

## RELATIONSHIP OF SOCIAL INTERACTIONS TO LEARNING OUTCOMES ENGLISH

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*Submit, 24-03-2021*

*Accepted, 19-06-2021*

*Publish, 21-06-2021*

### ABSTRACT

This study aims to describe the relationship between social interaction and students' English learning outcomes. This study uses the correlation method. The population in this study amounted to 204 people. The sample is 32 people. Sampling was taken by random cluster sampling. The results showed that the average value of students' social interaction was 64, with sufficient qualifications. The average result of learning English is 79 with suitable qualifications. Therefore, there is a good relationship between student social interaction and Indonesian students' learning outcomes at SMA N 1 Akabiluru District. The test results prove that  $t_{hitung} > t_{table}$  ( $3,268 > 1,697$ ). In conclusion, there is a significant relationship between social interaction and the English learning outcomes of students at SMA N 1 Akabiluru District.

Keywords: Learning Outcomes, Relationship, Social Interaction

### INTRODUCTION

Humans are social creatures, where a human being needs another human being. Therefore, the social environment will affect a person's behavior and way of thinking. In a social climate, someone will interact, which is a reciprocal relationship. Interaction is a form of socialization where humans can learn various things and shape their way of thinking. Humans need interaction because, in essence, humans need other human roles in their daily life.

A student's social interaction occurs at home in exchange within the family and interactions with the school's social environment, such as teachers and schoolmates. From this interaction, a student will accept things that he has not found in his social environment. The occurrence of social interaction every day between a student and a teacher and a schoolmate will influence the development of the student's personality and way of thinking, which will affect the student's learning process. Good social interaction will support students in the learning

process and vice versa. Less social interaction will make students difficult in the learning process.

Pahenra et al., (2017) state that interacting is part of human life because there will be no social interaction process without communication. Therefore, humans are required to interact socially with each other, both individually and in groups. As social beings, humans are required to interact with each other, as well as teachers with students and students with other students who take action, react and interact with each other in the learning process, both verbally (spoken and/or written words) and non-verbally (cues, attitudes, behavior).

Learning is a human process to achieve various kinds of competencies, skills. Humans can develop their potential through learning so that humans have a higher degree than other living things, and by learning, humans can advance their civilization and culture. Learning also means that humans try to make changes to adapt and adapt to their surroundings. These changes can be in the form of changes in behavior that a person gets both from the results of experiences that are carried out repeatedly or as a result of training. Besides that, changes that can be seen as learning outcomes include acquiring concepts, skills, or changes in attitude (Herawati, 2018).

School success can be measured from the learning outcomes achieved by students at the school. Student learning outcomes can be seen in the form of report cards each semester. Good results are proof of student success in the learning process. Likewise, bad results are evidence of student failure in learning. For example, some students have high academic scores and some students have low academic scores even though these students get the same material from the same teacher at the school. Learning outcomes are changes that occur as a result of learning activities that individuals have carried out. These changes are the results that have been achieved from the learning process. Thus, the results and evidence of learning can be described as changes in a person's behavior, such as from not knowing to know and not understanding (Sulastri et al., 2014).

Irfan (2018) found a significant relationship between social interaction in the family environment and student sociology learning outcomes. As for learning outcomes, Febriani & Sarino (2017) argue that learning methods and learning facilities positively and significantly affect student achievement, either partially or simultaneously. These studies have discussed the effect of social interaction on student achievement outcomes and also the relationship between learning methods and learning facilities in improving student achievement. However, this study focuses on the relationship between social interaction and English learning outcomes. Researchers chose to observe students' social interactions in this study

because social interaction is one determinant of achieving better learning outcomes.

## **LITERATURE REVIEW**

Social interaction is a social factor that determines student learning outcomes. What is meant by social factors here are human factors, both humans. It exists (is present) and its presence can be inferred, so it is not immediately present. The life of people or other people when someone is learning, a child who is unable to adjust to his class or cannot interact with friends and teachers during the learning process, can miss the lessons he has learned (Wayan et al., 2014).

