

The Difference Achievement In English Material For The First Students Of SMA Muhammadiyah I

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Abstract: - This research had purpose to know the different achievement in learning English between class IA and class IB at SMU Muhammadiyah I Bandung. The method that is used by the writer is Qualitative method, whereas the technique is by distributing questionnaires. This paper consists of five chapter, as follow : in chapter I introduction, Chapter II the aims of the research, chapter third is the explanation of several theories which have correlation with the problem statements of this paper. Those are : Learning theory, Achievement theory, The function of learning achievement, Factors influencing the learning achievement. While in the fourth chapter Method and Technique of the Research which is entitled Research Methodology, the writer describes the method which was used, technique and the instrument of collecting data. In the fifth chapter, the writer analyzes the data that had been collected and discuss it in the summary of the data collecting. Then suggests some efforts can be done to solve the problem that was appears. In the last chapter, that is chapter sixth, the writer gives some conclusion relate to the problems which are appears that is shown. From this research, the writer finds that the differences achievement of class IA is in middle category because class IA considers that English is difficult and it makes the attendance intensity decrease. The achievement of class IB is in good category because class IB has high motivation and they more interest in learning English

Index Terms: - achievement, learning,, first student.

1 INTRODUCTION

Language plays an important role in education. By using language, the process of education is expected to run smoothly. In educational institution, many people learn different foreign languages, one of which is English. In this era, English is used as a second language for communication with other nations. English is the first foreign language taught in Indonesia from elementary school up to University level (Alwasilah, 1994: 89). Now English is taught from kindergarten up to the University level. At some elementary schools, English is taught from the first grade, but mostly it is taught at fourth grade. Whereas at Junior High School, English is taught from the first until the third grade. Concerning the goal of teaching English at secondary school, either at state senior high school (SMAN) or Islamic Senior High School, learning English is oriented to enable the students to master science, technology and art. This is clearly stated in the English curriculum 1994: "English subject is the compulsory subject at Senior High School which serves as a tool for their development of science, technology and culture art.

2. THE AIM OF THE RESEARCH

This research is directed toward three purposes below:

- To identify the learning achievement in English for the first grade student of class A at SMA Muhammadiyah I.
- To identify the learning achievement in English for the first grade students of class B at SMA Muhammadiyah I.
- To compare the causes of the learning achievement in English for the first grade students of both class A and class B of the SMA Muhammadiyah I.

3. THEORETICAL BASES

Achievement is a thing done successfully with skill and effort (Hornby, 1984:8). The statement means that achievement might be reached through long process. To get the learning achievement optimally should be paid attention the supporting factors and influencing factors of learning achievement. One factor influencing learning achievement is school. It is a formal education institution that is organized a teaching learning process that produces the positive changes in the student's individual. School as places of teaching learning process can influence the learning outcomes, as it is stated by Slameto (1988:54): The external factor which is influencing the learning achievement is school factor, some of which are: teaching method, curriculum, school discipline, subject material, learning time, school building condition, and home work assignment. And internal factor: purpose of study, interest, motivation, health, comprehension, readiness, learning activity, and maturity. The final target of any teaching learning process is how to increase the student in grasping their achievement as highly as possible. The success or failure in teaching learning process can be measured by the changes of student attitude and personality that refers to the progress in form of their achievement. Brown (1994:193) explains that the first awareness of general personality and cognitive characteristic or tendencies that usually lead to successful acquisition a strive to developed those characteristic. The last process of teaching learning English is Evaluation. According to Tardif (cited in Syah, 1999:141) that evaluation or assessment is to evaluate, to describe the achievement that has been mastered by learners and it should be suitable with criteria. The famous terms used in evaluation and assessment are test and examination. Tests are away of life in the educational world. Tests can serve positive intrinsically motivating aims as they spur you to master all of your ability goals. According to Brown (1994:375) that: every instructional sequence, if it's of any worth at all, has a testing component, namely: 1) formal test ; 2) informal test; 3) formative evaluation and 4) summative test. As a result achievement is a very important in teaching-learning process. English teaching learning process is focused on four language skills, as *Garis-garis Besar Program Pengajaran* (GBPP) 1994 has stated. The four language

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skills, namely: reading, listening, speaking and writing. Meanwhile grammar or structure, vocabulary and spelling are taught to support English instruction.

4. METHOD AND TECHNIQUE OF THE RESEARCH

a. Method of the Research

In this case the writer uses descriptive method. "Descriptive method can be defined as a research that describes systematically, factually and accurately about the fact and characteristic of certain population"(Sanjaya,2000).

b. Technique of the Research

Questionnaire

Questionnaire is: a list of question that should be answered by respondents according to a certain order (Sanjaya, 2000).

Interview

Interview is collecting data by asking question to the respondents orally it is done face to face.

c. The respondents of the Research

The respondents of the research the students at the first grade of SMA Muhammadiyah I Bandung.

d. Interpretation of Data Collecting

When the questionnaire had been filled by the respondents, then it is collected according to the number of the questionnaire that had been distributed, it is 40 exemplar. After the data were gathered, then they were verificated by checking the result of the respondent's answer, it is founded that:

The number of questionnaires which were collected are the same as when they were distributed.

