learning. As a result, this can affect student' English learning outcomes at SMK Negeri 1 Majene.

### c. For students

It is hoped that this research can provide information and input for students to better understand the importance of positive interactions with teachers in creating interest and improving English learning outcomes.

### d. For school

This research can provide valuable insights for educational institutions about how teacher-student interactions influence student interest and learning outcomes

in English subjects. This research highlights the importance of creating a positive and interactive learning environment to increase students' motivation and mastery of English.

#### **E. Research Scope**

The aim of this research is to reveal and provide a better understanding of the relationship between teacher-student interaction, student interest, and learning outcomes in the context of English subject using survey method by deploying questionnaire and collecting students' learning outcomes report.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Studies

Based on the results of previous research, the researcher found relevant previous research related to the research conducted, as follows:

The first related research was conducted by Kurniatillah et al. (2022) with the title "Teacher-student interaction in an English classroom setting." The researcher found that teacher-student interactions are interactive. The teacher speaks to convey material to the students. Then the student gave feedback to the teacher. This research design used a qualitative descriptive method and took the participants from class XII of SMP Negeri 176 Jakarta.

The second related research is Tambunan, N. (2017), with the title "Hubungan Interaksi Guru dan Siswa Terhadap Minat Belajar Pada Mata Pelajaran Aqidah Akhlak di MTS. AL-HASANAH Medan." Interaction with students has a significant relationship with interest in learning at Mts. Al-Hasanah. The results of the research show that teacher interaction with students in the Aqidah Akhlak subject is in the high category of 2.040%, in the medium category of 69.38%, and in the low category of 28.57%, with a calculated t value  $\geq$  from the t table of 8.372  $\geq$  2.01. The similarity with this research is that they both test the influence of teacher and student interactions on students' interest in learning using quantitative descriptive data analysis techniques. The difference with this research is in the variables, sampling technique, and research location used.

The third related research was conducted by Haryanti (2019) with the title "Hubungan Interaksi Guru dan Siswa Dengan Minat Belajar PAI." This research reveals that the relationship between teacher and student with an interest in learning PAI has a very strong relationship. This is proven by testing using SPSS version 21, namely in Table 0.966, where the correlation coefficient is included in the very strong relationship category. So it can be concluded that teacher-student interaction means that interest in learning is influenced by the interaction between the two.

Based on the previous research findings above, researchers found similarities and differences between these studies. Most studies address teacher and student interactions in English classes. Then the differences between these studies can be seen in the research object, location, and sampling process. Apart from that, these studies have different focuses. Some discuss teacher-student interactions, classrooms, and relationships, and this research focuses on the influence of teacher-student interactions.

## **B. Some Pertinent Ideas**

### **1. Teacher and Student Interaction**

#### **a. Definition of Teacher and Student Interaction**

Humans, as social creatures, will never be separated from interaction. Interaction to connect individuals with each other. Interaction can also be interpreted as a forum for exchanging ideas and influencing each other when one or two people are present together. Through interaction and communication, which aim to influence other individuals, in the educational context, the learning process can become more effective and efficient.

Interaction is a form of communication between teacher and student in the learning process (Inah, 2015). Interaction is an action that involves responses or reactions between the individuals or entities involved (Rahmawati, 2020). Based on this, according to Rahmawati (2020), there are interaction groupings that are differentiated based on the individuals involved in the interaction process and the interaction model that occurs. As a result, two types of interactions can be found:

- 1) Dyadic interaction: This interaction situation occurs when only two people are involved or involves more than two people, but the interaction occurs only in two directions. For example, interactions between two people can occur through telephone conversations or involving teacher and student in the classroom, where the interactions that occur are often one-way, such as lecture or question and answer methods that do not facilitate dialogue between students.
- 2) Tryadic interaction, This situation occurs when more than two individuals are involved in the interaction and the interaction pattern spreads to all the individuals involved, such as interactions between fathers, mothers, and children that involve them as a whole.

Interaction will not be easy to understand if we do not understand the underlying conditions. Experts have conceptualized that social contact and communication are important conditions necessary for good and deep interactions to occur. Social contact is a process that involves physical contact. Social contact can occur in three different situations, namely between individuals and other individuals, between individuals and a group, and between one group and another

group. Meanwhile, communication involves a process where someone provides an interpretation of the behavior shown by another person (Annas, 2017). The communication process is a learning process that occurs in the classroom. In the field of educational communication, it is important for a teacher to fulfill all the criteria for effective communication when delivering lesson material. If not, the learning process will experience difficulties in achieving optimal results.

The relationship between teacher and student cannot be separated from the interconnectedness of the human element. In this world, humans will always be accompanied by a process of interaction and communication, which is the essence of humans as social creatures. These intentional interactions are known as educational interactions. Educational interaction should be characterized as a reciprocal and dynamic relationship, mediated by knowledge, in which the exchange is both purposeful and intellectually enriching. (Subakir, 2017)

Interaction and communication between teacher and student is the most intense thing that occurs in schools, so it will influence many things, especially personality values, which will have an impact on school quality. Interaction between teacher and student is related to communication or reciprocal relationships that influence each other, both between teacher and student and between student and student in the learning process (Taufik, 2020).

The main focus of learning and learning activities is to direct students toward learning planned and organized by the teacher. Active student involvement in learning will result in high levels of interaction between teacher and student, as well as between fellow students. This will create a fun and conducive classroom

atmosphere where each student can engage their abilities to the maximum extent possible. Student involvement in learning activities will result in the formation of knowledge and skills, which will ultimately improve their learning achievement (Samsiah & Zahara, 2019).

From the explanation above, it can be concluded that teacher-student interaction is an action or activity that creates reciprocity between teacher and student both outside and inside the learning process, which will provide good changes, especially in increasing students' interest in researching subjects. which will ultimately improve learning outcomes and achievement.

b. Characteristics of Positive Teacher and Student Interactions According to Iriantara & Syaripudin (2013). Characteristics of positive interactions between teacher and student include:

- 1) Encourage students to actively participate in learning.
- 2) Good relationship between teacher and student.
- 3) Able to ask questions that encourage students to explore the learning material themselves.
- 4) Use questions that encourage higher-level reasoning.
- 5) I am able to facilitate various student questions and comments.
- 6) Teachers act as mentors and companions for students.
- 7) Skilled in various interaction techniques to prevent boredom.
- 8) A teacher can resolve conflicts and other forms of personal problems that may arise.

### c. Teacher and Student Interaction Factors

The learning process will always be a process of interaction between two human elements, namely student as those who learn and teachers as those who teach with students as the main subject.

In the process of educational interaction between students and teachers, supporting components are needed, according to Ahmadi in Evadila (2018), namely:

- 1) There are goals to be achieved.
- 2) There is material or a message that is at the core of the interaction.
- 3) There are students who are actively involved in the learning process.
- 4) There are teachers who carry out the learning process.
- 5) There are technical approaches or methods used to achieve predetermined goals.
- 6) There are certain situations that allow an effective learning process to occur.
- 7) There is an assessment of the results of the interaction.

### d. Communication in the process of teacher - student interaction

There are three communications in the teacher-student interaction process, namely:

- 1) Communication consist of actions or communication that is one-way only without any response or interaction back. Making teachers as information givers and students as information recipients. The teacher plays an active

role, while the student plays a passive role. The teaching process is considered an activity for disseminating learning materials.

- 2) Communication is basically two-way interaction or communication. Teachers can act as givers or recipients of information. Likewise, students can receive information and can also provide information. This can lead to conversations between teachers and students.
- 3) Communication is defined as interaction or multidirectional communication.

Communication interactions do not only occur between teacher and student, but also between fellow students. In this situation, students are asked to be more proactive than teachers.

Various communication patterns occur in the learning process, as previously mentioned. However, the reciprocal interaction pattern is considered the most suitable for awakening students' learning potential (Sudarti, 2019).

From the previous explanation, it can be concluded that interaction between teacher and student is a process of action or activity that creates a mutually responsive relationship between teacher and student, both inside and outside of learning English subjects. Researchers use this type of dyadic interaction between teacher and student both inside and outside the classroom as a method of conveying information or English learning materials to improve students' understanding of the material. In interacting, there are two main requirements, which include social contact and communication. Social contact can occur between individuals personally, for example, between teacher and student.

Communication that exists in social contact between teacher and student tends to create close reciprocal relationships. And there are characteristics of learning and learning interactions where these characteristics are used to take indicators, which are instruments for collecting data through questionnaires. These indicators are: having goals, having procedures, choosing material, having student activities, having teachers as guides, having discipline, having time limits, and evaluating. This also allows interactions between teacher and student to be more productive in improving students' English language skills.

## **2. Interest in Learning**

### **a. Definition of Interest in Learning**

Interest is a high tendency toward something that is considered important by someone. Interest is basically an acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the individual's interest. Interest is a tendency that encourages individuals to focus their attention on a particular thing, for example, work, lessons, objects, or people (Hayati & Harianto, 2017). Interest is related to cognitive, affective, and physical aspects and is a driving force that encourages individuals to carry out the desired activity. According to Sukardi, interest can be defined as a feeling of liking, liking, or enjoying something (Susanto, 2016). Meanwhile, according to Sardiman (2011), interest is a situation where a person discovers the characteristics or temporary meaning of a situation that is related to his personal desires or needs. This explanation emphasizes that interest is a person's natural

inclination towards a particular object or topic, often accompanied by feelings of pleasure that indicate deep personal involvement in an effective learning process.

b. Learning Interest Indicator

According to Slameto in Apriyani (2022), several indicators interest Research are:

1) Feel happy

If a student feels happy about a particular subject, he will not feel forced to research. For example, interest and enjoyment in lessons will prevent boredom and encourage students to be more active .

2) Involvement student

A person's involvement in an object causes him to feel happy and interested in carrying out activities related to that object. For example, someone becomes active in discussing, proactive in asking questions, and responsive in answering the teacher's questions.

3) Interest

Relating to student motivation towards interest in an object, individual, activity, or affective experience triggered by the activity. For example, showing high enthusiasm during the learning process and not procrastinating in completing assignments given by the teacher.

4) Student attention

Interest and attention are often considered similar in everyday use. Student attention refers to student concentration in observing and understanding something, to the exclusion of other things. Student who have an interest in a particular object will automatically pay attention to that object.

### **3. Learning Outcomes**

Learning outcomes is activity student obtained after follow activity learning (Aditya, 2016). Because learning is a process of a person's efforts to obtain a form of change in behavior that is relatively permanent. In learning activities, teacher usually set learning objectives. So, student who have achieved the learning objectives, then they have been successful in learning. Evaluation is one way to find out whether the student learning outcomes that have been achieved are in accordance with the desired objectives (Achdah, 2019).

According to Susanto (2016), Various results Research among others:

#### **a. Concept Understanding**

Concept understanding includes the extent to which students can receive, absorb, and understand the material taught by the teacher (Susanti, Asrin, and Khair, 2021). It also shows how well the student understands what they read, see, experience, or feel. Teachers can use achievement evaluations to measure student learning outcomes. In the context of learning at school, tests are often used in various forms, including daily tests, mid-semester tests, end-of-semester tests, and practical tests, as a form of assessing student learning outcomes.

#### **b. Process Skills**

Process skills are abilities that form fundamental mental, physical, and social aspects as a basis for improving students' higher abilities. Along with this, it is necessary to instill desired attitudes such as creativity, cooperation, responsibility, and discipline in accordance with the focus of the research being undertaken. Process skills are divided into two parts, namely:

- 1) Upper-level process skills include Middle- to upper-level process skills include: analysis, evaluation, problem solving, proof, reasoning, critical thinking, and deeper understanding.
- 2) Integrated process skills include determining activities, identifying variables, creating data tables, processing data into graphs, analyzing investigation results, formulating hypotheses, determining operational variables, planning research, and carrying out experiments.

c. Attitude

Attitude is a tendency to face the world around us in certain ways, methods, patterns, and techniques, both towards individuals and certain objects. If related to learning outcomes, this attitude is more focused on understanding concepts, where the domain that plays an important role is the cognitive or mental domain (Mawati, Muzakki, & Pajrini, 2022).

Student learning outcomes are the result of the interaction of various influencing factors, both internal and external. The following is a more detailed explanation.

