

**THE CORRELATION BETWEEN STUDENTS' DISCIPLINE  
IN LEARNING AND THEIR ENGLISH ACHIEVEMENT  
AT THE SECOND YEAR OF MTs AL-HUDA  
PEKANBARU**

Thesis

Submitted to Fulfill One of Requirements for  
Undergraduate Degree in English Education



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PEKANBARU  
1431 H/2010 M**

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## ABSTRACT

The thesis entitles “The correlation between students’ discipline in learning and their English achievement the English at the second year of MTs Al-Huda, Pekanbaru”. The subject of this research was the second year of MTs Al-Huda Pekanbaru, while the object of this research was the students’ English achievement at the second year of MTs Al-Huda Pekanbaru. The total population of the second year of MTs Al-Huda Pekanbaru was 75 persons, which consisted of 39 students VIII<sup>1</sup> and 36 students from class VIII<sup>2</sup>. Because of population number was small, the writer used total sampling. This research uses two variables; there are variable X (students’ discipline in learning) and variable Y (students’ English achievement). To collect the data, the writer used documentation and questionnaires. Then, to analyze the data, the writer used two formulas. To get the quantitative description of the students’ discipline factors, the writer used the formula as below:

$$P = F / N \times 100\%$$

In analysing the data, the writer uses serial correlation formula as follows:

$$r_{ser} = \frac{\sum \{(O_r - O_t)(M)\}}{SD_{tot} \sum \left\{ \frac{(O_r - O_t)^2}{P} \right\}}$$

Based on the data analysis, the result shows that  $r_{ser}$  is lower than  $t$  table both in 5% (0,232) and 1% (302) significant level. It can be formulated that  $0,232 > 0,05 < 0,302$ . It is proven that  $H_a$  is rejected and  $H_o$  is accepted. Therefore, it can be concluded that there is no a significant correlation between students’ discipline in learning and their English achievement. On the questionnaire, it can be concluded that the factors that influence the students’ discipline in learning are motivation, intelligence, attitude, interest, talent, and environment.

## ABSTRAK

Judul penelitian ini adalah hubungan antara kedisiplinan siswa dalam belajar dengan hasil belajar Bahasa Inggris pada kelas dua MTs Al-Huda Pekanbaru. Subjek penelitian ini adalah siswa kelas II MTs Al-Huda Pekanbaru, sedangkan objek penelitian ini adalah nilai Bahasa Inggris siswa pada kelas II MTs Al-Huda Pekanbaru. Jumlah keseluruhan siswa pada kelas II MTs Al-Huda Pekanbaru adalah 75 orang, yang terdiri dari 39 orang siswa VIII<sup>1</sup> dan 36 orang siswa VIII<sup>2</sup>. Karna jumlah populasinya sedikit, penulis menggunakan total sampling. Penelitian ini menggunakan dua variable, yakni variabel X (kedisiplinan siswa dalam belajar) dan variabel Y (nilai Bahasa Inggris siswa). Untuk mengumpulkan data, penulis menggunakan dokumen dan angket. Kemudian untuk menganalisa data, penulis menggunakan dua rumus. Untuk mendapatkan gambaran faktor-faktor yang mempengaruhi kedisiplinan siswa dalam belajar.

$$P = F / N \times 100\%$$

Dalam mengolah data, penulis menggunakan rumus serial korelasi, yaitu sebagai berikut:

$$r_{ser} = \frac{\sum \{(O_r - O_t)(M)\}}{SD_{tot} \sum \left\{ \frac{(O_r - O_t)^2}{P} \right\}}$$

Berdasarkan analisa yang dilakukan hasilnya bahwa  $r_{ser}$  lebih rendah dari pada  $r_{table}$  baik pada level 5% (0,232) maupun 1% (0,302) level signifikannya. Ini bisa dirumuskan dengan  $0,232 > 0,05 < 0,302$ . Ini membuktikan bahwa  $H_a$  ditolak dan  $H_o$  diterima. Artinya tidak ada korelasi yang signifikan antara kedisiplinan siswa dalam belajar dengan hasil belajar Bahasa Inggris. Pada angket, bisa disimpulkan bahwa yang mempengaruhi kedisiplinan siswa adalah motivasi, kecerdasan, sikap, bakat, dan lingkungan.

## ملخص

التعلم بالحصول التعلم في تلاميذ تنظم بين إرتيبط هو البحث هذا الموضوع افراد. باكنايرو الهدا الغسلامية الثانوية الممدرسة الثانى الفصل في الإنجليزية اللغة الهدا الغسلامية الثانوية الممدرسة الثانى الفصل في تلاميذ هو البحث هذا في الفصل في تلاميذ الإنجليزية اللغة النتيجة هو البحث هذا في الموضوع اما باكنايرو، الثانى الفصل في تلاميذ عددهم. باكنايرو الهدا الغسلامية الثانوية الممدرسة الثانى تلميذا 39 من تتكون الذي تلميذا 75 باكنايرو الهدا الغسلامية الثانوية الممدرسة تستعمال قليل، المجتمع عدد لان. 2- الثامن الفصل تلميذا 36 و 1- الثامن الفصل تلاميذ تنظم ( x فاريابيل هو فاريابيل 2 سيستعمال البحث هذا. سمليع توئل الباحثة تستعمال البيانات لجمع. (تلاميذ الإنجليزية اللغة النتيجة) y فاريابيل و (التعلم في الصورة لوجد. الرموز 2 ياستعمال البيانات لتحليل ثم. الإستبيان و التوسيق الباحثة : التعلم في تلاميذ تنظم تؤثر التى العوامل

$$P = \frac{F}{N} \times 100\%$$

:فيمايالي كوريلسي سيريل الرموز الباحثة تستعمال البيانات تحليل في

$$r_{ser} = \frac{\sum \{(O_r - O_t)(M)\}}{SD_{tot} \sum \left\{ \frac{(O_r - O_t)^2}{P} \right\}}$$

( 5% ترقية في الجدول من اقصر ان الحصول يعمل الذي تحليل على بناء  $0,232 > 0,05 < 0,302$  بالرموز العادة هذه. سغنيفكن ترقية (0,302) 1% او (0,232) الذي ارتيبط موجود غير بمعنى هذا. مقبول هااو و مرد هاأ ان الحقيق هذا 0,302 ان يستطيع الإستبيان، في. الإنجليزية اللغة التعلم بالحصول تنظم بين سغنيفكن. البئة و المهنة السلوك، الماهرة، الدوافع، هو تلاميذ تنظم مؤثر الذي ان الخلاصة

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# CHAPTER I

## INTRODUCTION

### **A. The Background**

There are many languages used by the people all around the world, but not all of them can be understood by people beside their own language. So that, we must have a language that can be used for communicate to each other that people mostly use to convey their message from one to others.

One of these languages is English which many people in some countries have learned it. If we want to communicate to other people from different countries, we can use English. Regarding with Jack C. Richard and Charles Lochart (1995:32), English represents different things to different people, so that, it becomes an international language.

In Indonesia, English has been taught in every levels of education, elementary students up to university students. We know there are four language skills in which the students should overcome such as speaking, reading, listening, and writing. According to Brown (1994:271), the students should master four language skills (speaking, reading, listening, and writing) at the end of the learning process.

English is hard for Indonesian students to learn because of the existence of English in Indonesia as a foreign language, not as a second language. Generally, Indonesian students get difficulties in understanding English because this subject is

more complex than Indonesian subject. So, we should be seriously and discipline in teaching and learning process.

Discipline is very important in teaching and learning process because the result of study or students achievement influenced by discipline. According to I Nyoman Surna (in Nurliati 2004:5) if the students can discipline, so they can get good achievement.

Hornby (1974:244) stated that discipline is training, especially the mind and character or to produce self-control. Self-control here is students' effort to control themselves in teaching and learning process, especially in teaching and learning English. We have known that discipline is not just in teaching and learning at school, but also in our daily life. At home, we also have discipline, but discipline here means the discipline in attending English class.

Ahmad Sudrajad (2008) stated that discipline consists of two. They are; students' discipline and schools' discipline. Students' discipline is students' obedience to rules that be valid in school, while schools' discipline is rules to arrange students' attitude. Schools' discipline is schools' effort to keep students' attitude in order that the students do not do deviation and can make students obey the schools' regulations. Schools' discipline such as standards of dressing, keep timing/being on time, social attitude and ethics in study. Schools' discipline includes teachers' discipline in teaching and learning process.

Discipline in teaching and learning process is important because discipline influence students achievement or their result of study. The students must discipline in every subjects that they have learned, as well as in English. Actually, aspects of discipline in learning English are the same as other subjects, such as; keep time, do assignment, attend list, and do the task. But, in English, students should have resource, and they must practice their English every time and everywhere. These aspects are based on the teacher's rules and school's rules at MTs Al-Huda Pekanbaru, the aspects of discipline in learning English consist of:

1. Discipline in using standard of clothing
2. Discipline in keeptime
3. Discipline to do the assignment
4. Discipline in attendance list
5. Have resource, such as dictionary, text book, etc.
6. Practice English
7. Keep the tools of school

Teacher as an educator can influence students' discipline. As Brown (1994: 160) said that teacher is as controller, director, manager, facilitator and resource. In other words, all the class instructions are in the teacher's hand. Another is students' environment. Based on the statement above, students' achievement is influenced by three factors, they are; students' discipline as a prominent influence besides schools' discipline, and teachers' discipline as proponent factor.

