

THE INFLUENCE OF LANGUAGE INTEREST ON STUDENTS' FOREIGN LANGUAGE LEARNING OUTCOMES (ARABIC-ENGLISH)

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Abstract

The problem of learning foreign languages has always been a barrier in the process of learning interaction that makes foreign languages a scourge for students. This also creates certain difficulties for teachers in carrying out the process of teaching foreign languages, not to mention talking about the egoism of teachers who fail to see and develop students' language interests. Previous research studies indicate that the problem of learning foreign languages is a psychological problem. This research is a mixed-method study that combines quantitative-qualitative approaches to explain the influence of language interest on students' learning outcomes at Al-Abroor Modern Islamic Boarding School in South Tapanuli Regency. The data collection methods in this study used interview and questionnaires to determine language interest and students' learning outcomes by carrying out written test. The sample in this study were 141 students from a population of 380 people. The data analysis technique in this study used descriptive statistics to find out students' language interest and learning outcomes both in Arabic and English. The findings of this study indicate that students' language interest is greater in Arabic with the language interest percentage at 80.60% and learning outcomes at 63.54%. Meanwhile, the English language interest is at 71.48% with learning outcomes at 28.36%. This finding, thus, shows that the difference in students' language interest in Arabic and English is 9.12% with a difference in learning outcomes of 34.87. This research also shows that language interest grows naturally and internally within students which is then strengthened by other supporting factors. In this case, the Arabic language interest in students grew stronger because of the use of Arabic in other subjects. Therefore, it can be concluded that developing language interest can be a factor that supports the successful implementation of language learning.

Keywords: *Natural, learning outcomes, language interest, influence*

ملخص

المشكلة التعليمية في تعلم اللغة العجمية ان تكون تحديا في العملية الاتصالية عند التعليم حتى لغة العربية كلغة صعوبة للمتعلمين . ومن هذه المشكلة تصعب المدرسون ان تعلموا اللغة الأجنبية في كل مجالات الدراسية، وكذلك المدرسون في عملية التعليمي يكون أنانيا ولا ينظرو رغبة المتعلم على حسب بالبحث العلمية السابقة تدل على المشكلات التعليمية للغة الأجنبية وهي المشكلة السيكولوجيا. هذا

البحث ببحث المقارنة وهي تقارن بين بحث الكيمياء والنوعي لتسرح التأثير الرغبة المتعلم إلى اللغة والنتائج الدرس في اللغة الأجنبية. طريقة جمع البيانات في هذا البحث في استخدام أساليب المقابلة والاستبيان لتحديد اهتمامات اللغة ومعرفة نتائج التعلم عن طريق الامتحان التحريري. كانت العينة في هذه الدراسة 141 طالبًا من إجمالي السكان 380 شخصًا. وتستخدم تقنية تحليل البيانات إحصائيات وصفية حتى يتمكن الطلاب من معرفة اللغة العربية أو الإنجليزية ونتائج التعلم باللغتين العربية والإنجليزية بحيث يمكن استنتاج تأثير الاهتمام اللغوي على نتائج التعلم. توضح هذه الدراسة أن اهتمام الطلاب باللغة العربية أكبر بنسبة 80.60% ونتائج التعلم باللغة العربية 63.54% واهتمام اللغة الإنجليزية 71.48% ونتائج تعلم اللغة الإنجليزية 28.36% ثم الفرق في الاهتمام اللغوي هو 9 ، 12% ونتائج التعلم 34.87%. ثم يشرح هذا البحث أن الاهتمام باللغة ينمو بشكل طبيعي من الطلاب ، ثم يتم تعزيز الاهتمام اللغوي بعوامل أخرى تدعم في هذه الحالة يصبح الاهتمام باللغة العربية أقوى لأن المواد الأخرى تستخدم اللغة العربية. ثم يمكن الاستنتاج أن الاهتمام باللغة ينمو ويكتشف مما يجعل تعلم اللغة أكثر نجاحًا.