- 1) Internal factors

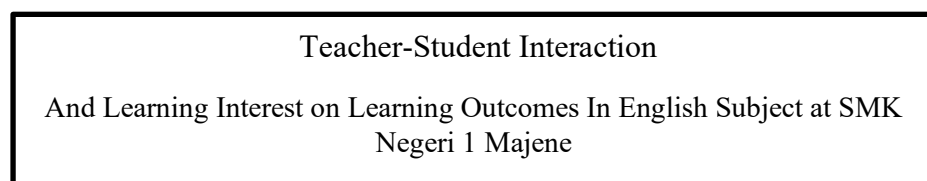
Internal factors are factors that come from within students and influence their learning abilities. These internal factors include intelligence, motivation to learn, interest and attention, perseverance, attitude, research habits, as well as physical condition and health.

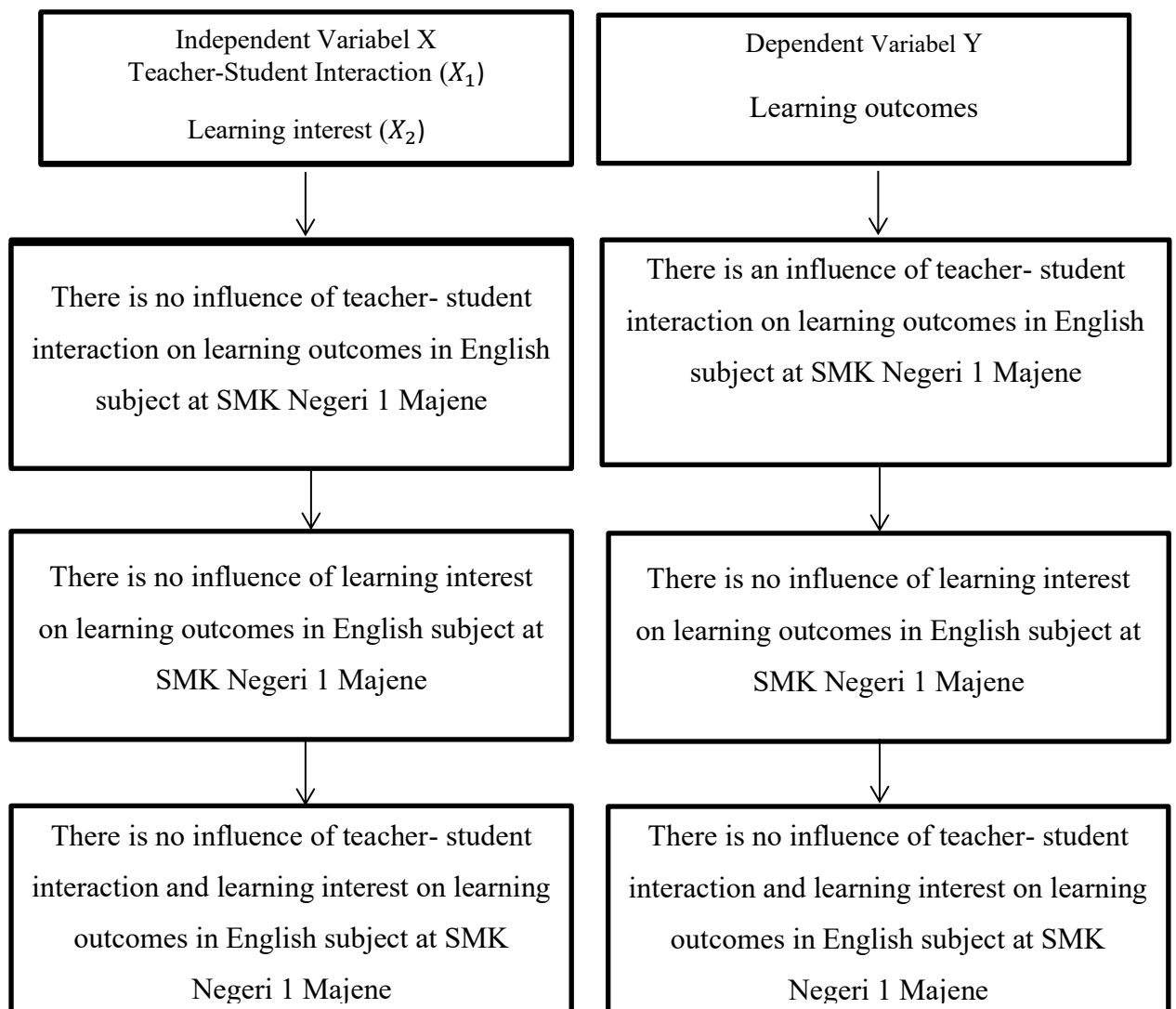
## 2) External factors

External factors are factors originating from outside the student that have an impact on learning outcomes, including family, school, and society. Family conditions have a significant influence on student learning outcomes (Susanto, 2016).

### **C. Framework**

Based on a literature review and factors that influence teacher-student interaction, the researcher developed a conceptual framework that describes the influence between teacher-student interaction, student interest in learning, and learning outcomes in English subjects at SMK Negeri 1 Majene. This conceptual framework includes the following variables:





The framework shows the relationship between interrelated variables in the learning context. Good interaction between teacher and student can increase students' interest in learning, which ultimately influences learning outcomes. Internal and external factors also play an important role in shaping student learning outcomes.

#### D. Hypothesis

According to Tambunan (2017), Hypothesis is a temporary assumption regarding research results, before the research is carried out. For this reason, proof must be carried out from alleged interim results that have been formulated, whether they are in accordance with existing field facts or contradict the hypothesis. A hypothesis is an accepted statement, while its truth is the basis and guideline for work. in verification. A hypothesis is a statement of a complex phenomenon relationship (Sugiyono, 2013).

A hypothesis is a conclusion, but one that is still in the process of being determined and cannot be proven. A hypothesis is an answer that is considered to have a high probability of being correct. From this description, the authors can propose a research hypothesis, namely:

$H_0$ : There is no influence of teacher-student interaction on learning outcomes in English subjects at SMK Negeri 1 Majene

$H_a$ : There is an influence of teacher-student interaction on learning outcomes in English subjects at SMK Negeri 1 Majene

$H_0$ : There is no influence of student interest on learning outcomes in English subjects at SMK Negeri 1 Majene

$H_a$ : There is an influence of student interest on learning outcomes in English subjects at SMK Negeri 1 Majene

$H_0$ : There is no influence of teacher-student interaction and student interest on learning outcomes in English subjects at SMK Negeri 1 Majene

$H_a$ : There is an influence of teacher-student interaction and student interest on learning outcomes in English subjects at SMK Negeri 1 Majene



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Type and Location of Research**

##### 1. Type of research

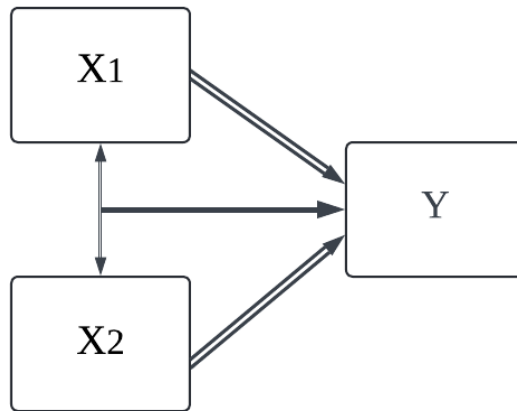
The research that was conducted was quantitative research with a correlational design. According to Creswell (2017) quantitative research is a method for testing certain theories by examining the influence between variables. According to Sugiono (2021) analyzing the data collected uses multiple linear regression analysis, namely a statistical model that studies the logical pattern of influence between two or more variables, one of which acts as an independent variable and the other as a dependent variable. Thus, in this research, the researcher used three variables to test their effect, namely two independent variables and one dependent variable.

##### 2. Research location

This research was carried out at SMK Negeri 1 Majene in the KH environment. Muh. Saleh No. 41, located in Majene City, East Banggae District, Majene Regency. This school was chosen as a research location because it is one of the leading schools in the area, especially in Majene City.

#### **B. Research design**

This research used quantitative methods. The aim of this research was to find out whether there was an influence of the independent variable on the dependent variable. The researcher focused on teacher and student interactions, learning interest, and learning outcomes in the English subject at SMK Negeri 1.



*chart 1. Relation between variables*

X<sub>1</sub>: Teacher-Students Interaction

X<sub>2</sub>: Learning Interest

Y: Learning Outcomes

### **C. Research subject**

#### **1. Population**

The population in this research was all class XII of SMK Negeri 1 Majene which consisted of 9 classes. The number of class XII student at SMK Negeri 1 Majene is 233 students. The following is data on the number of students per class:

Table 3.1 Number of Class XII Students Population and Sample at SMK Negeri 1 Majene

No	Class	Major	Population	Sample
1	XII	CULINARY	13 students	8 students
2	XII.1	FASHION	35 students	7 students
3	XII.2	FASHION	35 students	9 students
4	XII.3	FASHION	33 students	9 students
5	XII.4	FASHION	34 students	8 students
6	XII.5	FASHION	34 students	8 students
7	XII	SKIN & HAIR BEAUTY	29 students	7 students
8	XII	COMPUTER NETWORK ENGINEERING	15 students	7 students
9	XII	HOTEL	5 students	5 students
<b>Total</b>			<b>233 students</b>	<b>70 Students</b>

Source: class XII attendance at SMK Negeri 1 Majene

## 2. Sample

According to Mulyatiningsih (2013) a sample is a description or part of the population. Researcher may take only a portion of the population for research, even though the conclusions from the research results will apply to the entire population.

Sampling in this research used the Slovin formula because in sampling, the sample size must be representative. The Slovin formula is used to determine the minimum sample size if the population size is known at a significance level of 0.10% with the following formula:

$$n = \frac{N}{1 + (Ne)^2}$$

Information :

n = Sample size/number of respondents

N = Population

$e^2$  = Error tolerance limit

1 = Constant number

The population in this research was 233 students and the error rate used was 0.10% so that in determining the research sample the following calculation was used:

$$n = \frac{233}{1 + 233(0,10)^2}$$

$$n = \frac{233}{3.33} = 69,97$$

Based on the calculations above, the samples this research is adjusted to 70 students.

So, the required sample size with a population of 233 and an error rate of 0.10 is approximately 69.97. So if rounded up, the sample in this research is 70 student. In this case, from a total of 70 students who are the subject of the research, the researcher take a representative of 7 or 8 students from each class as a sample, by making special adjustments to the class that only have 5 student.

#### **D. Research Instruments**

##### **1. Questionnaire**

Questionnaire is something method Data collection is carried out by giving respondents a series of questions or written statements to answer. In this research, a questionnaire was used in the form of questions and statements to obtain data regarding teacher and student interactions ( $X_1$ ), interest in learning ( $X_2$ ). As for its the implementation, questionnaire are given to student to be filled in accordance to

the actual situation. Students are given directions or explanations regarding how to fill out the questionnaire, students are told that this questionnaire is not included in the assessment of learning at school.

The procedures in collecting data of this research as follows:

- a. Prepare research instrument questionnaire
- b. Consulting research instruments with mentor
- c. Validity of research instruments using SPSS
- d. Request permission for do research at SMK Negeri 1 Majene
- e. Researcher explain objective research
- f. Procedure for class division into 2 waves. In the first wave, the researcher distributes questionnaires about Teacher-Student Interaction and Learning Interest in 5 classes, and in the second wave, the researcher distributes questionnaires in 4 classes.

The conclusion is that the researcher will collect the gathered data randomly.

## 2. Documentation

The documentation in this research is in the form of grade XII English report cards, which are used to determine the effect of teacher-student interaction and interest in learning on student learning outcomes. The report grades are the data used to measure the extent to which teacher-student interaction and the level of interest in learning can affect students' academic achievement in English. The researcher sought to examine the relationship between these factors to determine whether they have a significant impact on student learning outcomes. This documentation data will later become material to complete the data in this research.

## **E. Data Collection Technique**

Quality collection relevant data accuracy the methods used for collecting data, meanwhile technique data collection using in research that is questionnaire .

A questionnaire is a data collection technique that is carried out by giving respondents a series of questions or written statements to answer. In this research, a questionnaire was used in the form of questions and statements to obtain data regarding teacher and student interactions ( $X_1$ ), interest in learning ( $X_2$ ). As for the implementation, questionnaires are given to student to be filled in according to the actual situation. Student are given directions or explanations regarding how to fill out the questionnaire, student are told that this questionnaire is not included in the assessment of learning at school.