MTs Al-Huda is a Junior High School located on H.R Subrantas Street, Panam. MTs Al-Huda is a level of education that English is a compulsory subject to be learned. In KTSP (Depdiknas, 2006: 2), English subject in Junior High School has goal in order the students have ability to improve their communication competency, both in written and oral form.

Educational institutions have rules to make teaching and learning process become success, but sometimes there is a trouble in the process. Based on the writer's preface study, the writer has found there were many problems faced in teaching and learning process, especially in English. Commonly their (students) problems were in disciplines and their English achievement.

Based on the above explanation, the writer found some indications as follow:

1. Some of the students have good discipline in learning get bad score, such as:
  - a. Some of the students are serious in learning.
  - b. Some of the students give more attention when the teacher explain the materials
  - c. Some of the students do the assignment that is given by the teacher.
2. Some of the students have bad discipline in learning good score, such as:
  - a. Some of the students are not serious in learning.

b. Some of the students do not give more attention when the teacher explain the materials

c. Some of the students do not do the assignment that is given by the teacher.

Based on the background and the indications above, the writer is interested in doing a research entitled: "**The Correlation Between Students' Discipline in Learning and Their English Achievement at the Second Year of MTs Al-Huda Pekanbaru**".

## **B. The Problems**

### **1. The Identification of the Problems**

1. How is the students' discipline in learning?
2. How is the students' English achievement?
3. Is there any correlation between students' discipline in learning and their English achievement?
4. What are the factors that influence students' discipline and their English achievement?

### **2. The Limitation of the Problems**

To avoid misunderstanding of the problems in this research, it is very important for the writer to limit the problems. The writer focuses on the

correlation between students' discipline in learning and their English achievement at the second year of MTs Al-Huda Pekanbaru.

### **3. The Formulation of the Problems**

It is necessary for the writer to formulate the problems of this research in the following research questions:

1. Is there any significant correlation between students' discipline in learning and their English achievement at the second year of MTs Al-Huda Pekanbaru?
2. What are the factors that influence the students' discipline in learning and their English achievement at the second year of MTs Al-Huda Pekanbaru?

### **C. The Reason of Choosing the Title**

There are several reasons why the writer is interested in doing this research. The reasons are based on the following considerations:

1. This topic is relevant to the writer as an English Education Department student.
2. This title is attractive to be investigated and writer would like to know the correlation of discipline and students' English achievement.

3. As far as the writer concerned, this problem has not been investigated yet.

## **D. The Objective and the Need for the Study**

### **1. The Objective of the Study**

- a. To find out whether or not there is a significant correlation between students' discipline in learning and their English achievement at the second year of MTs Al-Huda Pekanbaru.
- b. To find out the factors that influences the students' discipline in learning and their English achievement at the second year of MTs Al-Huda Pekanbaru.

### **2. The Needs for Study**

- a. To contribute information to the students who are studying at MTs Al-Huda Pekanbaru, especially about the influence of discipline toward students' English achievement.
- b. To provide empirical data, evidence, and information about the correlation in students' discipline and their English achievement.

## **E. The Definition of the Terms**

The writer thinks that it is a crucial one for her to define correlation, discipline, and achievement. In order to avoid misunderstanding about the title above, it is necessary for the writer to define the following terms:

1. Correlation

According to Hornby (1986: 192) correlation is mutual relationship. Rousek (in Elhafizah 2004: 7) stated that correlation is the degree to which measurement from two sets of variables correspond to each other.

2. Discipline

Keith Devis (in Ahmad Sudrajad, 2008) states that, "Discipline is management action to enforce organization standards". Discipline here is management action in teaching learning English.

- 3 Achievement

According to Hornby (1994: 654), achievement is an action of achieving something with effort and skill. Students' achievement is the students' result of the study after attends the English class.

## CHAPTER II

### THE THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

#### A. Theoretical Framework

##### 1. The Concept of Discipline in Studying

According to Hornby, (1974:244) discipline is training, especially the mind and character or to produce self-control. Self-control here is students' effort to control themselves in studying English. Prof. Dr. Soeganda Purbakawaja (1970) says that discipline is a norm action for a good condition to get educate function. Wijaya and Rusyan (1991:18) state that discipline is something in anyone's heart and soul that gives support to do something as decided by norm and valid regulations.

M. Said (1986:171) states that discipline is training of obedience until time and work effectiveness achieve purpose. While, Keits devis (in Ahmad Sudrajad (2008) says that discipline is management action of enforce organization standard. Management here is management of action in studying English.

Based on the explanation above, we can conclude that discipline is the action in study that enforce appropriate by the organization standard to get achievement purposed of work. Achievement purposed of study is a good achievement, especially English achievement. While, indiscipline in study is the action is not enforced appropriately by the organization standard.

## **2. Aspects of Discipline in Learning**

According to Kamus Bahasa Indonesia second edition (in Nurliati 2004:10), aspects of discipline in learning consists of:

1. Students' discipline to obey schools' rules.
2. Students' discipline in teaching and learning process in school.
3. Students' discipline to do task that given by teacher in school.
4. Students' discipline to do assignments.
5. Students' discipline in attends in school.
6. Students' discipline in use standard of clothing in school.

Aspects of discipline in learning cannot be separated from teacher's and school's rules. Based on the teacher's rules and school's rules at MTs Al-Huda Pekanbaru, the aspects of discipline in learning English consists of:

1. Discipline in using standard of clothing.
2. Discipline in keep time.
3. Discipline to do the assignment.
4. Discipline in attend list.
5. Have resource, such as dictionary, text book, etc.
6. Practice English.
7. Keep the tools of school.

Based on the explanation above, the students can get good score by following these aspects because the students discipline to do schools' rules, do the assignments, do the tasks, discipline in attend list, have resource, practice English, keep the tools of school and use standard of clothing in school. In teaching and learning, the students have to follow the rules as well as in English class.

### **3. Goals of Schools' Discipline in Learning**

Schools' discipline has two main goals, they are;

1. Ensure the safety of staff and students
2. Create an environment conducive to learning. (Joan Gaustad Moles, 1991)

### **4. The Nature of Disciplined Classroom**

Ur, (1996:206) says that discipline and learning in a lesson are a crucial one. Therefore teachers and students are required to be discipline in the classroom. There are some characteristics of the disciplined in classroom, they are:

1. Learning is taking control.
2. It is quite.
3. The teacher is in control.
4. Teacher and students are cooperating smoothly.
5. Students are motivated.
6. The lesson is proceeding according to plan.
7. Teacher and students are aiming for the same objective.
8. The teacher has natural charismatic authority.

The characteristics above can be used in English language learning because English teaching and leaning process is in the classroom.

## **5. The Concept of Achievement**

According to Hornby (1995:10), an achievement is a thing done successfully, especially with effort and skill. Morgan (in Kresmiati 2002, in Dina 2005:22) states that achievement is accomplishment on a test of knowledge or skill, also personal motive. Achievement itself refers to what somebody has done, not somebody he can do. Something a person can do is called ability; while, what he has done, usually through learning is achievement. Achievement is something that has been accomplished, especially by hard work, ability, or heroism. (<http://www.thefreedictionary.com/achievement>). In another definition, Morgan defines that achievement is a powerful motive to accomplish something to succeed at what one undertakes, and to avoid failure. (Morgan, 1961:96)

Achievement is the degree of skill measure with reference to a particular curriculum (Rebecca L, 1990, in Mida Chanda, 2005:7). Achievement refers to what someone has done. This word should be distinguished with ability referring to something a person can do. In addition, a definition that achievement is an accomplishment on a test of knowledge or skill is also personal motive. In brief, achievement is the result that is gained by someone after learning materials of a subject matter within a certain period of time. So, their ability is one the factor that influences their achievement.

Achievement is closely related to learning activity because learning activity itself is the process, while the achievement is the result. Learning as a process of setting knowledge and a new skill will be definitely influenced by learning factor.

The mastery of the knowledge and the low skill will not successfully achieve if it is not supported by the learning process.

M. Ali (in Mida Chandra, 2005:19) says “the efficient factor of achievement in study can be influenced by the following steps:

1. Ready to learn

It is including physic and mental capacity for study.

2. Attitude and concentration

Concentration increases attitude and special attention to study.

According to Yusuf (1990: 55) there are factor that influence teaching and learning process and students’ achievement. They are as follows:

1. Ability and capacity intelligence of the target.

2. Interest and talent

3. Sensations and perception.

Slameto (in Marlia, 2007:8) also says that there are no more essential aspects than can influence students’ achievement. The aspects are the ways of learning. Many students are failure and obtain low result because they do not know the effective way of learning. By knowing the effective way of learning, it can help the students reach the good result. Hornby (1995: 10) if someone learns something the results are the changes of behaviors as whole in the attitude, especially in knowledge. If the students study hard and increase their knowledge, they can have a good skill.