الكلمات المفتاحات : الطبيعية، نتائج الدرس، اهتمام اللغة، التأثير

INTRODUCTION

Language is an important requirement in human life that must exist in order to convey messages between one another. Language is an inseparable part of daily life as a tool to convey messages. Ibn Manzur said that language is a tool to convey the message intended by the messenger using oral language or otherwise¹. This is a very famous definition among linguists taken from Ibn Manzur's understanding².

Language as a necessity becomes important in human life as an extension of the intent to arrive at goals and objectives can be implemented. E. Safir also argued about language, that grammar is a human media to convey the results of his thoughts, desires, through a symbol system that originates from the desire to express³.

To master a foreign language, it requires basic capital that comes from within the child in the form of interest and motivation. The basic capital in acquiring a

¹Musthofa Al-Gilayaini, *Jami' Addurus Al-arobiyah Mausuh'ah Fi tsalati Ajazai (Al-Juz u awwal, Al-maktabatul Al-Asriyah, Cet – ix dan xxx, Soidan – Bairut, 2001 M-1422 H hal, 7*

²Ahli bahasa terdahulu, 392 H, menyebutkan bahwa nama aslinya Ibnu Manzur adalah Abu Fatih Usman, buku-buku yang ditulis beliau sebanyak 23 yang berkaitan dengan bahasa dan ini defenisi pada buku terakhir yang ditulisnya dengan kalimat “ (أصوات يعبر بها كل قوم عن أعضائهم ومعني “ هذا أن اللغة عنده ظاهرة إجتماعية إنسانية تنمو وتطور لأخضور الداعي).

³Shobri Ibrahim Sayyid, (Univ. Ain As-Syamsi), *Ilmu Lughoh Al-ijtima' Maqhumuhu wa Qhodhoyahu*, Darul Ma'rifah Al-jami'ah Iskandariah, tt, hal, 3-4

foreign language is physical condition, interests, motivation, first language factors or learning experiences and support from the environment ⁴.

Modren Al-Abror Islamic Boarding School in South Tapanuli Regency is an educational institution that presents foreign language subjects and makes foreign languages a language that must be mastered by its students. This foreign language is a language that must be learned without having to see the students have language interest or not, as long as each student must take the language lesson, it becomes a challenge for the teachers of both languages in the educational institution. From preliminary research conducted by the school investigators concerned found:

1. There is an imbalance in the ability of students between Arabic and English, some students are more interested in Arabic and some are more inclined to speak English.
2. Student activeness is seen in certain languages, for example in learning Arabic students are very enthusiastic and some are indifferent or vice versa.
3. In carrying out the process of language learning in class there is inactivity due to the ignorance of the teacher of the tendency of students to foreign languages Arabic or English.
4. Strategies that become stagnant in the language learning process caused by the stimulus given by the teacher are not proportional to the response given by students.

Then the following symptoms are the basis for researchers to do a deeper review of the problems that occur at Al-Abroor Islamic Boarding School as scientific research and are examined based on theories related to the problem.

RELATED LITERATURES

Language Interest if assessed in terms of language is basically found in Arabic and English, in Arabic Interest means رُغْبٌ ، يَرْغُبُ ، مصدر رُغْبٌ that is, a desire or interest in something different from an interest in something else ⁵. Noun interest

⁴ Zalyana, *Psikologi Pembelajaran Bahasa Arab*. Al-Mujtahadah Press, Pekanbaru. 2010, hal. 19

⁵ <https://www.almaany.com/ar/dict/ar-ar/رغبة/> kamus arab online diakses hari rabu 12 juni 2019 pukul 14.46 Wib.

means attention or desire, interest and interesting is an adjective ⁶. Wayan Nurkencana said :

“Feelings in carrying out certain things set by the teacher and stimulated a sense of pleasure in students so that feelings arise willingly in doing it. And interest is one element of the soul found in each person or students do not need external encouragement if the work attracts their interest, because interest is the source of effort”⁷.