The questionnaire content of 15 questions, the statement that was given by the respondent was honestly just like it is expected.

In this interpretation the writer do not interpret all the question item, the item that is interpreted is the problem which is thought as the essence of this research. The table below is the percentage value criteria:

Table 1
Percentage Limitation and Interpretation

Percentage Limitation	Interpretation
0%	None
1%-24%	Few
25%-49%	Less than half
50%	Half
51%-75%	More than half
76%-99%	Most
100%	All

Table 2

Respondents intensity in following English Lesson (Question number 2)

Answer	Frequency class A	%	Frequency class B	%
25%	3	15	3	15
50%	5	25	2	10
75%	10	50	8	40
100%	2	10	7	35

From the table above few of the students from both classes A and B join the English class for 25%. In class A less than half of the student join the class for 50%, and few of class B students join the English class 50%. The students in class A a half of the students join the English class for 75% is about 50% in class A and 40% in class B. Whereas only few the students from both classes A and B who join the English class for 100%.

Table 3

Difficult in Learn English (Question number 5)

Answer	Frequency class A	%	Frequency class B	%
Yes	6	30	3	15
No	3	15	5	25
Middle	5	25	10	50
Depend on material	6	30	2	10

In this item the writer asks whether English subject is difficult or not. It is apparent that less than half of the students class A and few class B say yes. Few of the student in class A and B say that English is not difficult. Meanwhile less than half of the students in class A say that English is in moderate difficulties, half of the student in B class answer the same alternative answer. Less than half of the students in class A and few of students in class B answer the difficulties depend on the subject material.

Table 4

Difficult subjects in learning English (Question number 6)

Answer	Frequency class A	%	Frequency class B	%
Grammar	7	35	3	15
Structure	5	25	4	20
Vocabulary	3	15	5	25
Pronounce	5	25	7	35

It can be seen from the above table that it is about less than half of the students in class A and few of the students in class B have difficulties in grammar. About less than half of the students in class A and few of the students in class B have difficulties in structure. Less than half of the students in both classes A and B have difficulties in pronunciation.

Table 5

Join English competition (Question number 9)

Answer	Frequency class A	%	Frequency class B	%
4 times	-	0	-	0
3 times	-	0	-	0
2 times	-	0	2	10
Once	-	0	1	5
Never	20	100	17	85

None of the students from both classes A and B who have join English competition for 3 times and more than 4 times. None of the students from class A who join for 2 times and only few from class B none of the students from class A. The students who join the competition for 1 times and few from class B. It is apparent that all students in class A never join English competition and most of B class students never join any English competition.

Table 6

New vocabularies can be memorizes (Question number 11)

Answer	Frequency class A	%	Frequency class B	%
15-30 words	10	50	5	25
30-50 words	7	35	10	50
More than 50 words	3	15	5	25

By looking at the table 6 above, half of the students in class A memorize 15-30 words in a week and less than half of the students in B class always do the same. 30-50 words are memorized by less than half of the students in class A students by half of the students in class B in a week. The students who memorize more than 50 words in a week are about few of students in class A and less than half of the students in class B memorize more than 50 words in a week.

Table 7

Reference which read compulsory learn (Question number 12)

Answer	Frequency class A	%	Frequency class B	%
English magazine	11	55	10	50
English newspaper	2	10	5	25
Encyclopedia	5	25	3	15
others	2	10	2	10

The table above can be interpreted that more than half of the student in class A and half of the students in class B students read English magazines. Few of the students in class A and less than half of the students in class B who read English newspaper. And less than half of the students in class A class and few of the students in class B who read English Encyclopedia. Meanwhile few of students in both classes who read other references.

Table 8

Motivation in learning English (Question number 13)

Answer	Frequency class A	%	Frequency class B	%
Way to teach is fun	4	20	5	25
Many materials and variation	-	0	2	10
Want to study English	16	80	13	65

In this item the writer asks what make the students have a motivation in learning English. It is apparent that few of the students in class A answer that the explanation of the teacher is well. And less than half of the students in class B also have the same reason. Few of the students in class B answer it is because there are a lot of materials to be learned. In class A none of the students chose this statement. Meanwhile most of the students in class A answer that it is because they want to be able to speak English and more than half of students in class B have the same response.

5. SUMMARIZE OF THE DATA COLLECTING

From the interpretation the writer summarize that:

- If it is related to the students consideration about English, class A which is less than half of the students in class A consider that English is difficult and their intensity to follow English lesson is also low. Few of the students in class B consider that English is difficult and their intensity to follow English is high.
- It can be compared that students in class A find some difficulties on grammar. Whereas in class B considered that pronunciation is difficult to learn. All the students in class A never join English competition but few of them in class B have an opportunity to join composition.
- The students in class B can memorize more new words than the student in class A. However both classes generally read other references beside those which are compulsory to be learned in the school.
- In general, both the students in class A and class B have own a high motivation in learning English. It might be said that they have high intrinsic motivation in learning English, only few of the students in class A and class B, who are influence by the teachers method of teaching. Almost none of the students are influence by the variation of subject materials.