Based on the (<http://www.allwords.com/word-achievement.html>) states that achievement is the act of achieving or performing or successful performance.

Achievement (as quoted in <http://ask.reference.com>) is something accomplished, especially by ability and effort.

Based on the explanation above, it is concluded that achievement is the accomplished or result that students get after they have been taught during classroom activities or teaching and learning process with effort, knowledge, and skill. While, students' English achievement is the accomplished or result on a test that students get after they have been taught English.

## **6. The Factors that Influence Students' Achievement**

Slameto (in Fitria Dewi 2005: 23-24) states that good or bad students' achievement is influenced by some factors. The factors are as follow:

1. Internal factors
  - a. Physical factors, like health and condition.
  - b. Psychological factors, like intelligent, attention, interest, talent, and motive.
2. External factors
  - a. Family factors, like, environment, economical condition, and understanding.
  - b. School factors
    1. Teacher' method
    2. Curriculum
    3. Media
    4. Learning method

While, Purwanto (in Dina 2005:23) states that the factors that influence students' achievement can be described as follow:

1. Internal factors

- A. Physiology

1. Physical condition
    2. Five sense condition

- B. Psychology

1. Talent
    2. Interest
    3. Cleverness
    4. Motivation
    5. Cognitive ability

2. External factors

- A. Environments

1. Society/ community
    2. Nature

- B. Instruments

1. Curriculum
    2. Teacher
    3. Facilities
    4. Administration

According to Pasaribu and B. Simanjuntak (1983: 91) states that there are two factors that influenced students' achievement. They are:

1. Internal factors, these factors come from students themselves, such as:
  - a. Talent
  - b. Motivation
  - c. Interest
  - d. Attitude
  - e. Social economy
  - f. etc
2. External factor, like environment

Based on the explanation above, we can know that the students' achievement influenced by two factors. They are internal and external factors.

## **6. The Relationship between Discipline and Achievement**

Discipline is the actions in study that enforce appropriate by the organization standard to get achievement purposed of work. Work here is studying English and achievement purposed is English achievement. While, achievement is a thing done successfully, especially with effort and skill. If someone learns something, the result is the changes of behavior as whole in attitude, especially in knowledge. If the students always study hard and increase their knowledge, they can have a good achievement.

Discipline and achievement have correlation as stated by I Nyoman Surna (in Nurliati, 2004:5), if the students can discipline, so they can get a good achievement. Discipline is not only as controller of individual attitude, but as a key of success of an event also. It is also stated by Agoes Soejanto (1991:74). He says that discipline is the key of success because by discipline people believe that discipline is useful and evidence by it discipline, so that, discipline is very important in study.

### **7. The Influencing Factors of Students' Discipline in Learning**

There are many factors that influence students discipline in learning. Some of them are teacher and students. M. User Usman (1978:98) states that teacher must support the students to discipline themselves and provide a model of self control and carrying out of responsibility. Brown (2008) states that, influencing factors of discipline for students in learning are:

1. Teacher
2. School
3. Students
4. Curriculum
5. Environment
6. Family

Based on the explanation above, we can concludes that influencing factors of students discipline in learning are: teacher, school, students, curriculum, environment, and family. The important factors of students discipline are teacher and students.

## **B. Relevant Research**

As a matter of fact, there are a lot of previous researchers regarding with a correlation between students' discipline in learning and their English achievement at the second year of MTs Al-Huda Pekanbaru. One of which was conducted by Ali Usman (2003). In his research, he focused his research on correlation study between students' attitude of learning English and their English achievement of the second year students of Kampar. In his research, he found that the students' English achievement was not significantly influenced by their attitude of learning English, but it is mostly influenced by other factors, like: environment, economical condition, and family understanding.

The almost similar research was conducted by Jarvina (2005). In her research, she focused on the correlation between students' attitudes in learning reading and their reading comprehension achievement at the first year students of English Education Department of UIN Suska. In her research, she found that there was a significant correlation between students' attitude in learning reading and their reading comprehension achievement, both high and low of students' reading comprehension achievements had strong correlation to the students' attitude in learning reading. The high reading comprehension achievement was determined by students' attitude.

If we talk about discipline, it cannot be separated from attitude because discipline is a part of attitude. English and reading can neither be separated because reading is one of four skills of English. So that, the writer feel these research is relevant to her research.

Based on previous research that the writer has found, it is clear that the problem the writer is willing to conduct has not been discussed yet. This research focuses on the correlation between students' discipline in learning and their English achievement.

### C. Operational Concept

Operational concept is the main element used to give explanation about theoretical framework to avoid misunderstanding and misinterpreting of this research. The explanation indicates the concepts that the writer will use. It is needed to briefly explain about variable and sub variable used in analyzing the problem. This research consists of two variables: they are X refers to students' discipline in learning, and Y refers to students' English achievement.

#### 1. The Indicators of Discipline Students in Learning

TABLE I

Variable	Sub variables	Descriptors	Items
	1. Use standard of clothing.	1. Use standard of clothing.	1. I use uniform of school.
	2. Keep time	1. Enter to the class before the lesson begin. 2. If come late, the students ask permit to the	1. I enter to the class before the lesson begins. 2. If I come late come to the class, I ask

Discipline students in learning English	3. Do assignment	<p>teacher.</p> <ol style="list-style-type: none"> <li>1. Do the task at school.</li> <li>2. Do homework at home.</li> <li>3. Do assignment with appropriately ability.</li> <li>4. Review English lesson at home.</li> <li>5. Write the English material.</li> <li>6. Ask to the teacher.</li> </ol>	<p>permit to the teacher.</p> <ol style="list-style-type: none"> <li>1. I do the task at school.</li> <li>2. I do homework at home.</li> <li>3. I do the assignment with my appropriately ability.</li> <li>4. When I get the difficulties in doing the task, I paste my friend answer.</li> <li>5. I review my English lesson at home.</li> <li>6. I write English material.</li> <li>7. When I do not understand the lesson, I ask to the teacher.</li> </ol>
	4. Attending the class	<ol style="list-style-type: none"> <li>1. Attend every English lesson.</li> <li>2. Do not come to the class, sent letter which known by parent.</li> </ol>	<ol style="list-style-type: none"> <li>1. I attend every English lesson.</li> <li>2. When I sick, I sent letter which known by my parent.</li> </ol>

		3. Give more attention	3. I give more attention in English lesson.
		4. Have motivation to learn.	4. I have motivation to learn English.
		5. Motivate by parent to learn.	5. My parent motivates me to learn English.
		6. Following all of learning process.	6. I get out when the English lesson directly.
			7. I permit to the teacher when the lesson still studying.
	5. Have resource, such as: dictionary.	1. Bring dictionary every English lesson.	1. I bring dictionary every English lesson.
	6. Practice English	1. Practice English every time and everywhere.	1. I use English actively in the class.
	7. Keep tools of school	1. Do not break down the tools of school.	1. I broke down the tools of school.

## **2. The Indicator of Students' English Achievement**

The indicator of the students' English achievement gotten from recapitulation of the students' score in semester test from the English teacher.(see appendix II)

### **D. Assumption and Hypothesis**

#### **1. Assumption**

Before formulating the hypothesis as the temporary answer to the problem, the writer would like to present the assumption. This research is based on the assumption that the students will get good achievement if they have good discipline.

#### **2. Hypothesis**

Based on the assumption above, the hypothesis for this research can be formulated as follow:

Ha : There is a significant correlation between students' discipline in learning and their English achievement at the second year of MTs Al-Huda Pekanbaru.

Ho : There is no significant correlation between students' discipline in learning and their English achievement at the second year of MTs Al-Huda Pekanbaru.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Location and the Time of the Research**

Dealing with background that has been explained before, this research was conducted at the second year students of Mts Al-Huda, Pekanbaru. It is located at Soebrantas Street, Panam, Pekanbaru. Time of this research was started in May until July 2009

#### **B. The Subject and Object of the Study**

The subject of the research was the second year students of MTs Al-Huda, Pekanbaru. The object of this research was the students' discipline in learning English between discipline and indiscipline students' at the second year students of MTs Al-Huda, Pekanbaru.

#### **C. The Population and the Sample of the Study**

The population of this study was all of the second year students of MTs Al-Huda, Pekanbaru. The total population of this study was 75 students, which consisted of 39 students from class VIII<sup>1</sup> and 36 students from class VIII<sup>2</sup>. Because the population was small, the writer used total sampling.

#### **D. The Research Design**

The design of this research is correlation research. Correlation research is an investigation upon two different components; two things to be investigated correlate. It consists of two variables namely variable X is the students' discipline in learning and Y is the students' English achievement.

#### **E. The Data Collecting Technique**

##### 1. Questionnaire

The questionnaire used to know what factors that influence students' discipline in learning.