Zalyana emphasized that Language Interest is basically the acceptance of a relationship between a person and a foreign language that can be experimented with in form⁸:

1. A statement prefers something over another.
2. Participation in a learning activity, such as active, present and willing to ask questions.
3. Tend to pay attention to these objects

It is increasingly clear that interest is a factor that is very calculated in terms of language teaching and can be a basic capital to accelerate language acquisition. Saiful Sagala said that in order for students to succeed in learning, certain conditions were needed, one of which was an interest inventory, which was to create a high level of interest in subjects⁹.

Language is an inseparable element from living things because it is a necessity of daily life. Sometimes we are not aware that all living things have their own language that can be understood by their own group. This goes hand in hand with what was said by Kartini Kartono that the animal's shouting when encountering danger or prey is essentially expressing speech and language ¹⁰.

Language as necessity is a very unique thing in human life because language just happens to humans without walking formally. Just imagine a newborn child can already be understood by his mother's language without having to convey like the language of a mother who is already proficient in spoken language. A child cries can be understood by a mother that the child is feeling thirsty or feeling something uncomfortable. Desmita states that this shows that humans do not need much effort to be able to speak, people who listen to the pronunciation

⁶ <https://inggris-indonesia.kata.web.id/interest>

⁷Wayan Murkencana, *Evaluasi Pendidikan*. Surabaya : Usaha Nasional. 1986. Hal. 215

⁸ Zalyana, *Psikologi Pembelajaran Bahasa Arab.....* Hal 196

⁹ Syaiful Sagala, 2010. *Konsep dan Makna Pembelajaran*, Alfabeta, Bandung. Hal. 57

¹⁰KartiniKartono. 1995. *PsikologiAnak (PsikologiPerkembangan)*,MandarMaju, Bandung.Hal.

of language in a long time continuously, usually he will be able to speak the language without having any special instructions or plans ¹¹.

In the mastery of a foreign language based on its objectives, it is necessary to go through learning efforts that must be followed by humans. Ali Abdul believes that foreign languages in accordance with the concept of spreading language require qualified learning because they have to look at all the ins and outs of the foreign language which concerns the characters, elements and phonetic languages ¹².

Teaching a foreign language in principle relating to people who want to master a foreign language must have readiness both personally and externally the person who wants to learn it. Zalyana argues that the most important is the internal personal factors of foreign language learners which include ¹³:

1. Physical conditions, namely physical and spiritual conditions which are factors that affect one's learning passion such as the condition of the heart and mind and physical health at that time
2. Interest, interest as one of the important elements Because it leads to deciding what is present from a sense of want or interest in a particular foreign language so that this interest is very influential in wanting to master the language.
3. Motivation, which is an impulse to have mastered a language with encouragement factors that originate from within or come from outside.
4. Age, this factor also greatly influences foreign language learning because it will be closely related to learning success and cognitive elements.
5. The first language, this will affect the structure of the language both in terms of phonetic and syntactic.

In this research what the research wants to focus on is the interest of the learning participants or what is called the Language Interest. In addition to the specific purpose of studying a foreign language such as wanting to work abroad which is a professional requirement, this factor is considered as a trigger for obtaining a foreign language provided that Language Interest is the reason for studying a foreign language so that the pursuit of a foreign language becomes easier because it has been awakened in his mind that foreign languages are easy and can be mastered easily.

¹¹Desmita. 2005. *Psikologi Perkembangan*, RemajaRosdakarya, Bandung. Hal. 112

¹² Ali Abdul Wafi, tt, *IlmuLughoh*. Cet. 9.DarunNahdoh, Kairo.Hal. 169

¹³Zalyana, *Psikologi Pembelajaran Bahasa Arab.....* hal. 194-203.

METHOD OF THE RESEARCH

This research is a mixed-method study that combines quantitative-qualitative approaches to explain the influence of language interest on students' learning outcomes at Al-Abroor Modern Islamic Boarding School in South Tapanuli Regency. The data collection methods in this study used interview and questionnaires to determine language interest and students' learning outcomes by carrying out written test. The sample in this study were 141 students from a population of 380 students of Pondok Pesanteren Modren Al-Abror, South Tapanuli Regency, both Madrasah Tsanawiyah and Madrasah Aliyah. The sample technique was accidental sampling or convinence sampling, means that the research sample was not determined in advance but it was depended to the direction of the director of the Al-Abror Modren Islamic Boarding School. The research instrument was a questionnaire to collect students' Language Interest data and to find out the results of studying Arabic and English competency exams. Data analysis technique is using descriptive percentage statistics, and calculating the percentage of the total.