The scale used is a Likert scale, which is a scale used to measure attitudes, opinions and perceptions of a person or group. With a Likert scale, the variables you want to measure are broken down into indicator variables. Then these indicators are used as a starting point for preparing instrument items which can be in the form of questions or statements (Sugiyono, 2013).

The answer to each instrument item using a Likert scale has a gradation from very positive to very negative. In assessing Likert category scale answers, they are weighted or equated with quantitative values of 4, 3, 2, 1 for the 4 choices of positive statements. The following is a Likert scale assessment.

Table 3.2 *Liker* Scale Score adopted by Nee & Yunus (2020)

Alternative Answer	Positive Gradation	Negative Gradation
Strongly Agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

## F. Instrument Validity and Reliability

### 1. Instrument Validity

Validity is a measure that show the validity or level of validity of an instrument. According to Sugiyono (2013) a measurement instrument is said to be valid if it can accurately measure something that it want to measure.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Information:

$r_{xy}$  = Correlation coefficient between x and y

X = Independent variable

Y = Dependent variable

N = Number of respondents

$\sum X$  = Total Score X

$\sum Y$  = Total Score Y

$\sum XY$  = Number of multiplications between X and Y

In this research, the SPSS program tool was used.

The validity results showed that during the data collection process or testing the validity of the instrument, some students answered randomly without paying careful attention. In addition, one statement in the instrument was found to be invalid on the learning interest indicator. However, the researcher decided to remove the invalid statement from the instrument, and this did not affect the overall measurement of the variables studied. Thus, although there are invalid statements, the results of variable measurements can still be considered valid or reliable.

## 2. Reliability Test

Reliability means understanding that an instrument can be trusted to be used as a data collection tool because the instrument is good. Instrument reliability is a requirement to verify the effectiveness of the instrument. Instrument reliability testing is needed to test reliability. Instrument reliability testing is needed to test reliability, the author uses SPSS or with Cronbach's Alpha formula as following:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right]$$

Information :

$r_{11}$  = alpha reliability coefficient

$k$  = number of question items

$\sigma^2 b$  = number of item variants

$\sigma^2 t$  = total variance.

**Tabel 3.3 Data on teacher-students interaction (X<sub>1</sub>)**

<i>Cronbach's Alpha</i>	N of Items
0,696	19

**Table 3.4 Data on student interest in learning (X<sub>2</sub>)**

<i>Cronbach's Alpha</i>	N of Items
0,701	19

The collected data will be analyzed statistically to test the relationship between the variables studied. Statistical analysis that can be carried out includes correlation analysis to test the relationship between teacher-student interaction and student interest in learning, as well as regression analysis to test the effect of teacher-student interaction on student learning outcomes. The results of the analysis will be used to test the hypothesis.

### **G. Technique and Data analysis**

Data management is a process of obtaining concise data using certain methods or formulas. Meanwhile, data analysis is an activity carried out after collecting all respondent data. Two types of statistics are used for data analysis in research, namely using descriptive statistical techniques and differential statistics.

#### **1. Descriptive Statistics Techniques**

Statistics descriptive is something The method used by researcher to analyze data is by describing the data that has been collected as it is without intending to draw conclusions that apply in general ( Sugiyono, 2013). To make the analysis

easier, researcher used SPSS *software* . What you want to see or what is produced from descriptive statistics is the percentage value obtained using the statistical formula used as follows:

$$P = \frac{F}{N} \times 100\%$$

Information :

P = questionnaire percentage

F = medium frequency searching for the presentation

N = number frequency or many individual

## 2. Multiple Linear Regression

Multiple linear regression analysis is a linear relationship between two or more independent variables and the dependent variable. This analysis is to determine the direction of the relationship between the independent variable and the dependent variable is positive or negative and to predict the value of the dependent variable if the independent variable increases or decreases. Multiple linear regression analysis is carried out by setting the equation  $\hat{Y} = a + b_1X_1 + b_2X_2 + e$ , with the provisions:

Y = dependent variable (Learning outcomes)

X1 = independent variable one (Teacher-student interaction)

X2 = independent variable two (Learning interest)

a = constant value

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

Table 4.1 Findings

<b>RESULT</b>	
X1-Y	0.227 < 0.05 (no effect)
X2-Y	6.249 > 3.98 (has effect)
X1-X2-Y	3.216 > 3.13 (has effect)

The research that was carried out was quantitative research with a correlational design. To find out whether there is an influence of teacher-student interaction and learning interest on learning outcomes in English subjects at SMK Negeri 1 Majene. With the title of the research "The Influence of Teacher-Student Interaction on Learning Interest on Student Learning Outcomes in English Subjects at SMK1 Majene".

This research used a population of all students in grade XII of SMK Negeri 1 Majene and a total sample of 70 students at random. This analysis process is a way to distribute or decipher the data that has been obtained from the distribution of questionnaires to 70 samples into the Likert Scale table, so that in the table the results of the variables being studied will be obtained.

The data on the influence of teacher-student interaction and learning interest on learning outcomes were obtained from the results of a questionnaire given to a sample of 70 students. The following are the results of the research data.

**1. The results of descriptive analysis**

a. Descriptive Statistics Variabel Teacher-Student Interaction ( $X_1$ )

Based on a questionnaire containing statements that have been distributed to a random sample of student researchers at SMK 1 Majene totaling 70. The researcher can input the specified numbers into the form. The results of the trial contain valid and reliable statements, which are as follows:

**Table 4. 2 English teachers have good relationships with students.**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>16</b>	<b>22,9%</b>
Agree (S)	<b>52</b>	<b>74,2%</b>
Disagree (TS)	<b>1</b>	<b>4,2%</b>
Strongly Disagree (STS)	<b>1</b>	<b>1,4%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, there are 16 students who answered "strongly agree" or equivalent to 22,9%, 52 students who answered "agree" or equivalent to 74,2%, 1 students who answered "disagree" or equivalent to 1,4%, and 1 student who answered "strongly disagree" or equivalent to 1,4%.

**Table 4. 3 English teachers use good and easy-to-understand words when teaching in class**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>23</b>	<b>32,9%</b>
Agree (S)	<b>43</b>	<b>61,4%</b>
Disagree (TS)	<b>4</b>	<b>5,7%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0%</b>

Total	<b>70</b>	<b>100%</b>
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The table above shows that out of 70 students, there are 23 students who answered "strongly agree" or equivalent to 32,9%, 43 students who answered "agree" or equivalent to 61,4%, 4 students who answered "disagree" or equivalent to 5,7%, and no students answered "strongly disagree"

**Tabel 4. 4 The English teacher recognizes each of their students**

Answer	Frequency	Percentage
Strongly Agree (SS)	<b>12</b>	<b>17,1%</b>
Agree (S)	<b>43</b>	<b>61,4%</b>
Disagree (TS)	<b>14</b>	<b>20%</b>
Strongly Disagree (STS)	<b>1</b>	<b>1,4%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, there are 12 students who answered "strongly agree" or equivalent to 17,1%, 43 students who answered "agree" or equivalent to 61,4%, 14 students who answered "disagree" or equivalent to 20%, and 1 student who answered "strongly disagree" or equivalent to 1.4%.

**Table 4. 5 I feel ignored by my English teacher during class**

Answer	Frequency	Percentage
Strongly Agree (SS)	<b>8</b>	<b>11,4%</b>
Agree (S)	<b>44</b>	<b>62,9%</b>
Disagree (TS)	<b>8</b>	<b>11,4%</b>
Strongly Disagree (STS)	<b>10</b>	<b>14,3%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, there are 8 students who answered "strongly agree" or equivalent to 11,4%, 44 students who answered "agree" or equivalent to 62,9%, 8 students who answered "disagree" or equivalent to 11,4%, and 10 students who answered "strongly disagree" or equivalent to 14,3%.

**Table 4.6 I feel uncomfortable not talking or asking questions to the teacher**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>5</b>	<b>7,1%</b>
Agree (S)	<b>43</b>	<b>61,4%</b>
Disagree (TS)	<b>19</b>	<b>27,1%</b>
Strongly Disagree (STS)	<b>3</b>	<b>4,3%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, there are 5 students who answered "strongly agree" or equivalent to 7,1%, 43 students who answered "agree" or equivalent to 61,4%, 19 students who answered "disagree" or equivalent to 27,1%, and 3 students who answered "strongly disagree" or equivalent to 4,3%.

**Table 4.7 The English teacher guides me if there is something unclear about the material explained**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>22</b>	<b>31,4%</b>
Agree (S)	<b>41</b>	<b>58,6%</b>
Disagree (TS)	<b>7</b>	<b>10%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, there are 22 students who answered "strongly agree" or equivalent to 31,4%, 41 students who answered "agree" or equivalent to 58,6%, 7 students who answered "disagree" or equivalent to 10%, and no students answered "strongly disagree"

**Table 4.8 Teachers provide strong motivation to improve students' ability to speak English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>27</b>	<b>38,6%</b>
Agree (S)	<b>30</b>	<b>42,9%</b>
Disagree (TS)	<b>13</b>	<b>18,6%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, 27 students answered “strongly agree” or equivalent to 38,6%, as many as 30 students who answered “agree” or equivalent to 42,9%, as many as 13 students who answered “disagree” or equivalent to 18,6%, and no students answered “strongly disagree”.

**Table 4.9 English teachers give assignments if they are absent from class**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>17</b>	<b>24,3%</b>
Agree (S)	<b>40</b>	<b>57,1%</b>
Disagree (TS)	<b>12</b>	<b>17,1%</b>
Strongly Disagree (STS)	<b>1</b>	<b>1,4%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, 17 students answered “strongly agree” or equivalent to 24,3%, as many as 40 students answered “agree” or

equivalent to 57,1, as many as 12 students answered “disagree” or equivalent to 17,1%, and as many as 1 students answered “strongly disagree” or equivalent to 1.4%.

**Table 4.10 The teacher does not provide enough direction when students have difficulty in understanding the material**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>6</b>	<b>8,6%</b>
Agree (S)	<b>33</b>	<b>47,1%</b>
Disagree (TS)	<b>24</b>	<b>34,3%</b>
Strongly Disagree (STS)	<b>7</b>	<b>10%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, 6 students answered “strongly agree” or equal to 8,6%, as many as 33 students who answered “agree” or equivalent to 47,1%, as many as 24 students who answered “disagree” or equivalent to 34,3%, and as many as 7 students who answered “strongly disagree” or equivalent to 10%.

**Table 4.11 I feel that the English teacher does not provide enough motivation to improve my English language skills**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>12</b>	<b>17,1%</b>
Agree (S)	<b>40</b>	<b>57,1%</b>
Disagree (TS)	<b>16</b>	<b>22,9%</b>
Strongly Disagree (STS)	<b>2</b>	<b>2,9%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, 12 students answered “strongly agree” or equivalent to 17,1%, as many as 40 students who answered “agree” or equivalent to 57,1%, as many as 16 students who answered “disagree” or equivalent to 22,9%, and as many as 2 students who answered “strongly disagree” or equivalent to 2,9%.

**Table 4. 12 English teachers are able to create a fun atmosphere in teaching and learning activities**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>17</b>	<b>24,3%</b>
Agree (S)	<b>38</b>	<b>54,3%</b>
Disagree (TS)	<b>13</b>	<b>18,6%</b>
Strongly Disagree (STS)	<b>2</b>	<b>2,9%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, 17 students answered “strongly agree” or equal to 24,3%, as many as 38 students who answered ”agree”or equivalent to 54,3%, as many as 13 students who answered “disagree” or equivalent to 18.6%, and as many as 2 students who answered “strongly disagree”or equivalent to 2.9%.

**Table 4. 13 I feel that every English lesson is taught in an interesting and not boring way by the teacher**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>23</b>	<b>32,9%</b>
Agree (S)	<b>33</b>	<b>47,1%</b>
Disagree (TS)	<b>14</b>	<b>20%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, there are 23 students who answered “strongly agree” or equivalent to 32,9%, as many as 33 students who answered “agree” or equivalent to 47,1%, as many as 14 students who answered “disagree” or equivalent to 20%, and no students who answered “strongly disagree”

**Table 4. 14 Teachers rarely use modern technology or media that can increase the attractiveness of English learning**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>2</b>	<b>2,9%</b>
Agree (S)	<b>22</b>	<b>31,4%</b>
Disagree (TS)	<b>40</b>	<b>57,1%</b>
Strongly Disagree (STS)	<b>6</b>	<b>8,6%</b>
<b>Total</b>	<b>70</b>	<b>100%</b>

The table above indicates that out of 70 students, there are 2 students who answered “strongly agree” or equivalent to 2,9%, as many as 22 students who answered “agree” or equivalent to 31,4%, as many as 40 students who answered

“disagree” or equivalent to 57,1%, and as many as 6 students who answered “strongly disagree” or equivalent to 8,6%.