TABLE II  
THE POPULATION AND THE SAMPLE OF THE RESEARCH

No	Classes	Population
1	VIII1	39
2	VIII2	36
Total		75

##### 2. Documentation

The technique was used to obtain the real data about student's English achievement by the looking the students' recapitulation achievement from the English teacher.

## F. The Data Analysis Technique

To get the data of influencing factors of students' discipline in learning, the writer used formula as follow:

$$P = F/N \times 100 \%$$

In order to analyze the data, the writer uses serial correlation technique which is formula:

$$r_{ser} = \frac{\sum \{(O_r - O_t)(M)\}}{SD_{tot} \sum \left\{ \frac{(O_r - O_t)^2}{P} \right\}}$$

Where:

$r_{ser}$	=	Serial Coefficient Correlation
Or	=	Lower Ordinate
Ot	=	Higher Ordinate
M	=	Mean
SDtot	=	Total Deviation Standard
P	=	Individual Proportional in Group (Hartono, 2004:119)

**CHAPTER IV**  
**DATA PRESENTATION AND ANALYSIS**

**A. The Data Presentation**

**1. The Data of Influencing Factors of Students' Discipline in Learning (X)**

The data of influencing factors of students' discipline in learning is gotten by giving questionnaires to object of this research. Questionnaire guidance consisted of 20 questions.

TABLE III  
I USE UNIFORM OF SCHOOL

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	75	100%
B	OFTEN	0	0%
C	SOMETIMES	0	0%
D	SELDOM	0	0%
E	NEVER	0	0%
	TOTAL	75	100%

The table above shows that the 100% of respondents choose always, and there are no respondent choose often, sometimes, seldom, or never in use uniform of school.

**TABLE IV**  
**I BROKE DOWN THE TOOLS OF SCHOOL**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	6	8%
B	OFTEN	11	15%
C	SOMETIMES	23	31%
D	SELDOM	4	5%
E	NEVER	31	41%
	TOTAL	75	100%

The table above shows that 8% of respondents, chose always, 15% chose often, and 31% chose sometimes, 5% chose seldom, and 41% chose never broke down the tools of school.

**TABLE V**  
**WHEN I SICK, I SENT LETTER WHICH KNOWN BY MY PARENT**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	29	39%
B	OFTEN	6	8%
C	SOMETIMES	9	12%
D	SELDOM	12	16%
E	NEVER	19	25%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 39% of respondents chose always, 8% of respondents chose often, 12% of respondents chose sometimes, 16% of respondents chose seldom and 25% of respondents chose never sent letter if they are sick.

**TABLE VI**  
**I ASK PERMIT TO THE TEACHER WHEN I COMELATE TO SCHOOL**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	22	30%
B	OFTEN	9	12%
C	SOMETIMES	6	8%
D	SELDOM	10	13%
E	NEVER	28	37%
	TOTAL	75	100%

Table above shows variety answers of respondents. There were 30% of respondents who chose always, 12% of respondents chose often, 8% of respondents chose sometimes, 13% of respondents chose seldom, and 37% of respondents who chose never permit to the teacher if they are come late.

**TABLE VII**  
**I ENTER IN THE CLASS BEFORE THE LESSON BEGINS**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	29	39%
B	OFTEN	29	39%
C	SOMETIMES	7	9%
D	SELDOM	9	12%
E	NEVER	1	1%
	TOTAL	75	100%

Table above shows variety answers of respondents. There were 39% respondents who chose always, 39% of respondents chose often, 9% of respondents chose sometimes, 12% of respondents chose seldom, 1% of respondents chose never enter the class before the lesson begins.

**TABLE VIII**  
**I GET OUT WHEN THE ENGLISH LESSON DIRECTLY**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	0	0%
B	OFTEN	1	1%
C	SOMETIMES	12	16%
D	SELDOM	17	23%
E	NEVER	45	60%
	TOTAL	75	100%

Table above shows variety answers of respondents. There were no respondents who chose always, 1% of respondent chose often, 16% of respondents chose sometimes, 23% of respondents chose seldom, and 60% of respondents chose never get out when the English lesson directly.

**TABLE IX**  
**I ATTEND EVERY ENGLISH LESSON**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	36	48%
B	OFTEN	35	46%
C	SOMETIMES	2	3%
D	SELDOM	2	3%
E	NEVER	0	0%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 48% of respondents who chose always, 46% of respondents chose often, 3% of respondents chose sometimes, 3% of respondents chose seldom, and there was no respondents who chose never attend every English lesson.

TABLE X  
I BRING DICTIONARY EVERY ENGLISH LESSON

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	9	12%
B	OFTEN	6	8%
C	SOMETIMES	28	37%
D	SELDOM	18	24%
E	NEVER	14	19%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 12% of respondents who chose always, 8% of respondents chose often, 37% of respondents chose sometimes, 24% of respondents chose seldom, and 19% of respondents chose never bring dictionary every English lesson.

TABLE XI  
I GIVE MORE ATTENTION IN ENGLISH LESSON

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	15	20%
B	OFTEN	25	33%
C	SOMETIMES	19	26%
D	SELDOM	16	21%
E	NEVER	0	0%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 20% of respondents who chose always, 33% of respondents chose often, 26% of respondents chose sometimes, 21% of respondents chose seldom and there was no respondents chose never give more attention in English lesson.

**TABLE XII**  
**I PERMIT TO THE TEACHER WHEN THE LESSON STILL STUDYING**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	31	41%
B	OFTEN	14	19%
C	SOMETIMES	11	14%
D	SELDOM	17	23%
E	NEVER	2	3%
	TOTAL	75	100%

The table above shows variety answers of respondents. There are 41% of respondents who chose always, 19% of respondents chose often, 14% of respondents chose sometimes, 23% of respondents chose seldom, and 3% of respondents chose never permit to the teacher when the lesson still studying.

**TABLE XIII**  
**I ASK TO THE TEACHER WHEN I DO NOT UNDERSTAND THE LESSON**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	5	7%
B	OFTEN	7	9%
C	SOMETIMES	33	44%
D	SELDOM	21	28%
E	NEVER	9	12%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 7% of respondents who chose always, 9% of respondents chose often, 44% of respondents chose sometimes, 28% of respondents chose seldom, and 12% of respondents chose never ask to the teacher when they do not understand the lesson.

TABLE XIV  
I USE ENGLISH ACTIVELY IN THE CLASS

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	0	0%
B	OFTEN	0	0%
C	SOMETIMES	17	23%
D	SELDOM	22	29%
E	NEVER	36	48%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were no respondents who chose always, and often, 23% of respondent chose sometimes, 29% of respondents chose seldom, and 48% of respondents chose never use English actively in the class.

TABLE XV  
I HAVE MOTIVATION TO LEARN ENGLISH

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	8	11%
B	OFTEN	20	26%
C	SOMETIMES	29	39%
D	SELDOM	17	23%
E	NEVER	1	1%
	TOTAL	75	100%

The table above shows variety answers of discipline students. There were 11% of respondents who chose always, 26% of respondents chose often, 39% of respondents chose sometimes, 23% of respondents chose seldom, and 1% of respondents chose never have motivation to learn English.

**TABLE XVI**  
**I DO THE TASK WHICH THE TEACHER GIVEN**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	6	8%
B	OFTEN	24	32%
C	SOMETIMES	30	40%
D	SELDOM	14	19%
E	NEVER	1	1%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 8% of respondents who chose always, 32% of respondents chose often, 40% of respondents chose sometimes, 19% of respondents chose seldom, and 1% of respondent chose never do the task which the teacher given.

**TABLE XVII**  
**I DO EXERCISE WITH APROPRIATELY MY ABILTY**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	9	12%
B	OFTEN	25	33%
C	SOMETIMES	19	26%
D	SELDOM	18	24%
E	NEVER	4	5%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 12% of respondents who chose always, 33% of respondents chose often, 26% of respondents chose sometimes, 24% of respondents chose seldom, and 5% of respondents chose never do exercise with appropriately their ability.

**TABLE XVIII**  
**WHEN THE TEACHER GIVEN THE TEST, I PASTE MY FRIEND ANSWER**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	4	5%
B	OFTEN	2	3%
C	SOMETIMES	41	55%
D	SELDOM	21	28%
E	NEVER	7	9%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 5% of respondents who chose always, 3% of respondents chose often, 55% of respondents chose sometimes, 28% of respondents chose seldom, and 9% of respondents choose never paste their friend answer.

**TABLE XIX**  
**I WRITE ENGLISH MATERIAL**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	12	16%
B	OFTEN	16	21%
C	SOMETIMES	18	24%
D	SELDOM	20	27%
E	NEVER	9	12%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 16% of respondents who chose always, 21% of respondents chose often, 24% of respondents chose sometimes, 27% of respondents chose seldom, and 12% of respondents chose never write English material.

