THE INFLUENCE OF LEARNING INTEREST AND SELF-DISCIPLINE ON ENGLISH LEARNING ACHIEVEMENT (AN EXPERIMENTAL STUDY IN ACADEMY OF ADMINISTRATIVE MANAGEMENT STUDENTS)

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Abstract: This study aims to determine the effect of interest in learning and self-discipline on English learning achievement of second semester students of the Yogyakarta Administrative Management Academy (AMAYO). Research hypotheses: 1) It is suspected that there is a significant effect of interest in learning on learning achievement in English. 2) it is suspected that there is a significant effect of self-discipline on learning achievement in English. 3) it is suspected that there is a significant influence of interest in learning and self-discipline simultaneously on achievement in learning English. A survey method is implanted to the 77 students as the sample of the study. Multiple linear regression techniques are used to analyzed the data. The results of hypothesis testing obtained the following conclusions: 1) There is a significant effect of interest in learning on English learning achievement of AMAYO students, that t_{count} (5.426) > t_{table} (1.6654); 2) There is a significant effect of self-discipline on English learning achievement of AMAYO students, that t_{count} (5,633) > t_{table} (1,6654); and 3) There is a significant effect of simultaneous interest in learning and self-discipline on AMAYO students' learning achievement in English, that F_{count} (82,125) > f_{table} (3.158). The regression equation obtained is as follows $Y = 2,935 + 0,579X1 + 0,627X2$.

Keywords: Learning interest, Self-discipline, Achievement in learning English

INTRODUCTION

Learning and teaching cannot be separated from each other when it deals with students' activity in an institution. Learning refers to the activities of students to get new knowledge and experience, while teaching refers to the activities of teachers to deliver the knowledge and experience for the students. One of the ways to understand learning is by analyzing changes in behavior resulting from the experience gained during the learning activity. Moreover, Munir & Sholehah (2021) defines learning as observing, reading, imitating, trying something independently, listening, and following directions. Sattelmayer et. al. (2016) state that learning is a change in performance due to practice. Learning is a process of changing one's

behavior and broaden his or her knowledge through experience and practice new things. On the other hand, teaching is an activity to organize or manage the environment appropriately and connect it with students so that the learning process occurs effectively (Nasution, 2012). One of the indicators for a successful teaching and learning activity lies in students' achievement.

According to Sattelmayer et.al (2016) , in the school or institution setting, students' academic achievement, "represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university". Academic achievement is usually measured by grades in an institution, which includes cognitive and psychomotor aspects which become the goal of the learning process. Anjomshoa & Sadighi (2015)also state that every individual has a need or desire for achievement—both in society and in education. The actual goal of this kind of desire or need is to improve one's own sense of self-worth. Formal learning achievement is an important topic to discuss because it demonstrates students' academic success in terms of cognition. In the terms of psycho motor, attitudes can also be linked to achievements. It is a temporary assumption that students whose accomplishments are satisfactory indicate that educational objectives have also been met.

One of the ways to improve learning achievement is motivation. It is an effort which encourages someone to do something or the driving force of the subject to do an action. It also determines the level of success or failure of learning activities. Motivated learning is essentially a type of learning that is in accordance with the students' needs, drives, motives, and interests. Learning activities can run well when students' enthusiasm for learning is increased which can be done by giving them the required motivation (Sunardi, 2021). In this term, motivating students can increase their learning interest, hence, improve their learning achievement as well. One way or another, students' learning interest thus become an essential thing to improve learning achievement.

The success or failure in generating and utilizing motivation to improve students' interest in the learning process is related to efforts in fostering discipline. Besides motivation, learning achievement can also be influenced by discipline. Evaluating both learning interest and self-discipline in relation to learning achievement is thus an important thing to do since it can also measure the success of the teaching and learning process. It is in accordance with Arikunto's statement which mentions that a student's achievement is influenced by other external factors besides the teaching process itself (Herawati, 2018). Students' internal factors such as interest and discipline can also play an important role in improving their learning achievement.

Furthermore, according to Wulandari, Surtikanti, and Agung (2020), learning process has many influences, which in general can be classified into two groups, namely internal factors and external factors which also applies to language learning process, especially in learning English. Improving educational process in language learning activities becomes a

basic thing to improve students' learning achievement. It means that, to successfully achieve educational goals, factors such as how the learning process is experienced by students, either internally or externally, becomes more significant and influential (Sewang, 2013). This research aims to analyze the influence of learning interest and self-discipline in learning achievement. By understanding their influence, the researchers hope that it can be a reference for language teachers and educators to improve their learning and teaching process and thus helps students to get higher achievement in language learning.