**Table 4. 15 Teachers lack creativity in teaching English lessons so that students feel less motivated**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>0</b>	<b>0%</b>
Agree (S)	<b>32</b>	<b>45,7%</b>
Disagree (TS)	<b>31</b>	<b>44,3%</b>
Strongly Disagree (STS)	<b>7</b>	<b>10%</b>
Total	<b>70</b>	<b>100%</b>

The table above indicates that out of 70 students, there are no students who answered “strongly agree”, as many as 32 students who answered “agree” or equivalent to 45,7%, as many as 31 students who answered “disagree” or equivalent to 44,3%, and as many as 7 students who answered “strongly disagree” or equivalent to 10%.

**Table 4. 16 English teachers give students the opportunity to ask questions after the material is finished**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>32</b>	<b>45,7%</b>
Agree (S)	<b>28</b>	<b>40%</b>
Disagree (TS)	<b>10</b>	<b>14,3%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, there are 32 students who answered “strongly agree” or equivalent to 45,7%, as many as 28 students who answered “agree” or equivalent to 40%, as many as 10 students who answered “disagree” or equivalent to 14,3%, and no students who answered “strongly disagree”.

**Table 4.17 The English teacher asks the students to have a discussion and discuss the results of the discussion**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>25</b>	<b>35,7%</b>
Agree (S)	<b>39</b>	<b>55,7%</b>
Disagree (TS)	<b>6</b>	<b>8,6%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0%</b>
Total	<b>70</b>	<b>100%</b>

The table above indicates that out of 70 students, there are 25 students who answered “strongly agree” or equivalent to 35,7%, as many as 39 students who answered “agree” or equivalent to 55,7%, as many as 6 students who answered “disagree or equivalent to 8,6%, and no students who answered “strongly disagree”.

**Table 4.18 The teacher gave a positive response and motivated the students to continue to be active in learning English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>24</b>	<b>34,3%</b>
Agree (S)	<b>39</b>	<b>55,7%</b>
Disagree (TS)	<b>7</b>	<b>10%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, there are 24 students who answered “strongly agree” or equivalent to 34,3%, as many as 39 students who answered “agree” or equivalent to 55,7%, as many as 7 students who answered “disagree” or equivalent to 10%, and no students who answered “strongly disagree”.

**Table 4.19 I feel that the classroom environment does not support speaking in English due to a lack of encouragement from the teacher**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>2</b>	<b>2,9%</b>
Agree (S)	<b>38</b>	<b>54,3%</b>
Disagree (TS)	<b>23</b>	<b>32,9%</b>
Strongly Disagree (STS)	<b>7</b>	<b>10%</b>
Total	<b>70</b>	<b>100%</b>

The table above indicates that out of a total of 70 students, there are 2 students who answered “strongly agree” or equivalent to 2,9%, as many as 38 students who answered “agree” or equivalent to 54,3%, as many as 23 students who

answered “disagree” or equivalent to 32,9%, and as many as 7 students who answered “strongly disagree” or equivalent to 10%.

**Table 4.20 The teacher more often uses Indonesian for giving instructions rather than English, so students have less opportunity to practice speaking English**

<b>Answer</b>	<b>Frequency</b>	<b>Persentase</b>
Strongly Agree (SS)	<b>0</b>	<b>0%</b>
Agree (S)	<b>27</b>	<b>38,6%</b>
Disagree (TS)	<b>35</b>	<b>50%</b>
Strongly Disagree (STS)	<b>8</b>	<b>11,4%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, there are no students who answered “strongly agree”, as many as 27 students who answered “agree” or equivalent to 38,6%, as many as 35 students who answered “disagree” or equivalent to 50%, and as many as 8 students who answered “strongly disagree” or equivalent to 11,4%.

Teacher-student (X) uses 19 statement items, with a score range of 1-4, where the given scores are 1, 2, 3, and 4. Based on the data obtained from respondents in this research the highest score was 63 and the lowest was 24. The formula used to determine the number of class intervals is  $class = 1 + 3.3 \log n$ , where n is the number of samples or respondents. Based on the calculations, it is known that the sample size  $n = 70$ , resulting in the number of classes being  $1 + 3.3 \log n = 6.94$  rounded up to 7 (rounded up) class intervals. The data range is calculated using the Max-Min formula, resulting in a  $63 - 34 = 29$  range. Meanwhile,

the interval length is calculated using the formula  $R/K = 29/7 = 4,1$  Rounded down to rounded up becomes 5.

**Tabel 4. 21 Teacher-Student cumulative frequency distribution**

No.	Interval	Frequency	Persentation %
1	34-38	1	1,4%
2	39-43	1	2,8%
3	44-48	2	4,2%
4	49-53	24	44,2%
5	54-58	26	31,4%
6	59-63	16	15,7%
7	64-68	0	0%
<b>Total</b>		<b>70</b>	<b>100%</b>

Determination of variable tendency after the min value ( $X_{min}$ ) and maximum value ( $X_{max}$ ) are known, then find the ideal average ( $M_i$ ) and find the ideal standard deviation ( $SD_i$ ), as follows:

**Tabel 4. 22 Descriptive Statistics Teacher-Student (X1)**

	N	Minimum	Maximum	Average	Std. Deviation
Teacher-Student	70	34	63	54,54	4.963
Valid N (listwise)	70				

Based on the above calculations, it is then interpreted in the following three categories:

$$\begin{aligned} \text{Very high} &= X \geq M_i + SD_i \\ &= X \geq 54,54 + 4,96 \\ &= X \geq 59,5 \text{ Rounded up } 60. \\ \text{High} &= M_i - SD_i \leq X < M_i + SD_i \end{aligned}$$

$$= 54,54 - 4,96 \leq X < 60$$

$$= 49,58 \text{ Rounded up } 50 \leq X < 60$$

Low  $= X < M_i - SD_i$

$$= X < 50$$

Based on these categories, a trend distribution table is made as follows:

**Table 4. 23 Teacher-Student Score Tendency**

No.	Interval	Frequency	Percentage %	Category
1	$X \geq 60$	11	15,7%	Very high
2	$50 \leq X < 60$	52	74,2%	High
3	$X < 50$	7	10%	Low
<b>Total</b>		<b>70</b>	<b>100%</b>	

Based on this table, it can be seen that students who get parental education in the low category are 7 students (10%), 52 students (74,2%) in the medium category, and 11 students (15,7%) in the very high category.

b. Descriptive statistics variabel Learning Interest

**Table 4. 24 I like English lessons**

Answer	Frequency	Percentage
Strongly Agree (SS)	18	25,7%
Agree (S)	39	55,7%
Disagree (TS)	13	18,6%
Strongly Disagree (STS)	0	0
Total	70	100

The table above indicates that out of 70 students, 18 students answered strongly agree or equivalent to 25,7%, as many as 39 students answered yes or

equivalent to 55,7%, as many as 13 students answered disagree or equivalent to 18,6%, and no student answered strongly disagree.

**Table 4. 25 I attend English lessons**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	16	22,9%
Agree (S)	53	75,7%
Disagree (TS)	1	1,4%
Strongly Disagree (STS)	0	0
Total	70	100

The table above shows that out of 70 students, 16 students answered strongly or equivalent to 22,9%, as many as 53 students who answered yes or equivalent to 75,7%, as many as 1 Students who answered disagree or equivalent to 1,4%, and no student who answered strongly disagree.

**Table 4. 26 I have a strong desire to learn English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>18</b>	<b>25,7%</b>
Agree (S)	<b>40</b>	<b>57,1%</b>
Disagree (TS)	<b>12</b>	<b>17,1%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0</b>
Total	<b>70</b>	<b>100</b>

The table above shows that out of 70 students, 18 students answered “strongly agree” or equal to 25,7%, as many as 40 students who answered “agree” or equivalent to 57,1%, as many as 12 students who answered disagree or equivalent to 17,1%, and no student who answered “strongly disagree”.

**Table 4. 27 I enjoy learning English because it can broaden my knowledge**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>22</b>	<b>31,4%</b>
Agree (S)	<b>45</b>	<b>64,38%</b>
Disagree (TS)	<b>3</b>	<b>4,3%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0</b>
<b>Total</b>	<b>70</b>	<b>100</b>

The table above shows that out of 70 students, 22 students answered strongly agree or equivalent to 31,4%, as many as 45 students who answered yes or equivalent to 64,38%, as many as 3 students who answered disagree or equivalent to 4,3%, and no student who answered strongly disagree.

**Table 4. 28 I prefer English lessons over other subjects**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>9</b>	<b>12,9%</b>
Agree (S)	<b>23</b>	<b>32,9%</b>
Disagree (TS)	<b>37</b>	<b>52,9%</b>
Strongly Disagree (STS)	<b>1</b>	<b>1,4%</b>
<b>Total</b>	<b>70</b>	<b>100</b>

The table above shows that out of 70 students, 9 students answered 'strongly agree' or equivalent to 12,9%, 23 students answered 'agree' or equivalent to 32,9%, 37 students answered 'disagree' or equivalent to 52,9%, and 1 student answered 'strongly disagree' or equivalent to 1.4%.

**Table 4. 29 I am interested in learning English because it can help me get a high ranking in class**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>8</b>	<b>11,4%</b>
Agree (S)	<b>31</b>	<b>44,3%</b>
Disagree (TS)	<b>31</b>	<b>44,3%</b>
Strongly Disagree (STS)	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>70</b>	<b>100</b>

The table above shows that out of 70 students, 8 students answered 'strongly agree' or equivalent to 11,4%, 31 students answered 'agree' or equivalent to 44,3%, 31 students answered 'disagree' or equivalent to 44,3%, and no student who answered strongly disagree.

**Table 4. 30 I take notes on important things explained by the teacher**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	18	25,7%
Agree (S)	45	64,3%
Disagree (TS)	7	10%
Strongly Disagree (STS)	0	0
<b>Total</b>	<b>70</b>	<b>100</b>

The table above shows that out of 70 students, 18 students answered 'strongly agree' or equivalent to 25,7%, 45 students answered 'agree' or equivalent to 64,3%, 7 students answered 'disagree' or equivalent to 10%, and there were no students who answered 'strongly disagree'.

**Table 4. 31 There is a high level of collaboration among students when working together on English-based projects or assignments**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	13	18,6%
Agree (S)	41	58,6%
Disagree (TS)	15	21,4%
Strongly Disagree (STS)	1	1,4%
Total	70	100

The table above shows that out of 70 students, 13 students answered 'strongly agree' or equivalent to 18,6%, 41 students answered 'agree' or equivalent to 58,6%, 15 students answered 'disagree' or equivalent to 21,4%, and 1 student answered 'strongly disagree' or equivalent to 1.4%.

**Table 4. 32 I have limited interaction with other students when working on English assignments**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	1	1,4%
Agree (S)	42	60%
Disagree (TS)	18	25,7%
Strongly Disagree (STS)	9	12,9%
Total	70	100

The table above shows that out of 70 students, 1 students answered 'strongly agree' or equivalent to 1,4%, 42 students answered 'agree' or equivalent to 60%, 18 students answered 'disagree' or equivalent to 25,7%, and 9 student answered 'strongly disagree' or equivalent to 12,9%.

**Table 4. 33 I am not interested in asking questions during the English learning process**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	2	2,9%
Agree (S)	36	51,4%
Disagree (TS)	25	35,7%
Strongly Disagree (STS)	7	10%
Total	70	100

The table above shows that out of 70 students, 2 students answered 'strongly agree' or equivalent to 2,9%, 36 students answered 'agree' or equivalent to 51,4%, 25 students answered 'disagree' or equivalent to 35,7%, and 7 student answered 'strongly disagree' or equivalent 10%.

**Table 4. 34 I show great interest when teaching a topic that I find engaging, which makes me enthusiastic about researching and understanding that topic**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	12	17,1%
Agree (S)	47	67,1%
Disagree (TS)	11	15,7%
Strongly Disagree (STS)	0	0
Total	70	100

The table above shows that out of 70 students, 12 students answered 'strongly agree' or equivalent to 17,1%, 47 students answered 'agree' or equivalent to 67,1%, 11 students answered 'disagree' or equivalent to 15,7%, and there were no students who answered 'strongly disagree'.