TABLE XX  
I DO HOMEWORK AT HOME

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	10	13%
B	OFTEN	16	21%
C	SOMETIMES	25	33%
D	SELDOM	14	20%
E	NEVER	10	13%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 13% of respondents who chose always, 21% of respondents chose often, 33% of respondents chose sometimes, 20% of respondents seldom, and 13% of respondents chose never do homework at home.

TABLE XXI  
I REVIEW ENGLISH LESSON AT HOME

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	5	7%
B	OFTEN	3	4%
C	SOMETIMES	34	45%
D	SELDOM	19	25%
E	NEVER	14	19%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 7% of respondents who chose always, 4% of respondents chose often, 45% of respondents chose sometimes, 25% of respondents chose seldom, and 19% of respondents chose never review English lesson at home.

**TABLE XXII**  
**MY PARENTS MOTIVATE ME TO LEARN ENGLISH**

ITEMS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	ALWAYS	18	24%
B	OFTEN	6	8%
C	SOMETIMES	26	35%
D	SELDOM	12	16%
E	NEVER	13	17%
	TOTAL	75	100%

The table above shows variety answers of respondents. There were 24% of respondents who chose always, 8% of respondents chose often, 35% of respondents chose sometimes, 16% of respondents chose seldom, and 17% of respondents chose never motivate by their parents to learn English.

**TABLE XXIII**  
**THE RECAPITULATION ON TABLE OF THE FACTORS INFLUENCING THE STUDENTS' DISCIPLINE IN LEARNING**

No	A		B		C		D		E		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
1	75	100%	0	0%	0	0%	0	0%	0	0%		
	375		0		0		0		0		375	100%
2	6	8%	11	15%	23	31%	4	5%	31	41%		
	6		22		69		16		155		268	71,47%
3	29	39%	6	8%	9	12%	12	16%	19	25%		
	145		24		27		24		19		239	63,73%
4	22	30%	9	12%	6	8%	10	13%	28	37%		
	110		36		18		20		28		212	56,5%
5	29	39%	29	39%	7	9%	9	12%	1	1%		
	145		116		21		18		1		301	80%
6	0	0%	1	1%	12	16%	17	23%	45	60%		
	0		2		36		68		225		331	88,26%
7	36	48%	35	46%	2	3%	2	3%	0	0%		
	180		140		6		4		0		330	88%
8	9	12%	6	8%	28	37%	18	24%	14	19%		

	45		24		84		36		14		203	54,13%
9	15	20%	25	33%	19	26%	16	21%	0	0%		
	75		100		57		32		0		264	70,4%
10	31	41%	14	19%	11	14%	17	23%	2	3%		
	31		28		33		68		10		279	74,4%
11	5	7%	7	9%	33	44%	21	28%	9	12%		
	25		28		99		42		9		203	54,13%
12	0	0%	0	0%	17	23%	22	29%	36	48%		
	0		0		51		44		36		131	34,93%
13	8	11%	20	26%	29	39%	17	23%	1	1%		
	40		80		87		34		0		242	64,53%
14	6	8%	24	32%	30	40%	14	19%	1	1%		
	30		96		90		28		1		245	65,33%
15	9	12%	25	33%	19	26%	18	24%	4	5%		
	45		100		57		36		4		242	64,53%
16	4	5%	2	3%	41	55%	21	28%	7	9%		
	4		4		123		84		35		250	66,66%
17	12	16%	16	21%	18	24%	20	27%	9	12%		
	60		64		54		40		9		227	60,53%
18	10	13%	16	21%	25	33%	14	20%	10	13%		
	50		64		75		28		10		227	60,53%
19	5	7%	3	4%	34	45%	19	25%	14	19%		
	25		12		102		38		14		191	50,93%
20	18	32%	6	11%	26	36%	12	6%	13	15%		
	90		24		78		24		13		229	61,06%
	329		225		389		277		244			

From the table above, the questionnaire recapitulation it show that 329 choosing, 225 students choosing often, 389 students choosing sometimes, 277 students choosing seldom, and 244 students choosing.

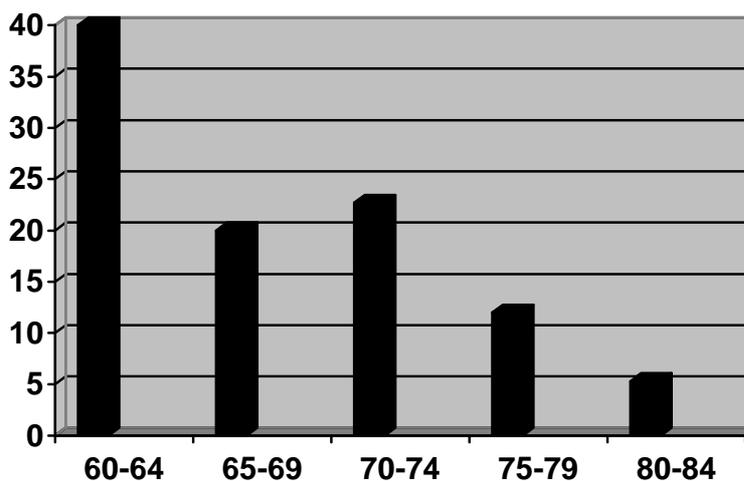
## 2. The data of Students' English achievement

TABLE XXIV  
THE SCORES OF STUDENTS' ENGLISH ACHIEVEMENT OF THE  
SECOND YEAR STUDENTS OF MTs AL-HUDA PEKANBARU

Interval	F	P(%)
80-84	4	5,30
75-79	9	12
70-74	17	22,70
65-69	15	20
60-64	30	40
TOTAL	N=75	100%

The table above shows that 4 students categorized "80-84" (5.30%), 9 students are categorized "75-79" (12%), 17 students are categorized "70-74" (22,70%), 15 students are categorized "65-69" (20%), and 30 students are categorized "60-64" (40%).

TABLE XXV  
GRAPHIC OF STUDENTS ACHIEVEMENT



## B. The Data Analysis

### 1. The Analysis of the Students' Discipline in Learning

In the previous chapter the writer has presented the data gathered in the research. So, in this chapter the writer will analyzed the data of them in order to know the correlation between students' discipline in learning To analysis the data, the writer uses the technique analysis qualitative description by giving interpretation of frequency and percentage from the answer that the writer got from the questionnaire.

To interpret in which level of students' discipline in learning and their English achievement, the scale below is used:

80 – 100	is Excellent
60 – 79	is Good
50 – 59	is Average
0 – 49	is Poor (David Harris, 1969:134)

The first step in getting qualitative analysis result is by collecting and classify each item of questionnaires based on the each options and multiplied them by standard scores which have been determined before.

Analyzing the total of percentage of the students' level in discipline in learning is based on respondents in answering questionnaires. It can be seen as follow options:

Always	329	X	5	=	1645
Often	225	X	4	=	900

$$\text{Sometimes} \quad 389 \quad \times \quad 3 \quad = \quad 1167$$

$$\text{Seldom} \quad 277 \quad \times \quad 2 \quad = \quad 554$$

$$\text{Never} \quad 244 \quad \times \quad 1 \quad = \quad 244$$

$$\text{The totality:} \quad 329 + 225 + 389 + 277 + 244 = 1464 \text{ (N)}$$

$$1645 + 900 + 1167 + 554 + 1220 = 5486 \text{ (F)}$$

It can be calculated by using this formula as bellow:

$$P = \frac{F}{N} \times 100 : 5$$

$$P = \frac{5486}{1464} \times 100 : 5 = 74,94$$

The percentage optioned for the students' discipline in learning is 74,94%. It means that the level of the students' discipline in learning at the second year students of MTs Al-Huda Pekanbaru is categorized **“good”**. It is found in the level of percentage (60-79%).

## **2. Analysis of the Students' English Achievement Based on the Their Discipline**

To know the students' achievement in learning English, the writer uses technique analysis of qualitative description with percentage, the formula is as follows:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Total Number.

To interpret in which level of students' English achievement based on their discipline, the scale below is used:

76 – 100 is good

60 – 75 is enough

0 – 59 is bad ( Suharsimi Arikunto, 2002:313)

Based on the table above, the writer will present the score of each student's English achievement and their discipline that are categorized good, enough, and bad.

It can be seen as follow:

1. The categorized good

67.5,75,60,72.5,65,70,76.5,77.5,72.5,65,75,80,77.5,72.5,65,75,70,60,65,62.5,  
60,60,60,60,65,65,62.5,60,62.5,70,60,60,75,75,80,62.5,72.5,62.5,67.5

2. The categorized enough

70,60,62.5,65,70,82.5,72.5,62.5,75,75,60,72.5,62.5,60

3. The categorized bad

72.5,67.5,72.5,72.5,62.5,62.5,65,65,65,72.5,65,75,60,60,80,60,60,60,72.5,70,  
60,62.5

Then, the total of the three categories is:

$$1+2+3=N$$

$$2560+1012,5+1462,5=5035$$

Then, it is calculation to three:

$$5035 \times 3 = 15108(N)$$

$$(2560 \times 3) + (1012,5 \times 2) + (1462,5) = 11167,5(F)$$

As the result, the average percentage of category calculation above is:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11167,5}{15108} \times 100$$

$$P = 74$$

The total analysis on the students' achievement in percentage optioned for the students' discipline in learning English is 74%, it is found and the level of percentage (51-75%). It means the category of the students' achievement in leaning English at the second year students of MTs Al-Huda Pekanbaru is categorized “**enough**”.

