

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

In the fourth chapter, based on the interview, observation and documentary to the headmaster and administration staff at MTsN Padang Batung Sei Paring Kandangan, the writer describes about brief story of the school, English teachers, vision and mission of this school, description about the student and school facilities at MTsN Padang Batung Sei Paring Kandangan where the research is held. To know more detail the data about, it can be seen on appendix. 1

In this part, the writer describes about result of research on the field that collected by technique, they are observation, interview, documentary, and Test.

The presentation covers primary data about the influence learning schedule towards students' English achievement at eighth Grade of MTsN Padang Batung Sei Paring Kandangan academic year 2012/2013

#### **1. Data about the Students' Achievement in English Lesson**

This subchapter is intended to present the result of data analysis and the interpretation which could be derived from the analysis, this part deals with the result of the study based on some facts found in data. It covers the influence learning schedules towards students' English achievement.

To know influence learning schedule toward students' English achievement at eighth grade at MTsN Padang Batung Sei Paring Kandangan academic year

2012/2013 the writer carried out a written test toward 57 students (respondents), time provided for answering the questions are 120 minutes.

The purpose of this data is to get better understanding about the student achievement in the morning, the student achievement in the day time and to know the influence of learning schedule toward students' English achievement at eighth grade at MTsN Padang Batung Sei Paring Kandangan academic year 2012/2013.

Those data will be presented in table from which given category based on framework of research, and then the table will be given explanation:

**a. The students' Achievement in English who learn in the morning**

Based on the results of written test toward students' achievement learning in the morning at eighth grades class B of MTsN Padang Batung Sei Paring Kandangan academic year 2012/2013, it is found the data that the highest score is 78 and the lowest score is 49,5. The accumulated score is 1893 The test result can be seen in the following table:

Table 4.1. The scores of students' who learn in the morning.

Number	Name	Scores
1`	Ahmad Mustari	57
2	Ardiyansyah	60,5
3	M. Kamal Assabirin	56,5
4	M. Nor Hazmi	73
5	M. Ridha Rizky	68,5
6	M. Riswandi Amin	69
7	M. Rizki Fahmi	63,5
8	M. Ahyat	68,5
9	M. Fajar	66
10	Ni'ma Sa'bani	63

Continue table 4.1

No	Name	Scores
11	Rieza Wahyudi	54
12	Alfisah Mawaddah	70,5
13	Elma Audina	65,5
14	Hartati	69,5
15	Indah Murliantini	69
16	Khalidah	62
17	Leni Faurina	70,5
18	Lia Apriyana	65,5
19	Mirna Wati	58,5
20	Nadia Rahmi	60,5
21	Nor Baiti	49,5
22	Nor Halimah	73
23	Nor Hilma	74,5
24	Nurul Al- Fisyah Rini	67
25	Siti Hardiyanti	63,5
26	Siti Rahmah	68,5
27	Siti Raihanah	59
28	Yuliana	78
29	Yulinda Sari	69
<b>Total Score</b>		<b>1893</b>

To know the test result of student who learns in the morning, the writers use the accounting of mean score as follows:

$$M = \frac{\sum X}{N}$$

$$= \frac{1893}{29}$$

$$= 65,40$$

M = Mean score

$\sum x$  = Accumulative score

N = Number of respondents

Table. 4.2 The frequency Distribution and category of students' achievement that learn in the morning.

No	Scores	Category	Frequency	Percentage
1	80-100	Very High	0	0 %
2	70-<80	High	6	20,69%
3	60-<70	Average	17	58,62%
4	50-<60	Low	5	17,24%
5	0-<40	Very low	1	3,45%
<b>Total</b>			<b>29</b>	<b>100%</b>

From the table above, it can be seen that there is no student (0%) whose scores are around 80-100 that classified in very low category. There are 6 students (20,69%) whose scores are around 70-<80 that classified in high category. There are 17 students (58,62%) whose scores are around 60-<70 that classified in average category. There are 5 students (17,24%) whose scores are around 50-<60 that classified in low category. There is 1 students (3,45%) whose scores is around 0-<50 that classified in very low category.

So, the test result of who learns in the morning can be concluded in average category.