**Table 4. 35 I take notes on the material explained by the English teacher**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	27	38,6%
Agree (S)	38	54,3%
Disagree (TS)	5	7,1%
Strongly Disagree (STS)	0	0
Total	70	100

The table above shows that out of 70 students, 27 students answered 'strongly agree' or equivalent to 38,6%, 38 students answered 'agree' or equivalent to 54,3%, 5 students answered 'disagree' or equivalent to 7,1%, and there were no students who answered 'strongly disagree'.

**Table 4. 36 I arrive on time for English class**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	27	38,6%
Agree (S)	41	58,6%
Disagree (TS)	2	2,9%
Strongly Disagree (STS)	0	0%
Total	70	100%

The table above shows that out of 70 students, 27 students answered 'strongly agree' or equivalent to 38,6%, 41 students answered 'agree' or equivalent to 58,6%, 2 students answered 'disagree' or equivalent to 2,9%, and there were no students who answered 'strongly disagree'.

**Table 4. 37 I ask questions if I do not understand the assignments given by the teacher**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	26	37,1%
Agree (S)	41	58,6%
Disagree (TS)	3	4,3%
Strongly Disagree (STS)	0	0%
Total	<b>70</b>	100%

The table above shows that out of 70 students, 26 students answered 'strongly agree' or equivalent to 37,1%, 41 students answered 'agree' or equivalent to 59,6%, 3 students answered 'disagree' or equivalent to 4,3%, and there were no students who answered 'strongly disagree'.

**Table 4. 38 I focus on listening when the teacher explains English material in class**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	15	21,4%
Agree (S)	49	70%
Disagree (TS)	6	8,6%
Strongly Disagree (STS)	<b>0</b>	0%
Total	<b>70</b>	100%

The table above shows that out of 70 students, 15 students answered 'strongly agree' or equivalent to 21,4%, 49 students answered 'agree' or equivalent

to 70%, 6 students answered 'disagree' or equivalent to 8,6%, and there were no students who answered 'strongly disagree'.

**Table 4. 39 I discuss English lesson material with my group members.**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	18	25,7%
Agree (S)	45	64,3%
Disagree (TS)	6	8,6%
Strongly Disagree (STS)	1	1,4%
Total	<b>70</b>	100%

The table above shows that out of 70 students, 18 students answered 'strongly agree' or equivalent to 25,7%, 45 students answered 'agree' or equivalent to 64,3%, 6 students answered 'disagree' or equivalent to 8,6%, and 1 student answered 'strongly disagree' or equivalent 1,4%.

**Table 4.40 When given assignments, I try to complete English tasks well**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	<b>22</b>	<b>31,4%</b>
Agree (S)	<b>42</b>	<b>60%</b>
Disagree (TS)	<b>5</b>	<b>7,1%</b>
Strongly Disagree (STS)	<b>1</b>	<b>1,4%</b>
Total	<b>70</b>	<b>100%</b>

The table above shows that out of 70 students, 22 students answered 'strongly agree' or equivalent to 31,4%, 42 students answered 'agree' or equivalent

to 60%, 5 students answered 'disagree' or equivalent to 7,1%, and 1 student answered 'strongly disagree' or equivalent 1,4%.

**Table 4. 41 I pay less attention to the English material taught by the teacher in class**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	4	5,7%
Agree (S)	42	60%
Disagree (TS)	13	18,6%
Strongly Disagree (STS)	11	15,7%
Total	<b>70</b>	100%

The table above shows that out of 70 students, 4 students answered 'strongly agree' or equivalent to 5,7%, 42 students answered 'agree' or equivalent to 60%, 13 students answered 'disagree' or equivalent to 18,6%, and 11 student answered 'strongly disagree' or equivalent 15,7%.

**Table 4. 42 I do not pay attention to the teacher's explanations when presenting English lesson material**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	12	17,1%
Agree (S)	38	54,3%
Disagree (TS)	13	18,6%
Strongly Disagree (STS)	7	10%
Total	<b>70</b>	100%

The table above shows that out of 70 students, 12 students answered 'strongly agree' or equivalent to 17,1%, 38 students answered 'agree' or equivalent

to 54,3%, 13 students answered 'disagree' or equivalent to 18,6%, and 7 student answered 'strongly disagree' or equivalent 10%.

Learning interest (X2) uses 19 statement items, with a value range of 1-4, the scores given are 1, 2, 3, and 4. Based on the data obtained from respondents in this research, the highest score was 72 and the lowest was 41. To determine the number of interval classes, the formula is  $class = 1 + 3.3 \log n$ , where n is the number of samples or respondents. Based on the results of the calculation, it is known that the sample  $n = 70$ , so many classes are obtained  $1 + 3.3 \log n = 6.94$  rounded up to 7 (rounded up) interval classes. The data range is calculated using the Max-Min formula so that the class range is  $72-41 = 31$ . Meanwhile, the interval length is calculated by the formula  $R / K = 31 / 7 = 4,42$  rounded up 5.

**Tabel 4. 43 Cumulative Frequency Distribution of Learning Interest(X2)**

No.	Interval	Frequency	Percentage %
1	41-45	1	1,4%
2	46-50	6	14,2%
3	51-55	25	45,7%
4	56-60	26	32,8%
5	61-65	10	4,2%
6	66-70	1	1,4%
7	71-75	1	1,4%
<b>Total</b>		<b>70</b>	<b>100%</b>

Determination of variable tendency after the min value (Xmin) and maximum value (Xmax) are known, then find the ideal average (Mi) and find the ideal standard deviation (SDi), as follows:

**Tabel 4. 44 Descriptive Statistics Learning Interest (X<sub>2</sub>)**

	N	Minimum	Maximum	Average	Std. Deviation
Learning Interest	70	41	72	56,17	4.949
Valid N (listwise)	70				

Based on the above calculations, it is then interpreted in the following three categories:

Very high                    =  $X \geq Mi + SDi$   
                                       =  $X \geq 56,17 + 4.94$   
                                       =  $X \geq 61,11$  Rounded up 62

High                            =  $Mi - SDi \leq X < Mi + SDi$   
                                       =  $56,17 - 4.94 \leq X < 62$   
                                       =  $51,23$  Rounded up  $52 \leq X < 62$

Low                             =  $X < Mi - Sdi = X < 52$

Based on these categories, a trend distribution table is made as follows:

**Tabel 4. 45 Learning Interest (X<sub>2</sub>) Score Tendency**

No.	Interval	Frequency	Percentage %	Category
1	$X \geq 62$	12	17,14%	Very high
2	$52 \leq X < 62$	48	68,57%	High
3	$X < 52$	10	14,28%	Low
<b>Total</b>		<b>70</b>	<b>100%</b>	

Based on this table, it can be seen that students who get interest in learning in the low category are 10 students (14,28%), 48 students (68,57%) in the medium category and 8 students (17,14%) in the very high category.

**Table 4. 46 Descriptive statistic result**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Interaction	70	34,00	63,00	54,54	4,96
Learning interest	70	41,00	72,00	56,17	4.94
Learning outcomes	70	70,00	82,00	77,08	2,35134
Valid N (listwise)	70				

- a. Variable (X1) from the data can be described as having a minimum value of 34.00 while the maximum value is 63.00 and the average interaction value of 54,54.
- b. Variable (X2) from the data can be described as a minimum value is 41.00 with a maximum value is 72.00 and an average value of interest in learning is 56,17.
- c. Variable (Y) from these data can be described as having a minimum value of 70.00 while the maximum value is 82.00 and the average interaction value of 77.08.

## **2. Descriptive Analysis of Learning Outcomes (Y)**

The following are the learning outcomes of students in English subjects at SMK Negeri 1 Majene obtained from the documentation of the semester final test scores for the 2023/2024 academic year:

**Table 4. 47 Learning Outcomes of Class XII Students**

No.	Student name	Values
1	Novia aulia akhmad	75
2	Sukma	80
3	Rasmi	82
4	Nanda	82
5	Mutmainna	80
6	Annisa	75
7	Nurul ilmi azzahra	75
8	Anwar	75
9	Indiani	80
10	Risma	80
11	Nirmala	75
12	Ramadani s	80
13	Maqpirah	70
14	Nurul kamirah	75
15	Risma	84
16	Zakira suhardi	84
17	Makhiya	84
18	Mukarrama	75
19	Sumawati	84
20	Hamra.h	84
21	Nur haisa amir	80
22	Mutmainna qilbi	75
23	Anita	84
24	Athirah Salsabila	80
25	Isna amalia r	84
26	Syifah salsa sabilah	84
27	Armalia	75
28	Maghfira ramadani	75
29	Nur Paika	75
30	Nurmala	80
31	Futri	75
32	Asmarani	84
33	Ifah fauziah	75
34	Maharani	80
35	Anti	80
36	Nurul ramadani	77
37	Nurfadiah	84
38	Cici ramadani	82
39	St dalifa	75
40	Desi	82
41	Putri amelia.j	90
42	Lutfia	80
43	Cici rahmania	85
44	Nurmadina	85
45	Lukfia	80
46	Mega	85
47	Nur vsyafira	85
48	Al arbia	92
49	Syabran kelana futri	85
50	Salmiati	90
51	Irma	92
52	Muhammad yanto	83
53	Cahyani	80
54	Nur alvia	83
55	Ayu azzahrah	73
56	Nursuci fitriani	75
57	Magfira	75
58	Suci	85
59	Cece	85
60	Syamsir	85
61	Anti	75
62	Wahyu	92
63	Dalwi	80
64	Mulfika	85
65	Nur ainun	80
66	Wahyu	92
67	Misba	92
68	Irman	87
69	Bachtiar	77
70	Kirana	87

Based on table 4.47 above and the provisions of the KKM value of learning outcomes at SMK Negeri 1 Majene which is 70, it is obtained that all the learning outcomes of class XII students at SMK Negeri 1 Mejene who are sampled are Completed. Furthermore, based on the results of the analysis, the data description and frequency distribution of class XII students' learning outcomes scores are obtained as follows:

**Tabel 4. 48 Description of Data on Learning Outcomes**

	N	Minimum	Maximum	Average	Std. Deviation
Learning outcomes	70	70	82	78	1,736
Valid N (listwise)	70				

(Source: SPSS 15 data analysis results)

Based on table 4.48 above, it shows that the average learning outcome of class XII students is 78, which means that it is included in the moderate category. The minimum and maximum values obtained are 70 and 82 respectively, with a standard deviation value of 5.22. Furthermore, based on the data on the learning outcomes of class XII students in table 4.47 above, the data can also be presented using the frequency distribution table and the percentage of the acquisition of the learning outcomes of class XII students in the following table:

**Tabel 4. 49 Frequency and Percentage Distribution of Learning**

**Outcomes**

Interval	Learning outcomes		Category
	Frequency	Percentage (%)	
90 – 100	0	0	Very high
80 – 89	15	21,42	High
70 – 79	55	78,57	Medium
0 – 69	0	0	Low
Total	80	100%	

(Source: SPSS 15 data analysis results)

Based on Table 4.49 above, it shows that no students are in the very high category, 15 students are in the high category (21.42%), and the remaining 55 students are in the medium category (78.57%), with no students in the low category. This indicates that most students have medium learning outcomes in the XII grade.

**3. Prerequisite Test**

The purpose of testing for normality is to determine whether the values of residual variables or disturbances are normally distributed or not. This test provides a clearer or more detailed number about the regression equation used to pass normality. If the Kolmogorov-Smirnov significance value is greater than 0.05, then the regression is considered to pass or be normally distributed.

a. Normality test

**Table 4. 50 The result of normality test**

		Unstandardized Residual
N		70
Normal Parameters(a,b)	Mean	.0000000
	Std. Deviation	1.65844000
Most Extreme Differences	Absolute	.096
	Positive	.060
	Negative	-.096
Kolmogorov-Smirnov Z		.802
Asymp. Sig. (2-tailed)		.541

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the table above, the results of the normality test conducted indicate that the data is normally distributed. This conclusion is based on the Asymp. Sig. (2-tailed) result of  $0.541 > 0.05$ , thus it can be concluded that the data is normally distributed.

b. Linearity test

In general, the linearity test is used to determine whether three variables have a significant linear relationship or not. A good correlation should show a linear relationship between the independent variable and the dependent variable. This test is a requirement or assumption before conducting linear regression analysis. The basis for testing the linearity test is to determine whether the research data has a linear relationship or vice versa. If the linearity deviation sig value  $> 0.05$  then there is a linear relationship between variable x and variable y, and if the linearity deviation sig value  $< 0.05$  then there is no linear relationship between variable x and variable y.