### **3. The Analysis Correlation between Students' Discipline in Learning and Their English Achievement.**

To obtain correlation between students' discipline in learning and their English achievement, it will be arranged the score as follow:

**TABLE XXVI**  
**THE CATEGORIES OF STUDENTS' ENGLISH ACHIEVEMENT BASED ON**  
**THE STUDENTS' DISCIPLINE IN LEARNING AT THE SECOND YEAR**  
**STUDENTS OF MTs AL-HUDA PEKANBARU**

The scores of the students' English achievement Students' discipline in learning English														
Good					Enough					Bad				
67,5	75	60	72,2	65	70	60	62,5	65	70	72,5	67,5	72,5	72,5	62,5
70	67,5	77,5	72,5	65	82,5	72,5	62,5	75	75	62,5	65	65	65	72,5
75	80	77,5	72,5	65	60	72,5	62,5	62,5	60	65	75	60	60	80
70	60	65	62,5	60						60	60	60	72,5	70
60	60	60	65	65						60	62,5			
62,5	60	62,5	70	60										
60	75	75	80	62,5										
72,5	62,5	67,5												
X = 2560					X = 1012,5					X = 1462,5				
N = 38					N = 15					N = 22				
P = 0,51					P = 0,20					P = 0,29				
M = 67,36					M = 67,5					M = 66,47				

The get high ordinate that separates one category from others, it can be seen on the table of ordinate and z on normal curve. The high ordinate symbolized by "o".

From the table, we can know that:

Ordinate b :  $p = 0,51$  its ordinate is 0,39882

Ordinate c :  $p = 0,20$  its ordinate is 0,27996

Ordinate a :  $d = 0$

TABLE XXVII  
THE WORK WAY SERIAL CORRELATION

Categories	N	P	O	$(O_r - O_t)$	$(O_r - O_t)^2$	$\frac{(O_r - O_t)^2}{P}$	M	$(O_r - O_t)(M)$
Good	38	0,51	0,39882	+0,39882	0,1590574	0,3118773	67,36	+26,864515
Enough	15	0,20	0,27996	-0,11886	0,0141277	0,0706385	67,5	-8,02305
Bad	22	0,29		-0,27996	0,0783776	0,2702676	66,47	-18,6089412
	75	100				$\sum \frac{(O_r - O_t)^2}{P}$ =0,6527834		$\sum (O_r - O_t)(M)$ =0,2325238

In determining total Standard Deviation, the writer prepares a table of calculation Standard Deviation as follow:

TABLE XXVIII  
TABLE OF STANDARD DEVIATON CALCULATION

SCORE (X)	F	FX	FX <sup>2</sup>
82,5	1	82,5	6.806,25
80	3	240	19.200
77,5	2	155	12.012,5
75	7	525	39,375
72,5	11	797,5	57.181,75
70	6	420	29.400
67,5	4	270	18.225
65	11	715	46.475
Total	N=75	FX=5035	FX <sup>2</sup> =340.987,5

Then, the writer substituted into the formula of Standard Deviation below:

$$\begin{aligned}
 SD_{TOT} &= \sqrt{\frac{\sum Fx^2}{N} - \left(\frac{\sum Fx}{N}\right)^2} \\
 &= \sqrt{\frac{340.987,5}{75} - \left(\frac{5035}{75}\right)^2} \\
 &= \sqrt{4546,5 - (67,13)^2} \\
 &= \sqrt{4546,5 - 4506} \\
 &= \sqrt{40,5} \\
 SD_{TOT} &= 6,36
 \end{aligned}$$

After finding the result of the total standard deviation, we know that:

$$\sum \frac{(O_r - O_t)}{P} = 0,6527834$$

$$\sum (O_r - O_t)(M) = 0,2325238$$

$$SD_{tot} = 6,36$$

To find out serial correlation, the writer uses the formula:

$$\begin{aligned}
 r_{ser} &= \frac{\sum \{(O_r - O_t)(M)\}}{SD_{tot} \sum \left\{ \frac{(O_r - O_t)^2}{P} \right\}} \\
 &= \frac{0,2325238}{6,36(0,6527834)} \\
 &= \frac{0,2325238}{4,1517024} \\
 &= 0,056
 \end{aligned}$$

To determine the serial correlation, it will be analyzed by using formula “r”  
*chotomination* as follows:

$$\begin{aligned} r_{ch} &= r_{ser} \sqrt{\sum \frac{\{(O_r - O_i)^2\}}{P}} \\ &= 0,056 \sqrt{0,06527834} \\ &= 0,056 \cdot 0,80795 \\ &= 0,045 \end{aligned}$$

Because the  $r_{ch} = 0,045$  with category 3, so that correlation factor is 1.112, it is calculated with  $r_{ch} = 0,045$  the result is  $0,045 \times 1.112 = 0,05$ . Then, it should be interpreted by using the table critic of “r” product moment df (degree of freedom).

Based on the table of product moment:

$$\begin{aligned} df &= N - r \\ &= 75 - 2 \\ &= 73 \end{aligned}$$

Based on the table critic of “r” product moment where  $df = 73$  is 70 the level as follows:

1. A significant standard at 5%
2. A significant standard at 1%

So, the score obtained is smaller than “r” table whether in level 5% = 0,232 or in level 1% = 0,302. It can be formulated that  $0,232 > 0,05 < 0,302$ . From this valve the alternative hypothesis ( $H_a$ ) is rejected and null ( $H_o$ ) is accepted. It means that, there

is no a significant correlation between students' discipline in learning and students' English achievement at the second year students of MTs Al-Huda Pekanbaru.

#### **4. What are factors that influence students' discipline in learning English at the second year of MTs Al-Huda Pekanbaru?**

Students' discipline in learning English is strongly influenced by many factors. It means that there are some dominant factors influencing the students' discipline, one of them is individual factors.

The factors can be interpreted as follow:

If the total percentage  $> 50\%$  = the factors is influential.

If the total percentage  $< 50\%$  = the factors isn't influential.

a. The first factors influencing students' discipline is the students use uniform of school. The total number is 375 and the percentage is 100%.

b. The second factors influencing students' discipline is the students never get out when the English lesson directly. The total number is 331 and the percentage is 88,26%.

c. The third factors influencing students' discipline is the students always attend every English lesson. The total number is 330 and the percentage is 88%.

d. The fourth factors influencing students' discipline is the students enter to the class before the lesson begins. The total number is 301 and the percentage is 80%.

e. The fifth factors influencing students' discipline is the students permit to the teacher when the lesson still studying. The total number is 279 and the percentage is 74%.

f. The sixth factors influencing students' discipline is the students never broke down the tools of school. The total number is 268 and the percentage is 71,47%.

g. The seventh factors influencing students' discipline is the students give more attention in English lesson. The total number is 264 and the percentage is 70,4%.

h. The eighth factors influencing students' discipline is the students sometimes paste their friend answer. The total number is 250 and the percentage is 66,66%.

i. The ninth factors influencing students' discipline is the students do the task which the teacher given. The total number is 245 and the percentage is 65,33%.

j. The tenth factors influencing students' discipline is the students do exercise with their appropriately ability. The total number is 242 and the percentage is 64,53%.

k. The eleventh factors influencing students' discipline is the students sent letter which known by their parent when they are sick. The total number is 239 and the percentage is 63,73%.

l. The twelfth factors influencing students' discipline is the students motivate by their parent to learning English. The total number is 229 and the percentage is 61,06%.

m. The thirteenth factors influencing students' discipline is the students write English material and do homework at home. The total number is 227 and the percentage is 60,53%

n. The fourteenth factors influencing students' discipline is the students permit to the teacher when they come late to school. The total number is 212 and the percentage is 56,5%

o. The fifteenth factors influencing students' discipline is the students bring dictionary every English lesson and ask the teacher when do not understand the lesson. The total number is 203 and the percentage is 54,13%

p. The sixteenth factors influencing students' discipline is the students review the English lesson at home. The total number is 191 and the percentage is 50,93%

q. The seventeenth factors influencing students' discipline is the students use English actively in the class. But, it is not influential because total number is 131 and the percentage is 34,93%.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data presentation and analysis in the previous chapter, it can be concluded that there is a no significant correlation between students' discipline in learning and students' English achievement at the second year students of MTs Al-Huda Pekanbaru. The alternative hypothesis ( $H_a$ ) is rejected and null ( $H_0$ ) is accepted.

From the result of questioners, the writer can conclude that the influencing factor of students' discipline in learning are; students' motivation, intelligence, attitude, interest, talent, teacher, school, curriculum, and environment. While, the influencing factor of students' achievement are; internal factor (health condition, intelligent, attention, interest, talent and motive) and external factor (environment factor, teacher method, school factor, curriculum, and media).

