



**THE CORRELATION OF STUDENTS' ATTITUDE AND
STUDENTS' ENGLISH ACHIEVEMENT
AT GRADE VIII SMP NEGERI 9
PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for Graduate Degree of
Islamic Education (S.Pd.I) in English*

Written By:

DESI HARDIANI HARAHAP
Reg. No. 11 340 0006

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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Item : 7 (seven) exemplars
In -

Padangsidempuan, 12 November 2015
To :
Dean Tarbiyah and teaching training faculty
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **DESI HARDIANI HRP**, entitled "*The Correlation of Students' Attitude and Students' English Achievement at Grade VIII SMP Negeri 9 Padangsidempuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.
Thank you.

Wassalamu'alaikum Wr. Wb.

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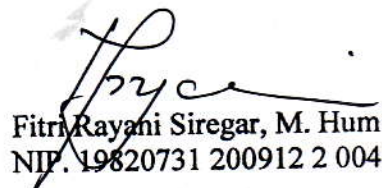
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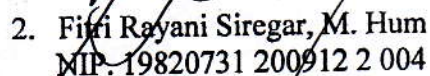


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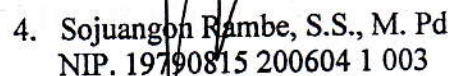
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ABSTRACT

This research discussed about the Correlation Students' Attitude and Students' English Achievement at Grade VIII SMP N 9 Padangsidimpuan. The problems in this research were the internal and external factors, and the students had bad attitude. It was the effect of globalization like the students' don't like English, sour face when study English and students English achievement was low based on the DKN.

The purpose of this research was to prove the correlation of students' attitude and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. So, in this research the researcher proved the attitude and students' English Achievement.

This research was done by using quantitative research. The total of population from this research 240 students grade VIII SMP N 9 Padangsidimpuan. Then, the sample of the research were 50. It was taken by stratified random sampling. It was taken from 48% of the population. To get the data the researcher used questionnaire and test, to find out the correlation of students' attitude and students' English achievement at Grade VIII SMP Negeri 9 Padangsidimpuan. To analyze the data, the researcher used Product Moment formula.

Based on the result of the research, researcher showed the description of the data was found that, the result of were r_{count} was 0.441, while the value of the r_{table} in Pearson Product Moment formulated on the degree of freedom $df = N - 2 = 50 - 2 = 48$. So, df of 48 on 5% significant was 0.284. It showed r_{count} was higher than r_{table} on $0.441 > 0.284$, it was mean that there was correlation of students' attitude and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. It has enough correlation and it was mean that the hypothesis alternative was accepted.

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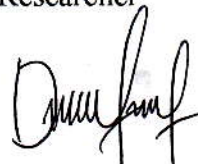
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Padangsidimpuan, 02 November 2015
Researcher



DESI HARDIANI HRP
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Expand skill of people relate on their attitude. On limit of each qualification, how far the people do the best of work on life have many variations based on attitude. The people must had the passion, intend for work, and good attitude on life, so that the work can do the best. The passion were work high, intend for work, and good attitude can make the people get the maximal result, otherwise the passion of the result of work low, lazy for work, and bad attitude can get low result. So, the attitude was very important on life for more attention.

Study was there change of behavior on his/ her self, like cognitive, psicomotor, and afective. Based on theory of behavioristic learning, study was a process change of behavior as caused between interaction, stimulation, and responses. Study was also the effort to create correlation of stimulation and response. So, the behavioristic learning is the process change of behavior on his/her self to act on stimulation and responses on thier activities.

According to Thorndike in Evelina and Hartati Nara states that “belajar adalah asosiasi antara kesan panca indra dengan stimulus untuk bertindak. Dengan kata lain, belajar adalah pembentukan hubungan antara stimulus dan

respons, antara aksi dan reaksi”¹. Study is processinteraction of stimulation and responses and study can do to try something to act (trial and error).Theory of learning Thordike can say “connectionisme”. Based on explantionthe researcher conclude that study was processinteraction to create stimulation and responses as many as.

In educational psychology, the learning process do efficiently and effectively to achieve the best and maximal result. It was one of the objective of the teacher in educational. System of National Education that students was a member of society which effort expand skill by learning process, that availabe on levels and kinds of education. On design of learning, the student according to psychology must give more attention based on situation and condition.