THEORETICAL UNDERPINNING
Learning achievement

Learning achievement, according to Nasution (2012), is a person's perfect thinking, feeling, and doing. Learning achievement is useful if it meets the following three criteria: psychomotor, affective, and cognitive skills. On the other hand, achievement is said to be unsatisfactory if someone has not met the targets of the three criteria. Learning achievement in English is a combination of cognitive ability mastery of grammar material and attitude (affective) in appreciating grammar (Barus, 2021).

The understanding of language learning achievement including English is basically the achievement of language learning objectives, namely the acquisition of language skills by learners/students. Language skills (Saepuddin, 2012) as the name implies, aims to grow and develop students' language skills. Furthermore, he argues that language skill means that students are skilled in the language they have studied properly and correctly in terms of: a) *listening,* b) speaking *(speaking),* c) reading *(reading)* and d) writing *(writing).*

English lessons are quite challenging because students are still required to have good vocabulary mastery in addition to having strong grammar skills. Students who have a high interest in learning will bring up a high level of willingness as well so that their learning achievement increases. In achieving high learning achievement, it is appropriate for students to learn not only to depend on the teacher but must spur themselves with tenacious and hard efforts in the learning process. Nasution (2012) expressed his opinion that success will not come alone, even though educators are able to provide various learning facilities for them. Without tenacious and hard effort nothing will be achieved in learning (Nurrita, 2018). The abilities possessed by students are the result of their own efforts. From the statement above, it can be concluded that the higher the effort made by the students, the higher the learning achievement they will get.

Interest in learning

Interest is a source of motivation that encourages people to do what they want to do when they are free to choose (Slameto, 2015). According to Sunardi (2021) Motivation is considered a significant factor in successful learning. When humans see something that will bring benefits or benefits in the form of satisfaction and enjoyment, then interest arises. That interest

will pump his spirit to achieve that satisfaction and enjoyment. Thus, every interest that arises will satisfy some human need either in the form of satisfaction or pleasure itself. The greater a person's need, the stronger and more lasting his or her interest will be. Likewise, the more often the interest is expressed in daily activities, the stronger the interest will be.

According to Slameto (2015), learning is the effort made by a person to change his or her behavior as a whole as a result of his or her own interactions with his or her environment. It can be concluded that interest is a permanent interest and tendency to pay attention or be involved in something because they realize the importance or value of it. As a result, an interest in learning can be defined as a persistent interest as well as a tendency to pay attention and participate in learning activities due to an awareness of the significance or value of what is learned. This is in accordance with what Nasution said, that perseverance in learning is related to attitudes and interests in learning (Flora Siagian, 2015). If a lesson or course does not interest students for some reason, students will put it aside if they find difficulties. On the other hand, if an assignment is interesting because it produces encouraging results, students tend to devote more time to the task.

In the end, students with a high level of interest in learning will achieve better learning outcomes than students with a low level of interest. The movement style that encourages a person to confront or deal with people, objects, activities, or experiences that are stimulated by the activity itself is linked to interest, according to Leatar D. Crow and Alice Crow (Djaali, 2015). In addition to student interest, self-discipline problems also play a role in influencing student learning achievement. With a high level of student learning discipline is expected to obtain optimal performance. The higher the level of learning discipline, the better the learning achievement that will be achieved.

Discipline

Hasibuan (2017)defines discipline as a person's awareness of and willingness to adhere to all applicable social norms and rules. An attitude of awareness is one in which a person willingly follows all of the rules and is aware of his responsibilities (Rofik, 2022).Therefore, students will comply or complete all assignments successfully without being coerced (Hasibuan, 2017). Hurlock in (Purwanto, 2017) defines discipline as a means by which a community group teaches children moral behavior about what is and is not acceptable behavior. Discipline aims to educate individuals about what is acceptable behavior and what is not, as well as to inspire them to act in accordance with social norms. The mental attitude of individuals or communities toward developing obedience and obedience to rules and regulations based on encouragement and awareness that arises from within their hearts is what is meant by discipline. It is an effort to control oneself.

