ABSTRACT

Kholipah, Mita Nur. 2024. *The Correlation Between Learning Interest and Environment Toward Students' English Learning Outcomes at SMAN 1 Mojo*. **Skripsi**, English Education Departement Faculty of Teacher Training Education Islamic University of Kadiri. Advisor I: M. Syaichul Muchidin, M.Pd., Advisor II: Angga Prasongko, M. Pd., M.Han.

Keywords: *Learning Interest, Learning Environment, Students' English Learning Outcomes*

This research begins with the results of pre-research conducted by researchers regarding learning interest and the learning environment. Interest in learning is characterized by the desire and enthusiasm of students to learn, Search for knowledge, information and skills. A comfortable learning environment will increase student interest so that student learning outcomes are maximized. The objectives of this research are: 1) To find out the significance correlation between interests toward students' English learning outcomes English at SMAN 1 Mojo, 2) To find out the significance correlation between the environment toward students' English learning outcomes English at SMAN 1 Mojo, 3) To find out the simultaneous correlation between interests and environment toward students' English learning outcomes at SMAN 1 Mojo.

This research used quantitative methods with a correlation approach. The sample in this research was students from classes X-1 to X-11 at SMAN 1 Mojo, totaling 79 students. The sampling technique used is Stratified Random Sampling. Data collection in this research was carried out in two ways, those are: questionnaires and documents. This research uses Pearson Product Moment correlation and Simultaneous Test using SPSS version 27.0 to analyze the data.

The results of this research are explained in three parts: (1) There is a positive and significant correlation between interest and students' English learning outcomes, 2) There is no significant between environment and students' English learning outcomes, 3) There is a simultaneous correlation between interest and environment toward students' English learning outcome. Despite the absence of a strong correlation between the environment and students' English learning outcomes, the environment can indirectly affect English learning outcomes by influencing other skills, such as learning interest.