Many researchers had found the factorthatrelated of students’ achievement. The factor was method used of the teacher on learning process. Someteachers did not useappropriate method with the topic on learning and teacher have less knowledge about students’ attitude. The teacher must use the method appropriately based on topic. The teacher not only teaches students, but also mustpay attention and give motivation for students’, that the student like the lesson, follow the lesson well, and understood the topic of lesson. So that the students’ got good attitude, good achievement, and got high grade on their leaning process in class.

¹Evelina and Hartati Nara, *Teori Belajar dan Pembelajaran*, (Bogor: Ghalia Indonesia, 2011), p. 28

From the factors that had mentioned above, the researcher chooses the correlation of students attitude and students' English achievement at junior high school. This title have some backgrounds, they were:

First, last time the researcher pre-observation in SMP Negeri 9 Padangsidimpuan. The researcher had found some problems on English, the problems are many students have bad attitude, it was the effect of globalization. The students had negative attitude on learning English, such as students didn't like English, didn't have passion for studying English, they often don't do the home work or task from teacher, sour face when studying, and some students often absent when studying English in SMP Negeri 9 Padangsidimpuan.² The factors of students' attitude also come from out side of students, social environment, students' motivation, students' interest, family, and friends. So, the researcher wanted to solve it and found solution.

Second, students English achievement based on the result of report and final semester on DKN (Daftar Kumpulan Nilai) the students at grade VIII in English achievement in SMP N 9 Padangsidimpuan, the result of students based on class are at grade VIII-1 got the result 1=75, 11=76-80, 11= 81-85, at grade VIII-4 got the result 18=76-80 and 5=81-85, at grade VIII-8 the students got the

²Mr. Rambe, *English Teacher* at SMP Negeri 9 Padangsidimpuan, Private Interview, (April, 06 2015 at 09.00 a.m)

result 11=76-80 and 11=81-85, and at grade VIII-9 the students got the result 17=76-80 and 14=81-85 the total of students are 99.³

According to Anwar Bey in Mardianto says that “there are many factors that influences the successfulness of the learning, such as healthy, intelligence, talent, students’ interest, motivation, students’ strategy in learning, and condition family of students”.⁴It means were the internal and external factors in learning. The internal factors is talents, motivation, attitudes, intelligence, and condition family of student. The external factors were friends, family, environment, teacher, and teacher strategy in learning process.

In education, students begin study English on junior high school based on curriculum 2006. So, the researcher chooses the students of junior high school as sample in this reseach. The researcher had done the research “ The Correlation of Students’ Attitude and Students’ English Achievement in SMP Negeri 9 Padangsidimpuan”.

B. Identification of the Problems

Based on the background above, there were discrepancy of variables can influence students’ achievement. So, the problem in students’ according to this topic were:

³BukuDaftar Kumpulan Nilai (DKN) SMP Negeri 9 Padangsidimpuan, *Private Document*, (SMP Negeri 9 Padangsidimpuan: September 17th, 2015 at 11.30 a.m).

⁴Mardianto,*Psikologi Pendidikan Landasauntuk Pengembangan Strategi Pembelajaran*, (Medan: Perdana Publishing , 2012),p.41

1. Based on the background attitude was the internal factor come from the students' self such as attitude, students didn't like English subject, students didn't have passion for study English, they often didn't do the home work or task from teacher, sour face when studying, and some students often absent when studying English.
2. The external factors on successfulness of the learning English were students' motivation, students' attitude, teacher strategy in learning, students' interest, teacher, friend and environment.

C. Limitation of the Problems

Based on the identification of the problems above, many factors that influence students' English achievement. The researcher limit this research was the correlation students' attitude and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan 2015 academic year.

D. Formulation of Problem

The formulation of the problem "how was the correlation of students' attitude and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan?"

E. The Purpose of Research

The purpose of this research was examine correlation of students' attitude and students' English achievement at grade VIII on SMP N 9 Padangsidempuan.