The Result Of The Questionnaire to the teacher. The questionnaire that was given to the teacher consist of 15 questions. The result that the writer received was as followed:

- The teacher always makes a lesson plan at every

meeting and she always gives an assignment to the students from LKS (Lembar Kerja Siswa) or sometime from the book.

- b. The method applied is a lecture because she thought that this method is the best way to explain the subject.
- c. She always analyzes the student difficulties by during the school time or out side the school time.
- d. She help the students solving their difficulties in English lesson by giving exercises and examples, so the students can understand the lesson.
- e. She though that class IB was better than class IA, because the of student class IB have high motivation in learning English.
- f. She tries to improve the students achievement by supporting them to like English more. For example, she asks students to always practice speaking English in class or out side of the class. So that, the students will say that English is difficult.
- g. In order to get good achievement for the students, she uses lecture and speaking practice in teaching.
- h. She always made the students understand that English is important for the future and to face the globalization and computerization era.
- i. She always suggests to the students to studying English through TV, Radio, Magazine, and also Internet.
- j. If the students get bored, she will changes the teaching method by using listening skills. For example lets the students to listen to cassette.
- k. If the students get low achievement, the teacher will give effort a remedial class or give some exercises to do.
- l. The efforts to increase the students achievement in English lesson are :
 - by giving additional lesson (extracurricular)
 - by giving more exercises
- m. She tries to progress the students interest in learning English because English language is important for the future.
- n. She gives an opportunity to the students to consult with her when they have difficulties, but just few students use this chance, so she is not quite sure whether the students undersand or not
- o. The efforts that were done by teacher to progress the students interest in leaning English are :
 - Encourage the student to enrich their vocabulary by finding difficult word in paragraph.
 - More practice in speaking English.
 - More translation in English text.

Some Efforts can be Done after the writer analyzed the data, there some efforts w could be done by the students, the teacher and the school. In teaching learning process, the teacher has important role to determine of teaching quality to be done. In order to reach good teaching quality the teacher should be responsible in dealing whith the subject so the students are intended to be able to understand and comprehend a bout the lesson that they learn/study. Nana Sudjana(1989: 20) said that: " The teacher did not have a role only as a teacher but also as a counselor, a leader or as a facilitator". From that opinion, it can be concluded that the role of the teaching in learning process is to make the students successful in there learning process. The teacher can help the

students studying during class hour or out side the class hour. Teaching learning process should be meaningfull and usefull. So that the students will use the skill and knowledge in there real life in the future. Rusyan (1989:6) gives some tips how to make the teaching learning process run smoothly, those are:

- a. Create the condition of learning that stimulate the students leaning activities
- b. Optimize learning result
- c. Give good example
- d. Give distinctive goal of the study
- e. Give the information to the students about the result which are achieved
- f. Give reward to the students for their good achievement.

From the statement above it can be seen that the activity of learning can be stimulated by creating situation which can make the students have a need feeling in order to obtain an ability, a capability or a new skill. It is expected that the students will try to apply in their daily practice. Both the students and the teacher will evaluate the fulfillment. To reach a good achievement it is also important to build the students motivation both Intrinsically and Extrinsically. Hamalik said (1984:250)" intrinsic motivation which is a live inside the children themself and it can be used during the learning functional situation". Hamalik said further that the students who have intrinsic motivation would be able to determine their goal to become educated persons in order to possess knowledge and skills. As Nasution(1986:81) described that" the teacher must have a creative ability to connect between the lesson and the students interest". Based on the description above it can be concluded that both intrinsic motivation and extrinsic motivation are needed in learning teaching process. However, intrinsic motivation is much better than extrinsic motivation because the students who have intrinsic motivation will have better goal in their learning. School facilities are also important to support all activities that are held in the school. Ahmadi and Supriyono (1991: 53) said that there are several variable in learning achievement in the school such as: Curriculum is a several activities that was given to the students. Those activities are most presents subject matters so the students accept, achieve and develop those subject matters. It is clear that good curriculum is good influence to the students achievement. The instruments of learning, the complete instrument of learning will make the learning teaching process easier and faster.

Building condition, good classes are :

- a. the classes should have windows, enough ventilation, fresh air, good lighting.
- b. The wall must be clean and bright
- c. The floor should be clean
- d. The building must be far away from noise, so the students will be easy to concentrate in learning.

Based on that opinion, those conditions should be owned by the school because they will suport to the successful of teaching learning process.

6. CONCLUSION

From the result of the research that had been done, the writer came to conclusions as follows:

- a. The learning achievement of class IA is in the middle category, because class IA considers that English is difficult and it makes the attendance intensity is less.
- b. The learning achievement of class IB is in high category, because class IB has a high motivation and they interest are higher in learning English.
- c. There is a significant difference between class IA and class IB, because every student has different nature.

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