Self-discipline functions as self-control, so that one can learn with full awareness, without coercion either from within or from outside oneself. This means that students who have high self-discipline will continue to study without being burdened and without a sense of compulsion. According to

Sardiman (2018), learning achievement is a real ability that is the result of the interaction between various factors that influence an individual's learning from within and outside of themselves.

According to Sinungan (2018), discipline is a mental attitude that is reflected in the actions or behavior of individuals, groups, or communities in the form of obedience to established rules or regulations, ethics, and norms that apply in society for specific purposes. Personality, attitudes, and behavior are all affected by discipline. A description of how parents educate their children can help explain how discipline affects behavior. Children who are raised by parents who are too permissive or tolerant tend to be egotistical, do not respect the rights of others, and are aggressive and unhelpful. Coercion, authority, and pressure do not lead to discipline. Discipline is a natural act related to the things they have absorbed. Discipline is one aspect of education that is very important to pay attention to. Without an awareness of the need to carry out predetermined rules, teaching may not be able to achieve the maximum target. Discipline, in this case, the student's discipline in learning, either directly or indirectly, can affect the teaching and learning process, or will even be able to continue and influence the achievement or learning outcomes.
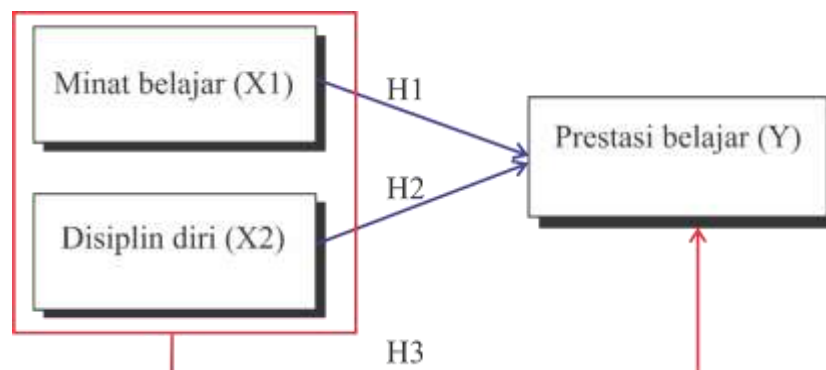
CONCEPTUAL FRAMEWORK

Figure 1. Conceptual framework of research

Hypothesis is an opinion or conclusion that is still temporary in nature, has not really status as a thesis (Sugiyono, 2019). Furthermore, the hypothesis requires an in-depth literature review to provide empirical reinforcement (Tarigan & Priyanto, 2021).

H1 : It is suspected that interest in learning (X1) has a positive and significant effect on learning achievement (Y) in English in Amayo.

H2 : It is suspected that self-discipline (X2) has a significant positive effect on learning achievement (Y) in English in Amayo.

H3 : It is suspected that there is a simultaneous positive and significant influence on the variables of learning interest (X1) and self-discipline (X2) on learning achievement (Y) in English at Amayo.

METHOD

The researcher carried out associative research in conjunction with quantitative analysis. That is, with the intention of determining the influence that the independent variable and the dependent variable have on one another (Sugiyono, 2019). Using data in the form of numbers as a tool to analyze information about what you want to know is known as quantitative research. According to Creswell (2017), quantitative research employs strategies for data collection and investigation through the utilization of previously established research instruments.

Techniques that can be used by researchers to collect primary data include: observation and distributing questionnaires (Siyoto, S., & Sodik, 2015). In this study, the population of Yogyakarta Administrative Management Academy (AMAYO) students in the second semester of the 2021/2022 academic year was selected, which amounted to 179 students. While the sampling technique in this study used the slovin formula with a tolerable margin of error of 5%, obtained a sample of 124. Data collection used a survey method, researchers distributed questionnaires via Google documents, as many as 77 students responded and filled out the questionnaire. Thus the samples that were processed were only 77 research samples based on the responses of students who were willing to fill out a questionnaire via Google documents.

The research variable consists of *dependent variable,* namely English learning achievement (Y) and two *independent variables (independent variable)*, namely student interest in English lessons (X1) and self-discipline (X2). The accumulation of mastery and comprehension of English subject matter throughout the learning process, both individually and in groups, is the variable of learning achievement in English. Student achievement in English lessons is based on communicative competence (*communicative competence)* and academic competence which includes three linguistic domains (*linguistic domain)*; cognitive, affective, and psychomotor. The abilities of the students studied include: a) understanding the principles of effective communication; b) understand/master the material; c) have a professional attitude in communication; d) recognize the function of language; e) use/apply the materials as needed; and f) assessing discourse.