#### **B. Suggestion**

In line with the finding of the research, the writer would like to give suggestion for:

##### **1. Suggestion for Head Master**

1. The Head Master should control the teaching and learning process to create an environment conducive to learning and discipline to get a good result of it.

2. The Head Master as a head of institution should prepare the equipment or facilities that can support students in teaching and learning process

## **2. Suggestion for Teachers**

1. The teacher as a controller should control all of the students attitude at school, supports all of the rules that given by school.
2. The teacher should motivate students more active in teaching and learning process.
3. The teacher should can make the students more interested and discipline in following the lesson.

## **3. Suggestion for Homeroom Teacher**

1. The homeroom teacher is students' parent at school, so they should give attention to their students.
2. The homeroom teacher should ask the students about their difficulties in learning and give the solution of the problem.

## **4. Suggestion for Parent**

1. Parents must motivate their child to learn more seriously, especially in English lesson because English is foreign language and difficult to learn.
2. Parents should support their child to study hard and facilitate their child, such as buy some book and dictionary.
3. Parents must control their child disciplines in attending the class.
4. Parents must give more attention to their child educates.

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## **LIST OF APPENDIXES**

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**APPENDIXES II** : Recapitulation of Students' English achievement

**APPENDIXES III** : The questionnaire of semester test.

## APPENDIX I

### QUESTIONNAIRES

Angket ini semata-mata bertujuan untuk penelitian ilmiah, pengisian terhadap angket ini tidak mempengaruhi nilai anda. Diharapkan kesediaan anda untuk mengisi angket ini dengan jujur dan benar. Atas kesedian anda untuk mengisi angket ini saya ucapkan terima kasih.

#### Petunjuk:

Isilah dengan memberi tanda silang (x) pada jawaban A,B,C,D atau E yang sesuai dengan keadaan anda sebagai siswa.

Nama :

Kelas :

Jenis kelamin :

Umur :

#### Pertanyaan.

1. I use uniform of school.

- a. Always                      b. Often                      c. Sometimes                      d. Seldom                      e. Never

2. I brokedown the tools of school.

- a. Always                      b. Often                      c. Sometimes                      d. Seldom                      e. Never

3. When I sick, I sent letter which known by my parent.

- a. Always                      b. Often                      c. Sometimes                      d. Seldom                      e. Never

4. If I comelate come to the class, I ask permit to the teacher.

- a. Always            b. Often            c. Sometimes    d. Seldom        e. Never

5. I enter to the class before the lesson begin.

- a. Always            b. Often            c. Sometimes    d. Seldom        e. Never

6. I get out when the English lesson directly.

- a. Always            b. Often            c. Sometimes    d. Seldom        e. Never

7. I attend every English lesson.

- a. Always            b. Often            c. Sometimes    d. Seldom        e. Never

8. I bring dictionary every English lesson.

- a. Always            b. Often            c. Sometimes    d. Seldom        e. Never

9. I give more attention in English lesson.

- a. Always            b. Often            c. Sometimes    d. Seldom        e. Never

10. I permit to the teacher when the lesson still studying.

- a. Always            b. Often            c. Sometimes    d. Seldom        e. Never

11. When I do not understand the lesson, I ask to the reacher.

- a. Always            b. Often            c. Sometimes    d. Seldom        e. Never

12. I use English actively in the class.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

13. I have motivation to learn English.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

14. I do the task at school.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

15. I do the assignment with my appropriately ability.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

16. When I get the difficulties in doing the task, I paste my friend answer.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

17. I write English material.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

I permit to the teacher when the lesson still studying.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

18. I do homework at home.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

19. I review my English lesson at home.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

20. My parent motivate me to learn English.

- a. Always                  b. Often                  c. Sometimes          d. Seldom                  e. Never

## APPENDIX II

### RECAPITULATION OF STUDENTS' ENGLISH ACHIEVEMENT

Student 1	70
Student 2	60
Student 3	62,5
Student 4	65
Student 5	70
Student 6	82,5
Student 7	72,5
Student 8	62,5
Student 9	75
Student 10	75
Student 11	60
Student 12	72,5
Student 13	62,5
Student 14	62,5
Student 15	60
Student 16	67,5
Student 17	62,5
Student 18	72,5
Student 19	62,5
Student 20	80

Student 21	75
Student 22	75
Student 23	67,5
Student 24	75
Student 25	60
Student 26	72,5
Student 27	65
Student 28	70
Student 29	67,5
Student 30	77,5
Student 31	72,5
Student 32	65
Student 33	75
Student 34	80
Student 35	77,5
Student 36	72,5
Student 37	65
Student 38	70
Student 39	60
Student 40	65
Student 41	62,5
Student 42	60
Student 43	60

Student 44	60
Student 45	60
Student 46	65
Student 47	65
Student 48	62,5
Student 49	60
Student 50	62,5
Student 51	70
Student 52	60
Student 53	60

Student 54	72,5
Student 55	67,5
Student 56	72,5
Student 57	72,5
Student 58	62,5
Student 59	62,5
Student 60	65
Student 61	65
Student 62	65
Student 63	72,5
Student 64	65
Student 65	75
Student 66	60
Student 67	60
Student 68	80
Student 69	60
Student 70	60
Student 71	60
Student 72	72,5
Student 73	70
Student 74	60
Student 75	62,5

### APPENDIX III

Perhatian:

- a) Semua jawaban dikerjakan pada lembar jawaban yang telah disediakan
  - b) Tuliskan nama dan nomor ujian sesuai dengan petunjuk pengisian pada lembar jawaban computer (LJK)
  - c) Gunakan waktu sebaik-baiknya
- I. Pilihlah jawaban A, B, C, dan D sesuai dengan bunyi pernyataan sebelumnya dari tiap nomor berikut dengan cara menghitamkan bulatan yang menurut anda benar pada lembar jawaban komputer (LJK).

1. Fitri : "Hi, Elvi ! How are things?"

Elvi : Not too bad, thank. And you ?"

Fitri : " \_\_\_\_\_"

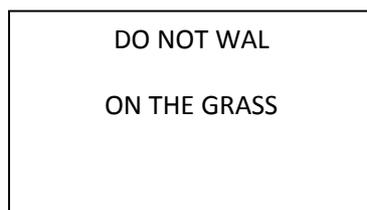
- a. You are welcome                      b. Fine, thanks                      c. That's okay                      d. How do you do

2. The Shopkeeper : \_\_\_\_\_ to try the shoes on ?

Mrs. Marzuki : No, thank you. I can do it my self.

- a. Can you help me                      c. May I help you  
b. Would you like to help me                      d. Do you mind helping me

3. This notice is usually found in the recreation park



What does it mean ?

- a. The grass is for the visitors to walk the grass
- b. The visitors are not allowed to step on the grass
- c. The visitors may step on the grass
- d. People can tread on the grass

4.

Fasten your seatbelt While seated
--------------------------------------

Where do you usually find this instruction ?

- a. In the truck
- b. In the bus
- c. In the ship
- d. In the plane

5. Question 5-7 refer to the following text

Reading is good hobby. We can get knowledge by reading. We know what is happening in the world after reading. We can also get pleasure if we read funny story or relax column. People whose hobby is spending their spare time to read, their room usually are full of books, magazine and newspapers. They are willing to spend their money to buy them.

Newspaper is one of reading material that we often read. It is published weekly or daily. There are two kinds of daily newspaper, namely morning newspaper and evening one. Newspaper contains complete news and article on politic, economy, law, health, art and culture, agriculture, crime and the world news. We can also find announcement, advertisement, and gossip in it. People commonly read the headline first, then they read their favorite article.

- a. Reading newspaper  
b. Reading is good hobby
- c. Reading announcement  
d. Reading advertisement
6. What is the main idea of the second paragraph ?
- a. Newspaper is one of reading materials  
b. There are two kinds of daily newspaper newspaper
- c. Favorite article  
d. Morning and evening
7. The word "daily" means ....
- a. once week  
every morning
- b. twice week
- c. everyday
- d.
8. Ulfi : "Everything is now expensive".  
Nisa : "I \_\_\_\_\_ with you. Even for bus, plane, and ship ticket."
- a. agree  
b. come  
c. disagree  
d. go
9. Guide : "This puma bore a baby last mont but it died a week later".  
Tourist : "Oh, \_\_\_\_\_"
- a. I am sorry to hear that  
b. I am not sure about that
- c. No, I don't think so  
d. No, don't say that
10. " \_\_\_\_\_ kilograms of orange do you want to buy  
"I want to buy five kilograms."
- a. How many  
How far
- b. How price
- c. How much
- d.

11. Questions 11-12 refer to the following text

Dear Fahridhon,

Let's have fun at my birthday party. Please come to my house on Sunday, Tunc 6<sup>th</sup>, 2009 at 7 p.m. I won't be happy without your coming.

Best regards,

Fionanda

Where will the party be held ?