- 1) The influence of teacher–student interaction on learning outcomes (

**Tabel 4. 51 Linearity test result**

		Sum of Squares	df	Mean Square	F	Sig.	
Learning Outcomes * Teacher-Student Interaction	Between Groups	(Combined)	68.660	16	4.291	1.632	.092
		Linearity	4.454	1	4.454	1.694	.199
		Deviation from Linearity	64.206	15	4.280	1.628	.097
	Within Groups	139.340	53	2.629			
	Total	208.000	69				

Based on the table above, the relationship between the teacher-student interaction variable and learning outcomes has a Deviation from Linearity value of  $0.97 > 0.05$ , it can be concluded that there is a linear relationship between the independent variable and the dependent variable.

So the magnitude of the contribution of teacher-student interaction to the learning outcomes of English subjects at SMK Negeri 1 Majene is Sum of Squares of 64.2% while the remaining 35.8% is influenced by other factors.

2) The influence learning interest on learning outcomes

**Table 4. 52 Linearity test results**

		Sum of Squares	df	Mean Square	F	Sig.	
Learning Outcomes * Learning Interest	Between Groups	(Combined)	69.953	18	3.886	1.436	.156
		Linearity	17.506	1	17.506	6.467	.014
		Deviation from Linearity	52.447	17	3.085	1.140	.346
	Within Groups	138.047	51	2.707			
	Total	208.000	69				

Based on the table above, the relationship between the learning interest variable and learning outcomes has a Deviation from Linearity value of  $0.346 >$

0.05, it can be concluded that there is a linear relationship between the independent variable and the dependent variable.

As for the amount of contribution of an interest in learning to the learning outcomes of English subjects at SMK Negeri 1 Majene the Sum of Squares is 52.4% compared to the remaining 47.6% is influenced by other factors.

#### **4. The influence of teacher-student interaction and learning interest on learning outcomes**

In this section, hypothesis analysis is carried out to determine the truth of the hypothesis that has been proposed and to determine the extent of the influence of Teacher-student interaction and learning interest on learning outcomes. The results of the hypothesis test analysis will show whether or not the hypothesis proposed by the researcher is accepted. The following researchers will conduct hypothesis testing using simple linear regression tests and multiple linear regression tests:

##### **a. Simple linear regression test**

Before determining the simultaneous influence of teacher-student interaction (X1) and learning interest (X2) on learning outcomes (Y), a simple linear regression analysis is first conducted to assess the partial influence of teacher-student interaction (X1) on learning outcomes (Y) and the partial influence of learning interest (X2) on learning outcomes (Y). The SPSS 15 software is used to find the regression coefficients. Here are the results of the simple linear regression analysis.

1) The influence of teacher-student interaction on learning outcomes

Here are the results of the simple linear regression test to determine the influence of teacher-student interaction (X1) on learning outcomes (Y). The results are presented in the table below:

**Table 4. 53 The influence of teacher-student interaction on learning outcomes (X1)**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.454	1	4.454	1.488	.227(a)
	Residual	203.546	68	2.993		
	Total	208.000	69			

a. Predictors: (Constant), Teacher-Student Interaction

b. Dependent Variable: Learning Outcomes

Based on the statistical values in the table above, it can be seen that the calculated F value is 1.488 with a significance value of 0.227. This shows that F count is smaller than F table, namely  $1.488 < 3.98$  and the significant value is greater than 0.05, namely  $0.227 < 0.05$ , it can be concluded that the (Ha) hypothesis is rejected and (H0) is accepted or the teacher-student interaction variable has no effect on the learning outcome variable.

The coefficient of determination (R2) obtained to determine how much influence the independent variable (X1) has on the dependent variable (Y). The value of R2 ranges from 0 to 1, if  $R2 = 0$ , it means that there is no perfect relationship to the dependent variable, the following are the results of the calculation of the coefficient of determination (R2) processed through the SPSS 15 application.

**Table 4. 54 Coefficient of determination**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.146(a)	.021	.007	1.730

a. Predictors: (Constant), Teacher-Student Interaction

Based on the SPSS 15 Output, it can be seen that the calculation results obtained by the coefficient of determination ( $R^2$ ) which can be seen from the R Square column are 0.021. This shows that the influence of the independent variable, namely teacher-student interaction ( $X_1$ ) on the dependent variable, namely learning outcomes ( $Y$ ), which can be explained by this equation model is 2.1% while the remaining 97.9% is influenced by other factors.

2) The influence of learning interest on learning outcomes

The following are the results of simple linear regression testing to determine the effect of interest in learning ( $X_2$ ) on learning outcomes ( $Y$ ). This will be presented in the table below:

**Table 4. 55 The influence learning interest on learning outcomes ( $X_2$ )**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.506	1	17.506	6.249	.015(a)
	Residual	190.494	68	2.801		
	Total	208.000	69			

a. Predictors: (Constant), Learning Interest

b. Dependent Variable: Learning Outcomes

Based on the statistical values in the table above, it can be seen that the calculated F value is 6.249 with a significance value of 0.015. This shows that F count is greater than F table, namely  $6.249 > 3.98$  and the significant value is smaller than 0.05, namely  $0.015 < 0.05$ , it can be concluded that the  $H_a$  hypothesis

is accepted and H0 is rejected or the learning interest variable affects the learning outcome variable.

The coefficient of determination (R<sup>2</sup>) obtained to determine how much influence the independent variable (X<sub>2</sub>) has on the dependent variable (Y). The value of R<sup>2</sup> ranges from 0 to 1, if R<sup>2</sup> = 0, it means that there is no perfect relationship to the dependent variable, the following are the results of the calculation of the coefficient of determination (R<sup>2</sup>) processed through the SPSS 15 application.

**Table 4. 56 Coefficient of determination**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.290(a)	.084	.071	1.674

a. Predictors: (Constant), Learning Interest

Based on the SPSS 15 Output, it can be seen that the calculation results obtained by the coefficient of determination (R<sup>2</sup>) which can be seen from the R Square column are 0.084. This shows that the influence of the independent variable, namely interest in learning (X<sub>2</sub>) on the dependent variable, namely learning outcomes (Y), which can be explained by this equation model is 8.4%, while the remaining 91.6% is influenced by other factors.

b. Multiple linear regression test

The following are the results of multiple linear regression testing to determine the effect of teacher-student interaction (X<sub>1</sub>) and interest in learning (X<sub>2</sub>) simultaneously on learning outcomes (Y). This will be presented in the table below:

**Table 4. 57 The influence of teacher-student interaction and learning interest on learning outcomes**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.221	2	9.110	3.216	.046(a)
	Residual	189.779	67	2.833		
	Total	208.000	69			

a. Predictors: (Constant), Learning Interest, Teacher-Student Interaction

b. Dependent Variable: Learning Outcomes

Based on the statistical values in the table above, the calculated F value is 3.216 with a significance level of 0.046. This indicates that the calculated F value is greater than the critical F value ( $3.216 > 3.13$ ) and the significance level is less than 0.05 ( $0.046 < 0.05$ ). Therefore, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected, meaning that teacher-student interaction and learning interest together have a significant impact on learning outcomes.

The coefficient of determination ( $R^2$ ) is used to determine the extent of the effect of the independent variables (X) on the dependent variable (Y). The  $R^2$  value ranges from 0 to 1. An  $R^2$  value of 0 indicates no explanatory power of the independent variables on the dependent variable, while an  $R^2$  value closer to 1 suggests a stronger explanatory power. The following are the results of the coefficient of determination ( $R^2$ ) calculated using SPSS 15.

**Table 4. 58 Coefficient of determination**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296(a)	.088	.060	1.683

a. Predictors: (Constant), Learning Interest, Teacher-Student Interaction

Based on the SPSS 15 Output, it can be seen that the calculation results obtained by the coefficient of determination ( $R^2$ ) which can be seen from the R Square column are 088. This shows that the influence of the independent variables,

namely (X1) teacher-student interaction and (X2) interest in learning on the dependent variable (Y) learning outcomes that can be explained by this equation model is 8.8% while the remaining 90.2% is influenced by other factors.

## **B. Discussions**

The main purpose of this research was to determine the effect of teacher-student interaction and learning interest on learning outcomes in English subjects at SMK Negeri 1 Majene. This research shows that the level of teacher-student interaction is in the very high category, and the level of interest in learning is in the medium category, and the learning outcomes in English subjects are all above the minimum completeness criteria (KKM). Furthermore, the prerequisite tests in the form of normality test and linearity test between the independent variable and the dependent variable have been fulfilled.

### **1. The influence of teacher student interaction on learning outcomes**

The interaction between teachers and students is related to reciprocal communication that mutually influences both the teacher-student relationship and the relationship among students during the learning process (Taufik, 2020). Additionally, student involvement in learning activities will generate knowledge and skills, ultimately improving their academic performance (Samsiah & Zahara, 2019).

However, in this study, based on the results of hypothesis testing that has been conducted, it appears that teacher-student interaction partially does not have an influence on student learning outcomes. This conclusion is based on the results of a simple linear regression analysis, which shows no significant influence

between the two variables, as indicated by comparing the calculated F value and the F table value or a significance value greater than 0.05. This finding is consistent with the study conducted by Helmiannoor and Rudi (2022), which also did not find a significant influence of teacher-student interaction on student achievement in the subject of Fiqh at MTsN 7 Hulu Sungai Utara.

Therefore, the researcher concludes that while some studies have found an influence of teacher-student interaction on learning outcomes, there are also studies that have not found such an influence, consistent with the findings in this research. This indicates that although teacher-student interaction is important for the learning process, in the context of this study, this interaction does not directly affect student learning outcomes. It is possible that other factors are more dominant in influencing student learning outcomes.

## 2. The influence of learning interest on learning outcomes

Learning interest is one of the factors that influences the learning process and significantly impacts the learning outcomes students will achieve (Fatimah, Abustang, & Supardi, 2022). In line with the aforementioned research, the results of this study indicate that, based on partial analysis, learning interest has an influence on student learning outcomes. This is also evidenced by the results of simple linear regression analysis which shows that the test results show the calculated F value of the effect of interest in learning on learning outcomes of 6.249 with a significance value of 0.015. Because the calculated F value is greater than the F table value ( $6.249 > 3.98$ ) and the significance value is less than 0.05 ( $0.015 < 0.05$ ), it can be concluded that learning interest has a significant effect on learning

outcomes. so that the results in this study can be interpreted that the higher the student's interest in learning, the higher the student's learning outcomes in English subjects. So the results of simple linear regression analysis in this study, prove that there is a significant influence between learning interest on learning outcomes. In line with research conducted by Setiawan, et al. (2022) which in the results of their research shows that the effect of interest in learning on learning outcomes is 78.5%, which means that there is a mutually influencing relationship between interest in learning and the learning outcomes of grade VI students of SDN 1 Gamping.

The implications of the findings from this study emphasize the importance of enhancing students' interest in learning to improve their academic performance. Therefore, educators should consider implementing more engaging and relevant teaching methods, providing additional support for students with low interest, and evaluating and adjusting the curriculum to better align with students' interests. This approach can help increase student engagement in learning and motivate them to achieve better academic results.

### 3. The influence of teacher - student interaction and learning interest on learning outcomes

Based on the results of multiple linear regression analysis testing using the F test, it shows that the hypothesis in this study, namely that there is an influence between teacher-student interaction and learning interest on learning outcomes in English subjects at SMK Negeri 1 Majene, means that  $H_a$  is accepted and  $H_o$  is

rejected because the magnitude of the F value is greater than the F table, and there is a significant influence with a significant value smaller than 0.05.

The results showed that there was a significant influence between teacher-student interaction and learning interest simultaneously on student learning outcomes in English subjects in class XII of SMK Negeri 1 Majene. In addition, based on the results of the determination test, the percentage of the influence of the teacher-student interaction variable and learning interest on learning outcomes is 0.088. This shows that 8.8% of the influence of student interaction and interest in learning on student learning outcomes in English language subjects in class XII SMK Negeri 1 Majene, while 91.2% of other variables not included in this study also have an influence.