The tendency of subjects to remain interested in a particular field of study or subject and to be happy learning the material is the variable of interest in learning, as measured by a questionnaire that matches the following indicators of interest in the learning process: a) student involvement; b) student interest; c) student attention; and d) feelings of pleasure. While the discipline variable is the total score obtained from the measurement results of the learning discipline instrument which describes the level of compliance and willingness of students in learning English which can be measured through discipline indicators in the learning process, namely: a) study seriously; b) awareness in obeying school rules and regulations; c) regularity in learning; d) complete assignments on time; and e) punctual in learning.

Descriptive statistical analysis, multiple linear regression analysis, and hypothesis testing were the methods of data analysis utilized in this study. In analyzing the collected data, it was further analyzed using SPSS (*Statistical Product and Services Solutions*) program for Windows version 26.0. The data analysis technique is conducted through validity and reliability tests, classical assumption tests, multiple regression equation analysis, and hypothesis testing which consist of the coefficient of determination test (adjusted $R2^{)}$, partial hypothesis testing (t test), and simultaneous test (F test).

A number of hypotheses are proposed and tested to see how interest in learning and self-discipline affect English learning achievement. The instrument used for the data collection process in this study was arranged in the form of a questionnaire (questionnaire) using a *Likert scale.* With this scale the data collection process can be carried out where the scores collected from the questionnaire results from the highest to the lowest can be added up and converted into quantitative data.

FINDINGS AND DISCUSSION
Reliability Test

Reliability concentrates on the problem of measurement accuracy and results (Sugiyono, 2019). Questionnaires are said to be reliable if they can give relatively the same results (*stable*) when re-measurements are made on different objects at different times or give fixed results. Validity test measurements were carried out to determine whether each question item was valid or invalid, with the condition that if r-count > r-table with a significance level of 5%, then the instrument was declared valid and if r-count < r-table with a significance level of 5%, then the instrument is declared invalid (Sugiyono, 2019). The r-table value for Respondents (N) is 77 with a significance of 5% (95% confidence level or alpha 0.05) has a value of 0.2242.

Table 1. Item-Total Statistics

	Scale Reliability Test Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Interest in learning	41.61 19.741	.742	.566	.838	Self-
discipline	45.16	20.370	.746	.576	. 839
Learning achievement	36.74	13,958	.830	.689	.771

Source: SPSS Output 26, 2022

All of the variables in this study have Cronbach Alpha values greater than 0.600, as shown in Table 1, indicating their reliability. Thus, the items (indicators) in each of these variables are appropriate to be used as measuring tools.

Validity

A questionnaire's validity can be assessed using a validity test (Darmawan, 2015). If the questions on a questionnaire can reveal something that will be measured by the questionnaire, the questionnaire is considered valid. On the other hand, an instrument that is less valid means it has low validity (Arikunto, 2019).

Table 2. Validity Test of

Corrected	Item	Item-Total Correlation	R_{table} (n = 77, alpha = 0.05)	Cronbach's Alpha if Item Deleted	Status
Interest in learning (X1)	X1.1	.499	0.2242	.888	Valid
	X1.2	. 406	0.2242	.891	Valid
	X1.3	.434	0.2242	.890	Valid
	X1.4	.563	0.2242	.885	Valid
	X1.5	.642	0.2242	.883	Valid
Self-discipline (X2)	X2.1	.668	0.2242	.881	Valid
	X2.2	.601	0.2242	.884	Valid
	X2.3	.583	0.2242	.884	Valid
	X2.4	.515	0.2242	.888	Valid
Learning achievement (Y)	Y1	.634	0.2242	.882	Valid
	Y2	.515	0.2242	.887	Valid
	Y3	.505	0.2242	.888	Valid
	Y4	.600	0.2242	.884	Valid
	Y5	.672	0.2242	.881	Valid
	Y6	.611	0.2242	.883	Valid

Source: Output SPSS 26, 2022

Based on the table above, the values in *Corrected Item-Total Correlation* all items are greater than r table (0.2242), then all items are declared valid.

Multicollinearity

The purpose of the multicollinearity test is to determine whether or not the regression model identified a correlation between the independent variables. There should not be a correlation between the independent variables in a good regression model (Darmawan, 2015).