According to Gunawan et al., (2018), learning outcomes are the results obtained by students through assessment and measurement activities in the learning process. The learning outcomes obtained are the same because factors affect learning outcomes divided into two categories, namely internal and external factors. These two factors influence each other in the individual learning process to determine the quality of learning outcomes.

Internal factors include physiological factors, physiological factors related to the individual's physical condition, and psychological factors. These factors include intelligence, motivation, interests, attitudes, and talents. Meanwhile, external factors include social environment and non-social environment. The social environment is the student environment in social life, such as the school environment, community environment, family environment. The non-social background includes the natural environment, the instrumental environment, and the subject matter environment. According to Pahendra et al., (2017), there is a robust relationship between social interaction patterns and learning motivation.

Other studies have also found the same results. One of them is Wahyuni's (2018) research. She states that the higher the physical fitness and social interaction of students, the higher the learning achievement of Physical Education and Health. According to Astuti et al., (2018), most students involved in organizational activities students have a relatively high level of social interaction.

## **RESEARCH METHOD**

This research belongs to the type of quantitative research using the correlation method. The population in this study were students of class X SMAN 1 Akabiluru District, amounting to 204 people. The way of the sample dancer was using a random sampling technique, amounting to 32 people. The instrument used in this study was a questionnaire distributed to students who were the research samples. This questionnaire contains questions about social interaction, amounting to 40 statements.

The given score is arranged based on an assessment given a range of low to high scores using a Likert scale. The questionnaire used is based on a Likert scale that contains many questions stating the object to be revealed. The scoring of the Likert Scale questionnaire used in this study refers to five alternative answers, namely: Always (SL), Often (SR), Sometimes (KD), Rarely (JR), Never (TP). Each is given a weight of 1 to 5 for positive answers and 5 to 1 for negative responses. Furthermore, the data is entered into the Pearson product-moment formula and hypothesis testing, respectively.

$$R_{xy} = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{[n \cdot \sum X^2 - (\sum X)^2][n \cdot \sum Y^2 - (\sum Y)^2]}}$$

$$t = \frac{r\sqrt{n-1}}{\sqrt{1-r^2}}$$

## FINDING

This study will explain data about social interaction with student learning outcomes at SMAN 1 Kec. Akabiluru. After the data is collected, the researcher will discuss the research data: (1) the social interaction data will be described a. the value of social interaction, b. The average social interaction; (2) data on student learning outcomes will be described (a. the importance of learning outcomes, b, the average learning outcomes); (3) The relationship between social interactions and learning outcomes.

### The Value of Social Interactions

Based on the research results, the scores obtained by students in filling out a questionnaire in which a total of 40 statement items were obtained the following values.

**Table 1.** Value of Social Interaction

No	Sample Code	Score	Scores	Qualification
1	001	150	75	More than enough
2	002	129	65	Enough
3	003	114	57	Enough
4	004	129	65	Enough
5	005	136	68	More than enough
6	006	118	59	Enough
7	007	115	58	Enough
8	008	118	59	Enough
9	009	106	53	Almost enough
10	010	136	68	More than enough
11	011	137	69	More than enough
12	012	118	59	Enough
13	013	119	60	Enough
14	014	137	69	More than enough

15	015	122	61	Enough
16	016	119	59	Enough
17	017	139	70	More than enough
18	018	128	64	Enough
19	019	131	66	More than enough
20	020	132	66	More than enough
21	021	122	61	Enough
22	022	140	70	More than enough
23	023	128	64	Enough
24	024	128	64	Enough
25	025	135	68	More than enough
26	026	122	61	Enough
27	027	114	57	Enough
28	028	142	71	More than enough
29	029	135	68	More than enough
30	030	129	65	Enough
31	031	128	64	Enough
32	032	126	63	Enough
	Amount	4081	2046	
	Average		64	Enough

Based on the table above, it can be seen that one student is in almost enough qualification. 19 students are in sufficient qualification, and 12 students are in more than enough qualification. Overall, the qualification value of social interaction is 64, which is in sufficient capability. After the scores and scores of the students' social interactions are obtained, the scores and values are qualified by calculating the percentage scale of 10. For more details, see the following table:

**Table 2.** Qualifications of Social Interaction

No	Mastery Rate	Qualification	Frequency	Percentage
1	96-100	Perfect	0	0
2	86-95	Very well	0	0
3	76-85	Good	0	0
4	66-75	More than enough	12	37.5
5	56-65	Enough	19	59,38
6	46-55	Almost enough	1	3,12
7	36-45	Less	0	0
8	26-35	Very less	0	0
9	16-25	Bad	0	0
10	0-15	Very Bad	0	0
	Amount		32	100

Based on the table, it can be concluded that more than enough qualifications were obtained by 12 people with a percentage of 37.5%, enough qualifications were obtained by 19 people with a rate of 9.375%, and one person got almost enough qualifications with a portion of 3.125%.

### Average Value of Social Interaction

After the value of social interaction is obtained, the average value can be found using the means formula. The following can be seen as the distribution of social interaction values.

**Table 3.** Distribution of Social Interaction Values

X	F	XF
53	1	53
57	2	114
58	1	58
59	4	236
60	1	60
61	3	183
63	1	63
64	4	256
65	3	195
66	2	132
68	4	272
69	2	138
70	2	140
71	1	71
75	1	75
Amount	32	2046
Average		64

Based on the data above, it can be seen that the average value of student social interactions is 64, with sufficient qualifications.

### The Value of Learning Outcomes

The score that will be converted into a score is the raw score on learning outcomes. The value of each sample for learning outcomes can be seen in the following table.

**Table 4.** Value of Learning Outcomes

No	Sample Code	Scores	Qualification
1	001	90	Very Well
2	002	88	Very Well
3	003	70	More Than Enough
4	004	70	More Than Enough
5	005	90	Very Well
6	006	75	More Than Enough
7	007	77	Good
8	008	68	More Than Enough
9	009	77	Good
10	010	87	Very Well
11	011	82	Good
12	012	62	Enough

13	013	75	More Than Enough
14	014	82	Good
15	015	77	Good
16	016	74	More Than Enough
17	017	70	More Than Enough
18	018	70	More Than Enough
19	019	78	Good
20	020	64	Enough
21	021	84	Very Well
22	022	88	Very Well
23	023	85	Good
24	024	83	Good
25	025	84	Good
26	026	84	Good
27	027	70	More Than Enough
28	028	83	Good
29	029	84	Good
30	030	84	Good
31	031	85	Good
32	032	78	Good
	Amount	2518	
	Average	79	Enough

Based on the table above, it can be seen that five students got excellent qualifications, 16 students got good stuff, nine students got more than enough qualifications, and two students got enough qualifications. Overall the value of the students' Indonesian learning outcomes is 79 with good capabilities. Furthermore, the value is qualified by calculating a percentage scale of 10. For more details, see the following table:

**Table 5.** Qualifications of Learning Outcomes

No	Mastery Level	Qualification	Frequency	Percentage
1	96-100	Perfect	0	0
2	86-95	Very Well	5	15,63
3	76-85	Good	16	50
4	66-75	More Than Enough	9	28,12
5	56-65	Enough	2	6,25
6	46-55	Almost Enough	0	0
7	36-45	Less	0	0
8	26-35	Too Little	0	0
9	16-25	Bad	0	0
10	0-15	Very Bad	0	0
	Amount		32	100

Based on the table above, it can be concluded that five people with a percentage of 15.63% get excellent qualifications, 16 people with a share of 50% get good capabilities, nine people with a portion of 28.12% earn more than enough qualifications, and two people with a percentage 6.25% get the good stuff.

### Average Learning Outcomes

Furthermore, student scores are entered into the distribution table as follows:

**Table 6.** Distribution of Average Value

X	F	XF
62	2	124
64	1	64
68	1	68
70	1	70
74	1	74
75	2	150
77	6	462
78	1	78
82	1	82
83	1	83
84	1	84
85	1	85
87	2	174
88	3	264
90	3	270
Amount	32	2518
Average		79

Based on the table above, it can be seen that the average score of students' English learning outcomes is 79 with suitable qualifications.