#### **b. The Students' Achievement in English who learn in the day time**

Based on the result of students' achievement learning in the daytime at eighth grades class A of MTsN Padang Batung Sei Paring Kandangan academic year 2012/2013, it is found the data that the highest score is 78,5 and the lowest score is 30. The accumulated score is 1.576. The test result can be seen in the following table:

Table 4.3 The scores of student who learn in the day time

Number	Name	Scores
1	Ahmad Ilham	45,5
2	Akhmad Risyandi	56
3	Fahmi Ismail	58,5
4	M. Ajie Fakhruallah	51
5	M. Norifansyah	60,5
6	M. Rahmaniyannoor	30
7	M. Ramadhani	34,5
8	M.Sukeri	30
9	M. Syarwani Abdan	54,5
10	M. Jaki Israndi	51,5
11	Norzaini Rahman	40,5
12	Eka Nor Indah Sari	58,5
13	Hikmah Arian	48,5
14	Mariati	52
15	Miftahul Ilma	74
16	Naftahul Hasanah	67
17	Nor Afrida Liani	78,5
18	Norafifah	60
19	Norhani	60
20	Nurul Hasanah	59
21	Ramlah	56,5
22	Razika Karmilawati	58,5
23	Rizki Faizah	56,5
24	Rizki AisyahAmini Farida	72
25	Siti Rasimah	58
26	Siti Ruhiah	76
27	Siti Zubaidah	73,5
28	Wenny Lisa Nanda R	55
<b>Total Scores</b>		<b>1.576</b>

To know the test result of student who learns in the day time, the writers use the accounting of mean score as follows.

$$M = \frac{\sum x}{N}$$

M = Mean score

$$= \frac{1.576}{28}$$

$\sum x$  = Accumulative score

$$= 56,29$$

N = Number of respondents

Table 4.4 The frequency Distribution and category of students' achievement that learn in the daytime.

No	Score	Category	Frequency	Percentage
1	80-100	Very High	0	0 %
2	70-<80	High	5	1.4%
3	60-<70	Average	4	1.12%
4	50-<60	Low	13	3.64%
5	0-<50	Very Low	6	1.68%
<b>Total</b>			<b>28</b>	<b>100%</b>

From the table above, it can be seen that there is no student (0%) whose scores is around 80-100 that classified in very low category. There are 5 students (1,4%) whose scores is around 70-<80 that classified in high category. There are 4 students (1,12%) whose scores are around 60-<70 that classified in average category. There are 13 students (3,64%) whose scores are around 50-<60 that classified in low category. There are 6 students (1,68%) whose scores are around 0-<50 that classified in very low category.

So, the test result of who learns in the daytime can be concluded in poor category

**c. The Influence of learning schedule toward English students' achievement.**

The main goal of the study is to find out whether there is an influence learning schedule toward students' English achievement or not at eighth grade at MTsN Padang Batung Sei Paring Kandangan academic year 2012/2013.

The writer analyzes following data about influence learning schedule toward students' English achievement at eighth grade at MTsN Padang Batung Sei Paring Kandangan academic year 2012/2013. It can be seen in the following table:

Table 4.5 the influence of learning schedule toward students' English achievement

<b>The Influence of learning schedule toward students' English achievement</b>	
Scores who learn in the morning	Scores who learn in the daytime
57	45,5
60,5	56
56,5	58,5
73	51
68,5	60,5
69	30
63,5	34,5
68,5	30
66	54,5
63	51,5
54	40,5
70,5	58,5
65,5	48,5
69,5	52
69	74
62	67

Continue table 4.5

<b>The Influence of learning schedule toward students' English achievement</b>	
Scores who learn in the morning	Scores who learn in the daytime
70,5	78,5
65,5	60
58,5	60
60,5	59
49,5	56,5
73	58,5
74,5	56,6
67	72
63,5	58
68,5	76
59	73,5
78	55
69	

Then the writer count Mean and Standard Deviation. Which can be seen in the table following:

Table 4.6. Mean and Standard Deviation Variable X

<b>Nilai (x)</b>	<b>frekuensi (f)</b>	<b>Fx</b>	<b>Deviasi X=x-M</b>	<b>X<sup>2</sup></b>	<b>fx<sup>2</sup></b>
78	1	78	12.72	161.798	161.7984
74.5	1	74.5	9.22	85.0084	85.0084
73	2	146	7.72	59.5984	119.1968
70.5	2	141	5.22	27.2484	54.4968
69.5	1	69.5	4.22	17.8084	17.8084
69	3	207	3.72	13.8384	41.5152
68.5	3	205.5	3.22	10.3684	31.1052
67	1	67	1.72	2.9584	2.9584
66	1	66	0.72	0.5184	0.5184
65.5	2	131	0.22	0.0484	0.0968
63.5	2	127	-1.78	3.1684	6.3368