## BAB V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research aims to determine the influence of teacher-student interaction and learning interest on learning outcomes in English subjects at SMK Negeri 1 Majene. Based on the results of descriptive analysis. Simple linear regression and multiple linear regression test analysis, several conclusions were obtained, namely:

1. The average teacher-student interaction at SMK Negeri 1 Majene is in the high category.
2. The average learning interest at SMK Negeri 1 Majene is in the high category.
3. Based on the results of the simple linear test on variable X1 on Y, it shows that the calculated F value for the effect of teacher-student interaction on learning outcomes is 1.488 with a significance value of 0.227. Because the calculated F value is smaller than the F table value ( $1.488 < 3.98$ ) and the significance value is greater than 0.05 ( $0.227 > 0.05$ ), it can be concluded that teacher-student interaction has no significant effect on learning outcomes. Then in variable X2 to Y, the test results show that the calculated F value for the effect of interest in learning on learning outcomes is 6.249 with a significance value of 0.015. Because the calculated F value is greater than the F table value ( $6.249 > 3.98$ ) and the significance value is smaller than 0.05 ( $0.015 < 0.05$ ), it can be concluded that learning interest has a

significant influence on learning outcomes. In variables XI and X2 to Y based on the multiple linear regression test results show the calculated F value of 3.216 with a significance value of 0.046. This means that teacher-student interaction and learning interest simultaneously have a significant influence on learning outcomes, because the calculated F value is greater than the F table value ( $3.216 > 3.13$ ) and the significance value is smaller than 0.05 ( $0.046 < 0.05$ ). as for the coefficient of determination ( $R^2$ ) value obtained is 0.088, which indicates that only 8.8% of the variability in learning outcomes can be explained by this model. Meanwhile, 91.2% of the variability of learning outcomes is influenced by other factors not identified in the model.

### **B. Suggestion**

Based on these findings, future researcher should consider additional variables such as teaching methods and family support, and use more varied methodologies, such as longitudinal or experimental studies, with larger samples. Schools should focus on teacher training and programs to enhance student learning interest. Students are also encouraged to be more active in their learning and develop effective skills and time management strategies to boost their motivation and interest.

### **C. Weaknesses**

This research has several weaknesses due to the constraints of the researcher , including:

1. The research did not thoroughly investigate other factors affecting learning outcomes besides the predetermined independent variables, so the findings do not reveal other specific factors influencing learning outcomes.
2. Data collection faced challenges such as poorly timed questionnaire distribution, unfavorable respondent conditions, and potential issues with respondent focus and honesty, which may have affected the accuracy of the collected data.
3. The data collection method relied solely on questionnaires and English grades provided by the subject teacher.
4. The prerequisite testing only included normality and linearity tests, without assessing multicollinearity or other common prerequisites, potentially leaving uncertainties about the strength of relationships between independent variables that could impact the research results.
5. The research does not provide a detailed explanation of the questionnaire findings, such as which indicators most significantly affect the independent variables, as the focus was primarily on hypothesis testing and problem formulation.

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## APPENDIX

### Appendix 1 Research Permit

 **PEMERINTAH KABUPATEN MAJENE**  
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU  
(DPM-PTSP)  
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar 

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**IZIN PENELITIAN**  
Nomor : 500.16.7.2/128/IP/IV/2024

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/130/IV/2024 Tanggal 25 April 2024 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :


N a m a	: SITI RUHAEMA
Pekerjaan	: Mahasiswa
N I M	: 10256119021
Program Study/Jurusan	: S1 Tadris Bahasa Inggris
Universitas	: STAIN Majene
Alamat	: Jl. Masjid Jami No. 32 Kel. Polewali Kec. Polewali Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE INFLUENCE OF THEACHER-STUDENT INTERACTION AND LEARNING INTEREST ON LEARNING OURCOMES IN ENGLISH SUBJECT AT SMK NEGERI 1 MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar cofy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene  
Pada Tanggal : 29-04-2024  
Kepala Dinas



**Hi. LIES HRAWATI THAHIR, S.Sos, M.Adm.Pemb.**  
Pangkat. Pembina Utama Muda  
Nip. 196809281992032011

## Appendix 2 Kisi- Kisi Angket Interaksi Guru Dengan Siswa

No	Indikator	Butir	
		Positif	Negatif
1	Hubungan yang baik antara guru dengan siswa	<ul style="list-style-type: none"> <li>- Guru bahasa Inggris memiliki hubungan yang baik dengan siswa</li> <li>- Guru bahasa Inggris menggunakan kata-kata yang baik dan mudah dipahami saat mengajar di kelas</li> <li>- Guru bahasa Inggris mengenali setiap siswanya</li> </ul>	<ul style="list-style-type: none"> <li>- Saya merasa diabaikan oleh guru bahasa Inggris pada saat mengajar di kelas</li> <li>- Saya tidak nyaman memberi pertanyaan kepada guru bahasa Inggris</li> </ul>
2	Guru berperan sebagai pembimbing dan pendamping	<ul style="list-style-type: none"> <li>- Guru bahasa Inggris membimbing saya jika ada materi yang belum jelas</li> <li>- Guru memotivasi siswa meningkatkan kemampuan berbahasa Inggris</li> <li>- Guru bahasa Inggris memberikan tugas jika tidak masuk kelas</li> </ul>	<ul style="list-style-type: none"> <li>- Guru kurang memberikan arahan saat siswa mengalami kesulitan dalam memahami materi</li> <li>- Saya merasa bahwa guru bahasa Inggris tidak memberikan motivasi yang cukup untuk meningkatkan kemampuan berbahasa Inggris saya</li> </ul>
3	Terampil dalam berbagai teknik interaksi guna mencegah kebosanan	<ul style="list-style-type: none"> <li>- Guru bahasa Inggris mampu menciptakan suasana yang menyenangkan dalam kegiatan belajar mengajar</li> <li>- Saya merasa bahwa setiap pelajaran Bahasa Inggris diajarkan dengan cara yang menarik dan tidak membosankan oleh guru</li> </ul>	<ul style="list-style-type: none"> <li>- Guru jarang menggunakan teknologi atau media modern yang dapat meningkatkan daya tarik pembelajaran Bahasa Inggris</li> <li>- Guru kurang menunjukkan kreativitas dalam mengajarkan pelajaran bahasa Inggris sehingga siswa merasa kurang termotivasi</li> </ul>
4	Guru mendorong siswa untuk berpartisipasi	<ul style="list-style-type: none"> <li>- Guru bahasa Inggris memberikan kesempatan</li> </ul>	<ul style="list-style-type: none"> <li>- Saya merasa bahwa suasana kelas tidak mendukung untuk</li> </ul>

	<p>aktif dan semangat belajar dalam mengikuti pembelajaran</p>	<p>kepada siswa bertanya setelah materi selesai</p> <ul style="list-style-type: none"> <li>- Guru bahasa Inggris menyuruh siswa berdiskusi dan menafsirkan hasil diskusinya</li> <li>- Guru memberikan respon yang positif dan memotivasi siswa untuk terus aktif dalam pembelajaran bahasa Inggris</li> </ul>	<p>berbicara dalam bahasa Inggris karena kurangnya dorongan dari guru.</p> <ul style="list-style-type: none"> <li>- Guru lebih sering menggunakan bahasa Indonesia dalam memberikan instruksi daripada bahasa Inggris, sehingga siswa kurang berlatih berbicara bahasa Inggris</li> </ul>
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### Appendix 3 Kisi-kisi Angket Minat

No	Indikator	Butir	
		Positif	Negatif
1	Merasa senang	<ul style="list-style-type: none"> <li>- Saya suka pelajaran bahasa Inggris</li> <li>- Saya mengikuti pelajaran bahasa Inggris</li> <li>- Saya memiliki keinginan yang kuat untuk belajar bahasa Inggris</li> <li>- Saya senang belajar bahasa Inggris karena dapat menambah wawasan baru</li> <li>- Saya lebih suka pelajaran bahasa Inggris daripada pelajaran lain</li> </ul>	-
2	Keterlibatan siswa	<ul style="list-style-type: none"> <li>- Saya tertarik belajar bahasa Inggris karena bisa mendapatkan peringkat di kelas</li> <li>- Saya mencatat hal-hal penting yang dijelaskan oleh guru</li> <li>- Terdapat kolaborasi yang tinggi antara siswa-siswa ketika bekerja sama dalam proyek atau tugas berbasis bahasa Inggris.</li> </ul>	<ul style="list-style-type: none"> <li>- Saya kurang berinteraksi dengan siswa lain dalam mengerjakan tugas bahasa Inggris.</li> <li>- Saya tidak tertarik bertanya dalam bahasa Inggris selama pelajaran.</li> </ul>
3	Ketertarikan	<ul style="list-style-type: none"> <li>- Saya menunjukkan minat yang besar ketika mengajarkan topik yang menarik, sehingga saya semangat mempelajari dan memahami topik tersebut .</li> <li>- Saya mencatat materi yang dijelaskan guru bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>- ketika merasa bosan, saya kehilangan minat dalam memahami topik bahasa Inggris yang diberikan</li> </ul>

		<ul style="list-style-type: none"> <li>- Saya masuk tepat waktu saat jam pelajaran bahasa inggris</li> <li>- Saya bertanya apabila tugas yang diberikan guru tidak saya pahami</li> </ul>	
4	Perhatian siswa	<ul style="list-style-type: none"> <li>- Saya fokus mendengarkan ketika guru menjelaskan materi bahasa inggris di dalam kelas</li> <li>- Saya berdiskusi dengan teman kelompok mengenai materi pelajaran bahasa inggris <ul style="list-style-type: none"> <li>- Ketika diberi tugas, saya mencoba menyelesaikan tugas bahasa Inggris dengan baik.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Saya kurang memperhatikan materi bahasa Inggris yang diajarkan oleh guru di kelas.</li> <li>- saya tidak memperhatikan penjelasan guru saat membawakan materi pelajaran bahasa inggris</li> </ul>

**Adopted from Slameto (2013)**

## Appendix 4 : Questionnaire

Identitas Responden (Siswa)

Nama :

No. Absen :

Kelas :

Jenis Kelamin : ( ) Laki-laki ( ) Perempuan

Petunjuk Pengisian 1. Tulis terlebih dahulu identitas diri anda secara lengkap.

2. Jawablah pernyataan ini dengan sejujurnya sesuai dengan keadaan yang sebenarnya. 3. Bacalah setiap pernyataan dengan cermat. 4. Jawablah pernyataan dengan memberi tanda ceklist (√) pada kolom alternatif Answer dengan keterangan sebagai berikut:

Ss : Sangat setuju

S : Setuju

Ts: Tidak setuju

Sts : Sangat tidak setuju

No	Pernyataan	Ss	S	Ts	Sts
1	Guru bahasa Inggris memiliki hubungan yang baik dengan siswa				
2	Guru bahasa Inggris menggunakan kata-kata yang baik dan mudah dipahami saat mengajar di kelas				
3	Guru bahasa Inggris mengenali setiap siswanya				
4	Saya merasa diabaikan oleh guru bahasa Inggris pada saat mengajar di kelas				

5	Saya tidak nyaman memberikan pertanyaan kepada guru bahasa Inggris				
6	Guru bahasa Inggris membimbing saya jika ada yang belum jelas				
7	Guru memotivasi siswa meningkatkan kemampuan berbahasa Inggris				
8	Guru bahasa Inggris memberikan tugas jika tidak masuk kelas				
9	Guru kurang memberikan arahan saat siswa mengalami kesulitan dalam memahami materi				
10	Saya merasa bahwa guru bahasa Inggris tidak memberikan motivasi yang cukup untuk meningkatkan kemampuan berbahasa Inggris saya				
11	Guru bahasa Inggris mampu menciptakan suasana yang menyenangkan dalam kegiatan belajar mengajar				
12	Saya merasa bahwa setiap pelajaran Bahasa Inggris diajarkan dengan cara yang menarik dan tidak membosankan oleh guru				
13	Guru jarang menggunakan teknologi atau media modern yang dapat meningkatkan daya tarik pembelajaran bahasa Inggris				
14	Guru kurang menunjukkan kreativitas dalam mengajarkan pelajaran bahasa Inggris sehingga siswa merasa kurang termotivasi				
15	Guru bahasa Inggris memberikan kesempatan kepada siswa bertanya setelah materi selesai				
16	Guru bahasa Inggris menyuruh siswa berdiskusi dan mendiskusikan hasil diskusinya				

17	Guru memberikan respon yang positif dan memotivasi siswa untuk terus aktif dalam pembelajaran bahasa Inggris.				
18	Saya merasa bahwa suasana kelas tidak mendukung untuk berbicara dalam bahasa Inggris karena kurangnya dorongan dari guru.				
19	Guru lebih sering menggunakan bahasa Indonesia dalam memberikan instruksi daripada bahasa Inggris, sehingga siswa kurang berlatih berbicara bahasa Inggris.				