### Relationship Between Social Interaction and English Learning Outcomes

The author uses the product-moment correlation to determine the relationship between students' social interactions and the learning outcomes of Indonesian students at SMA N 1, Akabiluru District. Student social interaction data as variable X and data on English learning outcomes as variable Y. The value data of each variable is entered in the following table.

**Table 7.** Correlation of Student Social Interactions with English Learning Outcomes

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	75	90	3481	8100	6750
2	65	88	3600	7744	5720
3	57	70	4761	4900	3990
4	65	70	3721	4900	4550
5	68	90	4624	8100	6120
6	59	75	3481	5625	4425
7	58	77	3364	5929	4466
8	59	68	3481	4624	4012
9	53	77	2809	5929	4081
10	68	87	4624	7569	5916
11	69	82	4761	6724	5658
12	59	62	3481	3844	4832

13	60	75	3600	5625	4500
14	69	82	4761	6724	5658
15	61	77	3721	5929	4697
16	59	74	3481	5476	4366
17	70	70	4900	4900	4900
18	64	70	4096	4900	4480
19	66	78	4356	6084	5148
20	66	64	4356	4096	4224
21	61	84	3721	7056	5124
22	70	88	4900	7744	6160
23	64	85	4096	7225	5440
24	64	83	4096	6889	5312
25	68	84	4624	7056	5712
26	61	84	3721	7056	5124
27	57	70	3249	4900	3990
28	71	83	5041	6889	5893
29	68	84	4624	7056	5712
30	65	84	4225	7056	5460
31	64	85	4096	7225	5440
32	63	78	3969	3969	4914
Amount	2046	2518	131582	199958	161600

**Table 8.** Hypothesis Test for Social Interaction with Learning Outcomes

R	T <sub>count</sub>	n-2	T <sub>table</sub> P 0.05
0.512	3,268	32	1.697

Based on the table data above, it can be concluded that there is a good relationship between students' social interaction and the English learning outcomes of SMA N 1 students in Akabiluru District.

## DISCUSSION

In everyday life, humans cannot be separated from social interaction. Social interaction is a relationship between two or more individuals, where the behavior of one individual affects, changes, or improves the behavior of another individual or vice versa. In other words, social interaction is the process by which people act on or respond to others in a reciprocal manner (Rahmawati & Yani, 2014).

The results of data analysis showed that the average value of learning outcomes was 79, with suitable qualifications. Therefore, it can be concluded that there is a significant relationship with a good level of connection between students' social interactions and students' English learning outcomes at SMA N 1 Akabiluru District. It means that the higher the level of students' social interaction, the better learning Indonesian results will be.

The results of this study are in line with and support each other with theoretical studies, which state that there is a positive and significant relationship between social interaction and learning outcomes. Nita (2019) revealed a meaningful relationship between learning creativity and Indonesian language learning outcomes. In line with this, Hendrisman (2020) also stated that students' family background is related to the results of learning Indonesian. The better the family background of the students, the better the results of learning Indonesian.

According to Tasilah et al., (2016), there are various ways of interacting between family members in the family, especially social interaction between parents and children. Social interactions in different families can be a determinant of children's learning achievements because, directly or indirectly, forms of social interaction in the family can affect children's learning process in the family environment and the school environment. If social interaction goes well, there will be a harmonious collaboration. As a result, there is calm and can create a high concentration of learning in the child's self, which in the end the learning process will run smoothly and the results achieved will be maximized.

In addition, according to Ruswanto (2017), student learning methods and student attitudes also affect students' learning achievement in Indonesian. Similar results were also found by Nurmiati (2017) that there is a relationship between learning methods and learning motivation and student biology learning outcomes.

## CONCLUSION

There is a significant relationship between students' social interactions and the English learning outcomes of students at SMA N 1 Akabiluru District.

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