Continue table 4.6

Nilai (x)	frekuensi (f)	fx	Deviasi X=x-M	X <sup>2</sup>	fx <sup>2</sup>
63	1	63	-2.28	5.1984	5.1984
62	1	62	-3.28	10.7584	10.7584
60.5	2	121	-4.78	22.8484	45.6968
59	1	59	-6.28	39.4384	39.4384
58.5	1	58.5	-6.78	45.9684	45.9684
57	1	57	-8.28	68.5584	68.5584
56.5	1	56.5	-8.78	77.0884	77.0884
54	1	54	-11.28	127.2384	127.2384
49.5	1	49.5	-15.78	249.008	249.0084
	<b>29</b>	<b>1893</b>			<b>1189.794</b>

$$M_1 = \frac{\sum f_x}{N}$$

$$= \frac{1893}{29}$$

$$= 65,28$$

$$SD_1 = \frac{\sqrt{\sum fx^2}}{N}$$

$$= \frac{\sqrt{1189,794}}{29}$$

$$= \sqrt{41,027}$$

$$= 6,405$$

$M_1$  = Mean of group I

$\sum f_x$  = Accumulative score  $f_x$

$N$  = Number of respondent

$SD_1$  = Standard Deviation group I

$\sum fx$  = Accumulative score  $f_x$

$N$  = Number of Respondent

$$\begin{aligned}
 SE_{M_1} &= \frac{SD}{\sqrt{N-1}} & SE_{M_1} &= \text{Standard Error Mean group I} \\
 &= \frac{6,405}{\sqrt{29-1}} & SD &= \text{Standard Deviation} \\
 &= \frac{6,405}{\sqrt{28}} & N &= \text{Number of Respondent} \\
 &= \frac{6,405}{5,291} \\
 &= 1,210
 \end{aligned}$$

From count above, so can we known that Mean from 29 students at MTsN Padang Batung Sei Paring Kandangan which follows test English in the morning is 65,28. After that to easiness in count to know is there different between variable learning achievement who learn in the morning with variable learning achievement who learn in the daytime, so count Standard Deviation with result 6,405 and Standard Error Mean group I is 1,210.

So, mean score from students who learn English in the morning is 65,28.

Table 4.7. Mean and Standard Deviation Variable Y

Nilai (y)	Frekuensi (f)	Fy	Deviiasi Y=y-M	y <sup>2</sup>	fy <sup>2</sup>
78.5	1	78.5	22.21	493.284	493.284
76	1	76	19.71	388.484	388.484
74	1	74	17.71	313.644	313.644
73.5	1	73.5	17.21	296.184	296.184
72	1	72	15.71	246.804	246.804
67	1	67	10.71	114.704	114.704
60.5	1	60.5	4.21	17.7241	17.7241
60	2	120	3.71	13.7641	27.5282

Continue table 4.7

Nilai (y)	Frekuensi (f)	Fy	Deviasi Y=y-M	y <sup>2</sup>	fy <sup>2</sup>
59	1	59	2.71	7.3441	7.3441
58.5	3	175.5	2.21	4.8841	14.6523
58	1	58	1.71	2.9241	2.9241
56.5	2	113	0.21	0.0441	0.0882
56	1	56	-0.29	0.0841	0.0841
55	1	55	-1.29	1.6641	1.6641
54.5	1	54.5	-1.79	3.2041	3.2041
52	1	52	-4.29	18.4041	18.4041
51.5	1	51.5	-4.79	22.9441	22.9441
51	1	51	-5.29	27.9841	27.9841
48.5	1	48.5	-7.79	60.6841	60.6841
45.5	1	45.5	-10.79	116.424	116.424
40.5	1	40.5	-15.79	249.324	249.324
34.5	1	34.5	-21.79	474.804	474.804
30	2	60	3.71	13.7641	27.5282
	<b>28</b>	<b>1576</b>			<b>2926.41</b>

$$M_2 = \frac{\sum f_y}{N}$$

$$= \frac{1576}{28}$$

$$= 56,29$$

$M_2$  = Mean of Group II

$\sum f_y$  = Accumulative score  $f_y$

$N$  = Number of Respondent

$$\begin{aligned}
 SD_2 &= \frac{\sqrt{\sum f_y^2}}{N} \\
 &= \frac{\sqrt{2926,41}}{28} & SD_2 &= \text{Standard Deviation group II} \\
 &= \sqrt{104,514} & \sum f_y &= \text{Accumulative score } f_y \\
 &= 10,223 & N &= \text{Number of Respondent}
 \end{aligned}$$

$$\begin{aligned}
 SE M_2 &= \frac{SD}{\sqrt{N-1}} \\
 &= \frac{10,223}{\sqrt{28-1}} & SE M_2 &= \text{Standard Error Mean group II} \\
 &= \frac{10,223}{\sqrt{27}} & SD &= \text{Standard Deviation} \\
 &= \frac{10,223}{5,196} & N &= \text{Number of Respondent} \\
 &= 1,967
 \end{aligned}$$

From count above, so can we known that Mean from 28 students at MTsN Padang Batung Sei Paring Kandangan which follows test English in the morning is 56,29. After that to easiness in count to know is there different between variable learning achievement who learn in the morning with variable learning achievement who learn in the daytime, so count *Standard Deviation* with result 10,223 and Standard Error Mean group II is 1,967.