- a. Fahridhon's house
- b. Fionanda's house
- c. My house
- d. Fahridhon and Fionanda's house

12. When will the party be held ?

- a. In the morning
- b. In the afternoon
- c. In the evening
- d. Midnight

13. Nazirotnun : Hello

Nurzain : Hi, Nazirotnun, this is Nurzain. Do you feel like going to a movie this evening?

Nazirotnun : That sounds great, Nurzain. I haven't been to a movie for a long time

The underlined utterance expresses \_\_\_\_\_

- a. Intention
- b. Permission
- c. invitation
- d. Persuasion

14. Lidya : "What's your father's name

*Tria* : " \_\_\_\_\_ name is Amrullah."

- a. My
- b. Your
- c. Her
- d. His

15. Read the text and answer questions 15 to 18 !

Once upon a time, there was a king who was very powerful and rich. But he was always unhappy, because he felt ill all the time. No doctors knew how to cure him, nor did any medicine do him good.

One day, he called all his wise men to his palace and asked them what to do. "There is only one way," said a very old man. "If you can find a happy man, take his shirt and wear it, you will be soon cured."

So, the king sent his men to search for all the happy men. They traveled all over the country, but they could not find one. There was no body who was completely satisfied. If a man was rich and healthy, he had a bad wife. Everybody had something to complain of.

The men were very tired of their long search, and did not know when to go home. Just as they were worrying about that, they saw a poor workman who was singing merrily while he was at work.

"Are you happy?" they asked the man. "Yes, I am as happy as a lark," answered the man. "Give us your shirt," said the men. "We'll give you as much money as you need."

"Alas!" cried the workman, "My shirt is dirty."

16. Why was the king always unhappy ?

- a. He was not powerful anymore
- b. He got sick all the time
- c. His men in a palace is greedy
- d. There were no good doctors

17. What did the king do to be happy ?

- a. He went to a very special doctor poor
- b. He wore a happy workman's shirt everyone
- c. He shared his wealth to the
- d. He gave his money to

18. What can you learn from the story ?

- a. it teaches us to be generous to the poor difficulty
- b. looking for a good doctor is not easy important
- c. money can solve our
- d. standing on our own feet is

19. Harnim is the strongest boy in this school, \_\_\_\_\_ ?

- a. Is he
- b. Isn't he
- c. Does he
- d. Doesn't he

20. Yoyok didn't go to school yesterday, and \_\_\_\_\_

- a. so I didn't
- b. nor I didn't
- c. I didn't too
- d. I didn't either

21. Read the text and answer questions 21 and 22 !

#### ANNOUNCEMENT

In the frame work of "Agustusan", all the teachers and administration staffs of SMP Yahoo are required to join some interesting programs together with our students to celebrate our national independence day. The programs will be held on 14 to 16 of August, started from 8 a.m. until 2 p.m. for registration and detail information. please contact Mr. Nazaruddin. the coordinator of program m

The announcement is for

- a. staffs
- c. teachers, staffs and students

b. teachers  
22. How many days <sup>will</sup> "Agustusan" last?

d. teachers and staffs

a. 1

b. 2

c. 3

d. 4

23. Read the text below for questions no. 23 – 26!

Last week, I and my colleagues went to Bali for three days. We left Soekarno-Hatta airport for Bali by plane. It took one hour forty minute by Merpati airline.

On the first day, we visited SMP 1 Denpasar fora comparative study. After lunch we went by bus to Legian beach. There were had boat ride visiting "Penyu bay. We saw some big green turtle and some other animals there. In the afternoon we visited Garuda Wisnu Kencana complex in Jimbaran. We enjoyed the giant statue of Wisnu, one of the god in Hindhuism, and a giant bird statue Garuda.

The statue supposed to be taller than the Liberty **statue in** the US. Our first day was ended with dinner by the Jimbaran beach and enjoying the **sunset, then we** spent the night *at Fourteen Roses* hotel in Legian.

On the second day we had some shopping for souvenir to Sukowati traditional marked, visited Kedaton forest in Tabanan, and enjoyed sunset in Tanah Lot. On the way back to the hotel, we had our last dinner in Bali at a Sundanese restaurant.

The last day of our visit in Bali, we visited "Jogger", the Bali iconic T-shirt producer. I bought three T-shirt there then I enjoyed the morning walk at Kuta beach.

- a. They went to Bali by plane
- b. The writer had comparative
- c. The place the writer visited on day one
- d. The went shopping at Sukowati market

24. Where did the writer stay in Bali during his trip ?

- a. At Fourteen Roses Hotel
- b. At Kuta Beach Hotel
- c. At Legian Hotel
- d. At Jimbran Hotel

25. Which place did the writer not visit in Bali ?

- a. Legian beach
- b. Saner beach
- c. Kuta beach
- d. Jimbaran beach

26. What does the word "souvenir" mean ?

- a. reminder
- b. moment
- c. ceremony
- d. occasion

27. Rozi's grandfather is 64 years old

Didin's grandfather is 70 year-, old

Rozi's grandfather is ..... than Didin's grandfather

- a. older
- b. younger
- c. oldest
- d. youngest

28. For no. 28 - 29 are based on the following text

Pekanbaru, 15<sup>th</sup> June 2009

Dear Mr. Anton Morridas

I am writing this letter to let you know that I could not join your Art class tomorrow. I have to follow my parent to Central Java for visiting my grandma who is sick now. I will

be there for three days. Thank you very much for your attention.

Yor sincerely,

Nurhalima

What is the purpose of this letter ?

- a. Telling about Nurhalima's trip
- b. Asking for information
- c. Asking for permission
- d. Describing the activities

29. Who is likely Mr. Anton Morridas ?

- a. A friend or Nurhalima's
- b. Nurhalima's class teacher
- c. The school principal
- d. Nurhalima's art teacher

30. Number 30 - 32 will be based on the following text.

#### **How to Make Grape Cruz**

We need :

- 1 tablespoon of water lemon
- 2 tablespoon of water orange
- $\frac{1}{2}$  lemon, cut into small trigonal
- 75 gram fresh strawberry, cut into halves
- 100 gram apples, cut into small cubes
- 300 ml sweet soda drink, white color
- 500 ml grapes juice

Ice cubes

Decorating ingredient

- Fresh strawberry

*How to make it*

- Mix water lemon, water orange and lemon
- Input the ice cube
- Add cut of fresh strawberries and apples
- Pour soda drink, grapes juice. Serve them soon into four glasses

What is the purposes of this piece of writing ?

- a. To describe the kind of special drink
- b. To inform the readers about the drink the drink 'i
- c. Telling the ingredient of a drink
- d. Describing the way to make the drink 'i

31. Which one below is not needed in the text ?

- a. Raspberry
- b. Apples
- c. Water orange
- d. Water lemon

32. How to make it "The word 'it' refers to

- a. Grape Cruz
- b. Ingredient
- c. Fresh strawberry
- d. Water lemon

33. For number 33 and 33 and 34, choose the best options to complete the text !

One in a forest, there lived a cat and a rabbit. They .... (33) very good friend. One day when they were walking together through the forest, the cat found a loaf of cheese. A few minute later, the rabbit found a loaf of cheese too, but it is....(34) than that of the cat's. they were very pleased and agreed to share each other.

- a. were
- b. was
- c. are
- d. is

34. a. more big  
most big

- b. bigger
- c. the biggest
- d. the

35. The text for number 35 - 37

Sandra Bullock

Sandra Bullock used to be nominated "Best Actress" by MTVs Big Picture Viewers (1994 and 1995) and by US Magazine readers (1995). She was also "The best female Performance" and "Most Desirable Female" in Speed at the 1995 MTV Movie Award, one of the "50 Most Beautiful People in the World" by People Magazine, "Favorite Actress in a Motion, Picture" in While You Were Sleeping at the 1996 People's Choice Award. The achievements have still counted.

Eka : What is Sandra Bullock ?

Diana : She

- a. is a singer                      b. is an actress                      c. is a hair stylist                      d. has personal assistants

36. Why is she has high self-confidence.?

- a. Because she is an actress and goodnest                      c. Because she knows her weakness  
b. Because she is a beautiful woman                      d. Because she has powerful

37. The teacher Do you want to be someone ?

The student

- a. Yes, you do                      b. No, we don't                      c. Yes, we do                      d. No, I don't

38. I must finish this report \_\_\_\_\_ the deadline

- a. Before                      b. After                      c. When                      d. Although

39. Arrange these words into a good notice!

Here - please - purchases - your - place

1                      2                      3                      4                      5

- a. 3-4-5-1-2                      c. 2-5-4-3-1  
b. 5-4-2-3-1                      d. 4-3-2-1-5

40. Arrange the jumble sentences into good paragraph !

1. He lives in a small village as a farmer
2. Because I like to see farmers working in the rice field
3. I have an uncle, his name is Mr. Sanusi



The text above is a kind of

45. Arrange the following sentences into a good paragraph !

1. After that fold the bottom over the back
2. Then fold the top to the back
3. Finally draw the dog's face
4. First fold paper into a triangle
5. Second fold corners down diagonally