Table 3. Multicollinearity Test
Coefficients[a]

Model		Correlations			Collinearity Statistics	
		Zero-order	Partial	Part	Tolerance	VIF
1	Interest in learning	.746	.533	.352	.606	1.650
	Self-discipline	.752	.548	.365	.606	1.650

a. Dependent Variable: Learning achievement

Source: SPSS Output 26, 2022

Based on the results of the output test, it can be seen that the tolerance value obtained for learning interest and self-discipline is 0.606

with the results obtained which means that the variable is free from the classical assumption of multicollinearity, because the tolerance results above 0.10. It is also known that the value of VIF (*variance infiation factor)* for learning interest and discipline is 1,650. This result means that the variable is free from the classical assumption of multicollinearity, because the VIF is below 10.

Coefficient of Determination Test (R2)

The degree to which the model is capable of explaining the variation of the dependent variable is measured by the coefficient of determination. The value of the coefficient of determination is $0<R2<1$. When the coefficient of determination is close to one, it indicates that the independent variables contain almost all of the information necessary to predict the dependent variable (Darmawan, 2015). The value of the coefficient of determination can be seen in Table 5.4 below.

Table 4 Model Determination Coefficient Test
Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.830[a]	.689	.681	1,532

a. Predictors: (Constant), Self-discipline, Interest in learning
Source: Output SPSS 26, 2022

The Adjusted R Square of the statistical calculations is 0.681 (68.1%), indicating that the independent variables of self-discipline (X1) and interest in learning (X2) have a 68.1% impact on the dependent variable of learning achievement (Y). The remaining 31.9% are influenced by other variables that were not examined in this study.

Simultaneous Significance Test (Statistical Test F)

Table 5 F Test
ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	385,366	2	192,683	82,125,000	173,621[b]
Residual	558,987	74	2,346		
Total	76	A			

. Dependent Variable: Learning achievement
b. Predictors: (Constant), Self-discipline, Interest in learning
Source: Output SPSS 26, 2022

Fcount is greater than Ftable (82.125 > 3.158) and has a significance of 0.000b, which indicates that it is smaller than alpha (α) = 0.05, as determined by the F test's statistical calculations. It can be concluded that H0 is rejected and H1 is accepted, based on the criteria for testing the

hypothesis if $itung_{>is}$ and then$_{H0}$ H1 is accepted, meaning that the independent variables consisting of interest in learning (X1) and self-discipline (X2) simultaneously have a positive effect. significantly to the learning achievement (Y) of English students in the second semester of the 2021/2022 academic year of Yogyakarta Administrative Management Academy.

The results of the research above conclude that the interest in learning self-discipline together has a positive influence on improving English learning achievement for second semester students of the Yogyakarta Administrative Management Academy (AMAYO). This means that interest in learning and self-discipline has a significant effect on improving English learning achievement of second semester AMAYO students.

Based on the literature review, interest is defined as the will, desire or liking. With the interest in students can generate enthusiasm for learning and will affect their learning achievement. Strong interest in learning is very possible to achieve higher learning achievement when compared to low interest.

This is in accordance with what Nasution (2012) said that persistence in learning is related to attitudes and interest in learning. If a subject or course does not interest someone for some reason, then he immediately puts it aside if he finds difficulties. On the other hand, if a task is interesting because it produces encouraging results, he tends to devote more time to the task. Interest in learning can encourage students to master knowledge and experience, this can be shown through participation and activeness in seeking such knowledge and experience. Interest becomes the driving force for achieving desired goals in relation to learning activities; without interest, learning objectives are difficult to achieve.

With high interest and self-discipline, it will encourage a student to try his best to achieve high achievements, including in achieving English language learning achievements. The student will try to follow each learning process well, always trying to improve his knowledge, understanding, skills, and attitude values in learning which ultimately will increase learning achievement. So when referring to the quantitative information and theoretical review above, the authors conclude that interest in learning and self-discipline have a joint effect on learning achievement in English. In other words, learning achievement in English can be significantly influenced by the variables of interest in learning and self-discipline together.

Significance Test (t test)

The t test is used to determine whether or not the effect of the independent variable on the dependent variable is significant. Probability (significance) can be used in decision-making. If the probability is greater than (0.05), each independent variable has no effect on performance as the dependent variable. If the probability is less than (0.05), then each independent variable has an effect on the performance that is the dependent variable. The results of individual statistical tests can be seen in Table 5.6 below.