So, mean score from students who learn English in the morning is 56,29.

After know *mean, standard deviation and standard error* from the each group that group I (in the morning) and group II (in the daytime). After that writer count standard Error different  $M_1$  and  $M_2$  with formula:

$$\begin{aligned}
 SE_{M_1 + M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
 &= \sqrt{1,210^2 + 1,967^2} \\
 &= \sqrt{1.464 + 3,869} \\
 &= \sqrt{5,333} \\
 &= 2,309 \qquad SE_{M_1 + M_2} = \text{standard Error different } M_1 \text{ and } M_2
 \end{aligned}$$

And the next count to '*T* test' with formula :

$$\begin{aligned}
 t &= \frac{M_1 - M_2}{SE_{M_1 + M_2}} & T &= 'T' \text{ test}' \\
 &= \frac{65,28 - 56,29}{2,309} & M_1 &= \text{Mean group I} \\
 &= 40,9014 & M_2 &= \text{Mean group II} \\
 & & SE_{M_1 + M_2} &= \text{standard Error different } M_1 \text{ and } M_2
 \end{aligned}$$

After getting the scores of '*T* test', then it gave interpretation to '*T* test', but before the researcher has to count '*freedom degree (db)*' by using formula :

$$\begin{aligned}
 db &= N_1 + N_2 - 2 & db &= \text{Freedom degree} \\
 &= 29 + 28 - 2 & N_1 &= \text{Number of respondent group I} \\
 &= 55 & N_2 &= \text{Number of respondent group II}
 \end{aligned}$$

Because of db of 55 is not included in table of '*T*', so used do which close with 55 that is 60 so gained:

- At t.s 5% t table = 2,00
- At t.s 1% t table = 2,65

So '*t*' test, that gained is bigger than t table, both of at significant level 5% or 1% that is  $2,00 < 40,90 > 2,65$  thus can be said that hypothesis alternative (*Ha*) that there is significant influence learning schedule towards students' English achievement accepted. and hypothesis Null (*Ho*) that no influence of learning schedule towards students' English achievement rejected.

## **B. Discussion**

After presenting the data, the writer analyzes all the obtained data to give some considerations on the research.

### **a. The students' Achievement in English who learn in the morning**

The presented data on the previous subchapter shows that there is no student (0%) whose scores is around 80-100 that classified in very low category. There are 6 students (20,69%) whose scores are around 70-<80 that classified in high category. There are 17 students (58,62%) whose scores is around 60-<70 that classified in average category. There are 5 students (17,24%) whose scores is around 50-<60 that classified in low category. There are 1 students (3,45%) whose scores are around 0-

<50 that classified in very low category with the total score is 1893 of 29 students. The mean score is 65,28. shows that the students' score who learn in the morning of the eighth grade students of MTsN Padang Batung Sei Paring Kandangan academic year 2012/2013 is categories into average category.

**b. The students' Achievement in English who learn in the day time**

The presented data on the previous subchapter shows that there no student (0%) whose scores are around 80-100 that classified in very low category. There are 5 students (1,4%) whose scores are around 70-<80 that classified in high category. There are 4 students (1,12%) whose scores are around 60-<70 that classified in average category. There are 13 students (3,64%) whose scores are around 50-<60 that classified in low category. There are 6 students (1,68%) whose scores are around 0-<50 that classified in very low category with the total score is 1.576 of 28 students. The mean score is 56,29 shows that the students' score who learn in the daytime of the eighth grade students at MTsN Padang Batung Sei Paring Kandangan academic year 2012/2013 is categories into low category.

### **c. The influence of Learning Schedule Towards Students' English Achievement.**

Based on the results of this research there is significant influence learning schedule towards students' English achievement at eighth grade at MTsN Padang Batung Sei Paring Kandangan academic year 2012/2013. It is can be seen from result analysis uji hypothesis with used technique analyze comparational test "t" that "t" test with result getting is 40,9014. After getting the scores of '*T*' test, the writer see on the table "t" At significant 5% t table = 2,00 and At significant 1% t table = 2,65 So '*t*' test, that gained is bigger than t table, both of at significant level 5% or 1% that is  $2,00 < 40,90 > 2,65$ .

Thus can be said that hypothesis alternative (*Ha*) that there is significant influence learning schedule towards students' English achievement accepted. and hypothesis Null (*Ho*) that no influence of learning schedule towards students' English achievement rejected.

From this research can be conclude that learning schedule is give significant influence towards students' English achievement. So in learning English the students must be really ready to receive the learning materials, because in learning English the students need high concentration. The environment and students condition should be paid attention to be successful in learning. Therefore, learning schedules management is very important. The teacher must be known the condition of the students who ready to learning.