#### Appendix 5 Angket Minat Belajar

NO	Pernyataan	Ss	S	Ts	Sts
1	Saya suka pelajaran bahasa Inggris				
2	Saya mengikuti pelajaran bahasa Inggris				
3	Saya memiliki keinginan yang kuat untuk belajar bahasa Inggris				
4	Saya senang belajar bahasa Inggris karena dapat menambah wawasan baru				
5	Saya lebih suka pelajaran bahasa Inggris daripada pelajaran lain				
6	Saya tertarik belajar bahasa Inggris karena bisa mendapatkan peringkat di kelas				
7	Saya mencatat hal-hal penting yang dijelaskan oleh guru				
8	Terdapat kolaborasi yang tinggi antara siswa-siswa ketika bekerja sama dalam proyek atau tugas berbasis bahasa Inggris				
9	Saya kurang berinteraksi dengan siswa lain dalam mengerjakan tugas bahasa Inggris				

10	Saya tidak tertarik bertanya dalam proses pembelajaran bahasa Inggris				
11	Saya menunjukkan minat yang besar ketika mengajarkan topik yang menarik, sehingga saya semangat mempelajari dan memahami topik tersebut .				
12	Saya mencatat materi yang dijelaskan guru bahasa Inggris.				
13	Saya masuk tepat waktu saat jam pelajaran bahasa Inggris				
14	Saya bertanya apabila tugas yang diberikan guru tidak saya pahami				
15	Ketika merasa bosan, saya kehilangan minat dalam memahami topik bahasa Inggris yang diberikan				
16	Saya fokus mendengarkan ketika guru menjelaskan materi bahasa Inggris di dalam kelas				
17	Saya berdiskusi dengan teman kelompok mengenai materi pelajaran bahasa Inggris				
18	Ketika diberi tugas, saya mencoba menyelesaikan tugas bahasa Inggris dengan baik				
19	Saya kurang memperhatikan materi bahasa Inggris yang diajarkan oleh guru di dalam kelas				
20	Saya tidak memperhatikan penjelasan guru saat membawakan materi pelajaran bahasa Inggris				

**Tabel 3.4 Validity test results**

Variabel	Pearson correlation	Sig. (2-tailed)	Criteria
<b>Teacher-student interaction</b>	,476	,000	Valid
	,479	,000	Valid
	,498	,000	Valid
	,316	,009	Valid
	,218	,019	Valid
	,371	,001	Valid
	,532	,000	Valid
	,354	,003	Valid
	,249	,039	Valid
	,302	,013	Valid
	,488	,000	Valid
	,676	,000	Valid
	,326	,005	Valid
	,238	,048	Valid
	,371	,002	Valid
	,501	,000	Valid
	,530	,000	Valid
	,257	,032	Valid
	,270	,024	Valid

Variabel	Pearson correlation	Sig. (2-tailed)	Criteria
<b>Questionnaire of learning interest</b>	,527	,000	Valid
	,587	,000	Valid
	,519	,000	Valid
	,620	,000	Valid
	,396	,002	Valid
	,349	,008	Valid
	,427	,000	Valid
	,237	,049	Valid
	,234	,011	Valid
	,238	0,15	Valid
	<b>,549</b>	,000	Valid
	,383	,001	Valid
	,394	,002	Valid
	,550	,000	Valid
	,514	,000	Valid
	,484	,000	Valid
	,501	,000	Valid
	,343	,000	Valid
	,313	,000	Valid

## Appendix 6 Documentation

The distribution of questionnaires was carried out on April 29-30 at the SMK

Negeri 1 Majene.



## Documentat ion Of Students' Learning Outcomes

Nama Peserta Didik : MUKARRAMA	Kelas : BUS XII.2
Nomor Induk/NISN : 5221 / 0068666699	Semester : Ganjil
Sekolah : SMKN 1 MAJENE	Tahun Pelajaran : 2023/2024
Alamat : JL. K.H. MUH. SALEH NO. 41	

### A. Sikap

Dimensi	Penjelasan
Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Peserta didik baik dalam menghargai dan menghayati ajaran agama yang dianut (positif)
Bernalar Kritis	Peserta didik cukup dalam menghargai martabat sesama dan bersikap yang jujur dalam menjalankan tanggung jawab (positif)
Mandiri	Peserta didik cukup mampu dalam dalam bersikap mandiri
Berkebinekaan Global	Peserta didik cukup mampu dalam menunjukkan sikap disiplin dan taat terhadap peraturan yang berlaku disekolah (positif)
Perkembangan Dimensi Kreatif	Mampu bersikap kreatif dan tidak mudah bergantung pada orang lain (positif)
Bergotong royong	Peserta didik cukup dalam bermusyawarah dan tolong menolong dalam menyelesaikan tugas kelompok (positif)

### B. Nilai Akademik

No	Mata Pelajaran	Nilai Akhir	Capaian Kompetensi
<b>A. Muatan Nasional</b>			
1	Pendidikan Agama Islam dan Budi Pekerti	95	Menunjukkan penguasaan yang baik dalam menganalisis QS. Al-Imran /3 :190-191 dan QS. Al-Imran :159 serta hadits tentang berpikir kritis dan demokrasi
2	Pendidikan Pancasila dan Kewarganegaraan	88	Menunjukkan penguasaan yang baik dalam peserta Didik mampu menjelaskan tentang makna hak dan kewajiban warga negara serta mengimplementasikannya dalam kehidupan sehari-hari.
3	Bahasa Indonesia	90	Menunjukkan penguasaan yang baik dalam peserta didik mampu mengevaluasi gagasan dan pandangan berdasarkan kaidah logika berpikir dari membaca berbagai tipe teks (nonfiksi dan fiksi) di media cetak dan elektronik. Peserta didik mampu mengapresiasi teks fiksi dan nonfiksi.
4	Matematika (Umum)	80	Menunjukkan penguasaan yang baik dalam menyelesaikan nilai variabel pada persamaan dan fungsi kuadrat serta vektor dalam ruang dimensi tiga
5	Bahasa Inggris	75	Menunjukkan penguasaan yang baik dalam menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,
<b>C. Muatan Peminatan Kejuruan</b>			
<b>C3. Kompetensi Keahlian</b>			
6	Pembuatan Busana (custom-made)	91	Menunjukkan penguasaan yang baik dalam membuat pola dasar, merubah pola gaun sesuai model, menggantung, menjahit dan membuat hiasan pada busana (gaun pesta)

Nama Peserta Didik : RAMADANI S  
 Nomor Induk/NISN : 525770062212752  
 Sekolah : UPTD SMKN 1 MAJENE  
 Alamat : J.L. K.H. MUH. SALEH NO. 41

Kelas : BUS XII.3  
 Semester : Ganjil  
 Tahun Pelajaran : 2023/2024

**A. Sikap**

Dimensi	Penjelasan
Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Peserta didik menjalankan ibadah dengan baik dan menunjukkan akhlak yang baik.
Bernalar Kritis	Peserta didik memproses informasi baik kualitatif maupun kuantitatif, membangun keterkaitan antara berbagai informasi, menganalisis informasi, mengevaluasi, dan menyimpulkannya
Mandiri	Peserta didik berupaya mengerjakan tugas sesuai kemampuannya
Berkebinekaan Global	Peserta didik menunjukkan sikap saling menghormati adanya keberagaman dan bertoleransi terhadap perbedaan
Perkembangan Dimensi Kreatif	Peserta didik telah menunjukkan kreatifitas dan memberikan ide-ide baru
Bergotong royong	Peserta didik telah menunjukkan sikap gotong royong dalam beberapa aktivitas di sekolah

**B. Nilai Akademik**

No	Mata Pelajaran	Nilai Akhir	Capaian Kompetensi
<b>A. Muatan Nasional</b>			
1	Pendidikan Agama Islam dan Budi Pekerti	90	Menunjukkan penguasaan yang baik dalam menganalisis QS.Al-Imran /3 :190-191 dan QS.Al-Imran :159 serta hadits tentang berpikir kritis dan demokrasi
2	Pendidikan Pancasila dan Kewarganegaraan	88	Menunjukkan penguasaan yang baik dalam menganalisis kasus pelanggaran hak dan pengingkaran kewajiban sebagai warga negara
3	Bahasa Indonesia	87	Menunjukkan penguasaan yang baik dalam terampil dalam menyusun surat lamaran pekerjaan dengan memerhatikan isi, sistematika dan kebahasaan serta bertindak secara efektif dan kreatif dalam pembelajaran
4	Matematika (Umum)	80	Menunjukkan penguasaan yang baik dalam menghitung nilai variabel pada persamaan dan fungsi kuadrat, menyelesaikan nilai variabel pada persamaan dan fungsi kuadrat, menghitung nilai persamaan dan fungsi kuadrat, menyelesaikan nilai persamaan dan fungsi kuadrat, menghitung operasi komposisi dan operasi invers pada fungsi, menganalisis operasi komposisi dan operasi invers pada fungsi, menghitung operasi komposisi dan operasi invers pada fungsi, menyelesaikan nilai operasi komposisi dan operasi invers pada fungsi
5	Bahasa Inggris	80	Menunjukkan kemampuan yang baik dalam memahami struktur teks interaksi yang melibatkan tindakan menawarkan jasa, menyusun teks khusus surat lamaran kerja dan teks khusus dalam bentuk teks caption
<b>C. Muatan Peminatan Kejuruan</b>			
<b>C3. Kompetensi Keahlian</b>			

Nama Peserta Didik : NUR PAIKA  
 Nomor Induk/NISN : 5229 / 0072529780  
 Sekolah : SMKN 1 MAJENE  
 Alamat : JL. K.H. MUH. SALEH NO. 41

Kelas : BUS XII.2  
 Semester : Ganjil  
 Tahun Pelajaran : 2023/2024

**A. Sikap**

Dimensi	Penjelasan
Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Peserta didik baik dalam menghargai dan menghayati ajaran agama yang dianut (positif)
Bernalar Kritis	Peserta didik cukup dalam menghargai martabat sesama dan bersikap yang jujur dalam menjalankan tanggung jawab (positif)
Mandiri	Peserta didik cukup mampu dalam bersikap mandiri
Berkebinekaan Global	Peserta didik cukup mampu dalam menunjukkan sikap disiplin dan taat terhadap peraturan yang berlaku di sekolah (positif)
Perkembangan Dimensi Kreatif	Mampu bersikap kreatif dan tidak mudah bergantung pada orang lain (positif)
Bergotong royong	Peserta didik cukup dalam bermusyawarah dan tolong menolong dalam menyelesaikan tugas kelompok (positif)

**B. Nilai Akademik**

No	Mata Pelajaran	Nilai Akhir	Capaian Kompetensi
<b>A. Muatan Nasional</b>			
1	Pendidikan Agama Islam dan Budi Pekerti	93	Menunjukkan penguasaan yang baik dalam menganalisis QS.Al-Imran /3 :190-191 dan QS.Al-Imran :159 serta hadits tentang berpikir kritis dan demokrasi
2	Pendidikan Pancasila dan Kewarganegaraan	88	Menunjukkan penguasaan yang baik dalam peserta Didik mampu menjelaskan tentang makna hak dan kewajiban warga negara serta mengimplementasikannya dalam kehidupan sehari-hari.
3	Bahasa Indonesia	85	Menunjukkan penguasaan yang baik dalam peserta didik mampu mengevaluasi gagasan dan pandangan berdasarkan kaidah logika berpikir dari membaca berbagai tipe teks (nonfiksi dan fiksi) di media cetak dan elektronik. Peserta didik mampu mengapresiasi teks fiksi dan nonfiksi.
4	Matematika (Umum)	78	Menunjukkan penguasaan yang baik dalam menyelesaikan nilai variabel pada persamaan dan fungsi kuadrat, serta vektor dalam ruang dimensi tiga
5	Bahasa Inggris	75	Menunjukkan penguasaan yang baik dalam menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,
<b>C. Muatan Peminatan Kejuruan</b>			
<b>C3. Kompetensi Keahlian</b>			
6	Pembuatan Busana (custom-made)	92	Menunjukkan penguasaan yang baik dalam membuat pola dasar, merubah pola gaun sesuai model, menggunting, menjahit dan membuat hiasan pada busana (gaun pesta)