Table 6 t-test
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2,935	1,756		1,672	.099
Interest in learning	.579	.107	.452	5,426,000	. .000
- discipline	.627	.111	.469	5,633	Self

a. Dependent Variable: Learning achievement
Source: SPSS output 26, 2022

Based on Table 6, the following results are obtained.

a. *t test* between X1 (interest in learning) and Y (learning achievement) shows t_{count} = 5.426. Meanwhile, t_{table} (α = 0.05) is 1.6654. Due to $t_{arithmetic} > t_{table}$ which is 3.445 > 1.6654 or significance value (0.000) < = 0.05, X1 (interest in learning) on learning achievement has a positive and significant effect. This means that H0 is rejected and H1 is accepted. It can be concluded that learning achievement is significantly influenced by interest in learning. By increasing interest in learning, learning achievement will increase significantly.

The results of the study above conclude that interest in learning has a positive influence on increasing English learning achievement of second semester AMAYO students, which means that students' interest in learning has a significant influence on improving English learning achievement of second semester AMAYO students.

As described above, interest is defined as willingness, desire or liking. The students' interest can generate enthusiasm for learning and will affect their learning achievement. Interest can be a driving force to achieve the desired goal. Students will have difficulty in achieving learning goals if there is no interest in learning in these students. While learning achievement is a real skill (Sardiman, 2018), it is the result of the interaction of a number of factors that influence an individual's learning from both within and outside of themselves. From the expert's opinion, the measurement of learning outcomes generally uses tests as a measuring tool that reflects the level of mastery of measuring learning outcomes to determine student achievement in all subjects.

b. The t test between X2 (self-discipline) and Y (learning achievement) shows t_{count} = 5.633 while t_{table} (α = 0.05) is 1.6654. Because $t_{arithmetic} > t_{table}$ is 5.633 > 1.6654 or the significance value of t (0.000) < = 0.05, then X2 (self-discipline) on learning achievement has a positive and significant effect on alpha 5%. This means that H0 is rejected and H1 is accepted. It can be concluded that learning achievement can be significantly influenced by self-discipline. By increasing self-discipline, learning achievement will increase significantly.

From the results of research and existing theories, it can be concluded that self-discipline has a positive influence on improving English learning achievement of second semester students of AMAYO. This means that high self-discipline has a significant effect on improving English learning achievement for second semester students of AMAYO. According to Sinungan (2018), discipline is defined as a mental attitude that is reflected in the actions or behavior of individuals, groups, or communities in the form of obedience to established rules or regulations, ethics, norms, and rules that apply in society for particular purposes.

Self-discipline functions as self-control, so that one can learn with full awareness, without coercion either from within or from outside oneself. This means that students who have high self-discipline will continue to study without being burdened and without a sense of compulsion. On the other hand, Sardirman (2018) asserts that learning achievement is a real skill that emerges from the interaction of a number of external and internal influences on an individual's learning. From the expert's opinion, the measurement of learning outcomes generally uses tests as a measuring tool that reflects the level of mastery of measuring learning outcomes to determine student achievement. So when referring to the quantitative information and theoretical review above, the author concludes that self-discipline has an effect on learning achievement in English. In other words, English learning achievement can be significantly influenced by self-discipline variables.

Regression model

From table 6, it is known that the regression equation obtained is as follows.

$$Y = 2{,}935 + 0{,}579X1 + 0{,}627X2$$

CONCLUSION

The author provides a brief description of the field-based research findings in this section of the conclusion to enable the following inferences to be made.

1. H1: There is a significant influence on the English learning achievement of Amayo second semester students. This is evidenced by the acquisition of the Sig value. = 0.000 < 0.05 and t_h (5.426) > t_{table} (1.6654). Thus, high interest in learning positively correlates with the achievement in learning English.

2. H2: There is a significant influence of self-discipline on English learning achievement. This is evidenced by the acquisition of the Sig value. = 0.000 < 0.05 and t_h (5.633) > t_{table} (1.6654). It shows that when self-discipline increase, the achievement of learning English increases as well.

3. H2: There is a significant influence of interest and simultaneous self-discipline on English learning achievement of AMAYO second semester students. This is evidenced by the acquisition of the Sig value. = 0.000 < 0.05 and F_{h}(82.125) > f_{table} (3.158). In conclusion, students' interest in learning and self-discipline rise along with learning English achievement.

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