RESULT AND DISCUSSION

After conducting data processing or data analysis in this study, researchers found the results that there was a very significant influence of language interest on student learning outcomes and in this case the language of higher students in the Modren Islamic Boarding School was Arabic. To understand it further can be explained through the following table :

Description	Percentage value	Description	Average value	Effect
Arabic interest	80,60%	Arabic learning outcome	63,54	Has effect
English interest	71,48%	English learning outcome	28,36	Has effect

The data above explains that language interest in Arabic is 80.60% with an overall average learning outcome of 63.54. While language interest in English is 71.48% with an average learning result of 28.36%. This data shows that the language interest of students towards Arabic is greater than the language interest

of English at 9.12% and the difference in learning outcomes 35.18. The language interests of students towards Arabic rather than English are actually not so different, only 9.12%, but their learning outcomes are very different, 35.18. Then this shows that language interest has a significant effect on learning outcomes. Whereas the treatment of the Arabic-English learning program at the Modren Al-Abror Islamic Boarding School is the same, not at all distinguished at the same time the instructor composition is also the same based on the results of interviews conducted by researchers.

Based on the results of interviews conducted by researchers about teaching programs explain that:

1. There is a language week, where one week specifically uses Arabic and one week English. Where Mufrodat is given every day five Mufrodat or five vocabullery, finished the Fajr prayer giving mufrodat, finished Zuhur repetition, finished the Asar prayer repeats the mufrodat, and after the Isha prayer uses into the sentence.
2. Subjects related to Arabic taught in boarding schools are more than subjects related to English. Among subjects related to Arabic are Tafsir, Nahwu, Syaraf, Fiqh, Proposal of Fiqh, Hadith, Proposed Hadith, Date, Al-Qur an Hadist, Moral Aqeedah, Islamic Cultural History, and Arabic language issued by KEMENAG curriculum. While English is only in listening, speaking, speaking, reading, and English follows the curriculum issued by the Ministry of Religion.

After finding the results of this study, the researcher concludes that the attention toward language interest should be a consideration that must be done as foreign language teachers so that they know the treatments and ways to be done in the process of learning a foreign language, and even policy has to be recommended for pre-learning measures to find out language interest .

Language interest becomes important because of the many problems of Arabic Learning, starting from the language system to Arabic skill getting weaker in Indonesia as the largest country in the world with a Muslim population. Then English in Indonesia becomes a recommended language in educational institutions, even English is used as the language of instruction in education so that it disturbed the existence of the Indonesian language (Bahasa) itself.

From this research the researcher becomes more aware that the process of language learning or even other subjects is also important to conduct a test of language interest or pretest of interest so that the teacher who teaches will be able to know the appropriate learning action. Therefore, there is a hope for researchers that there must be a pre-learning action by making a *Language Interest Test (LITest)*.

CONCLUSION

The research findings after carrying out data retrieval and analyzed as conclusions are :

- a. Students' language interest in Arabic is greater than English at 80.60%, and learning outcomes are 63.16% while English is 71.48%, and English is 28.29% so differences in students' language interest in foreign languages (Arabic -English) 9.12%. And the difference in learning outcomes 35.18.
- b. The influence of language interest on learning outcomes, if language interest is high, learning outcomes are also high, conversely if language interest is low, language learning outcomes are also low.
- c. Language interest comes naturally to every student without any compulsion to like or interest in one particular foreign language, the interest in that language is the instinct of students as humans to express themselves without coercion. And language interest can also be driven by factors that are outside of themselves, like other subjects that are related to Arabic can also have an effect on the ability of Arabic.

Then students' language interest in other languages or subjects should be known before the teaching process is carried out making it easier for teachers to direct the ability of each student and there is no coercion of teaching on any subject, because each student being taught is unique and not the same between one students with other students.

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