F. Definition of Operational Variables

The terms used at grade VIII SMP Negeri 9 Padangsidempuan in 2015 in this research as follows:

1. Students' Attitude

a. Students

According to Hornby that, "student is a person who is studying at school or college".⁵ Then in Indonesian dictionary, "the student is a learner especially on the grade of elementary, junior, and senior high school".⁶

So, based on definitions above, the writer concludes that the students was a person is on grade of elementary, junior, and senior high school not only on formal educational institution but also on the informal educational. The students in this research was a person who studies at the VIII grade in State Junior High School 9 Padangsidempuan.

b. Attitude

Bruno in Muhibbin Syah says that "an attitude is tendency which relative decided to reaction with good or bad to people or thing".⁷ The principle an attitude can we said something students' tendency to reaction with certain way.

⁵Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), P. 1187.

⁶Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077

⁷Muhibbin Syah, *Psikologi Belajar*, (Jakarta: PT.RajaGrafindo Persada, 2003), p. 123

The other word, Krech and Crutchfield in Norbert Schwarz and Gerd Bohner states that “an attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspects of the individual world”.⁸ It is emphasized the enduring nature of attitudes and their close relationship to individuals' behavior.

So, students' attitude is tendency of students to reaction or responses something on learning process. The indicator of attitude were an affective, cognitive, and psychomotoric. The affective that mean how the students' attitude respon English on learning process, while the cognitive was the knowledge of students about English and students' achievement on English, and the psychomotoric that the students response on English learning process. It means the students do the task and the other activities in learning process.

2. English Achievement

Achievement was the skill got from the test and ability students to answer the test about the topics on English learning based on syllabus. Learning process can sign with the change of all attitude, such as aspect cognitive, affective and also psychomotoric.

The students' achievement could happen while process of change from simple to complete, like to solve the problem. Students' English

⁸Norbert Schwarz and Gerd Bohner, *Attitude and Construction*, (UK: Blackwell, 2001), p.2

achievement the effect of some factors, they were internal and external factors. Besides that the achievement of influence that are motivation, intelligence and attitude.

Students' English achievement on English learning means that the results of learning process by students in doing activities, ability to answer the test about topics on English learning based on syllabus at VII grade semesters I and II.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. each chapter consists of many sub chapters with detail as follow: in chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, definition of operational variable, and outline of the thesis.

In chapter two, it is consist of the theoretical description, which consists of sub chapters such as theoretical consists of description of attitude, and description English achievement. then, review of related findings, conceptual of framework, paradigm of the research and hypothesis.

In chapter three, it is consist of research methodology which consist of time and place of the research, research design, population and sample, instrument of collecting data, validity and reliability instrument, the result of try-out validity and reliability instrument, the techniques of data analysis.

In chapter four, it is the result of the research talking about the analysis of data. this chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consist of conclusion that is giving conclusion about the result of research and suggestion that given suggestion to students and teacher by researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Attitude

a. Definition of Attitude

An attitude was the important problem in psychology. Attitude was readiness or predisposition a people to response something or subject based on insituation.

While Montano and Kasprzykin Mohamad Jafre Zinol Abidin states that:

“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.”¹

Many experts give the definition of attitude. Cardnon says in Djaalis’ book, “an attitude entails an existing predisposition to response to social object which, in interaction to response to social object which, in interaction with situational and other dispositional variables, guides and directs the overt behavior of the individual.”²

According to Allport in Jeffrey Pickens’ book that “an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related”.³ Brown and Holtzman develop concept an attitude on learning with two components, Teacher Approval (TA) and Educational Acceptance (EA). Teacher

¹Dr. Mohamad Jafre Zinol Abidin. “*EFL Students’ Attitude towards Learning English Language: The Case of Libyan Secondary School Students*”. Asian Social Science vol 8, No 2. February 2012. P.121

²Djaali, *Psikologi Pendidikan* (Jakarta: Bumi Aksara, 2011), p.114

³Jeffrey Pickens, *Attitudes and Perceptions.*, p. 44

approval relationship with view of student to teachers; behavior of them in class and style of teaching. Then educational acceptance contains acceptance and refusal of student for the objective will to achieve; topic which made, practice, task, and the rule on school.⁴

So, the researcher conclude an attitude was tendency and readiness on individual about feelings, think, emotional, and individuals' behavior to response on interaction of relationship on like and avoid to something or object with feelings then create based experience.

According to, Heri Porwanto there are characters of attitude:

- 1) An attitude not bring when was born, but create and learn in long of development that correlate with object. This trait to different with character of biogenis motif like, hungry, thirsty, and needed to rest.
- 2) The trait can change because it can learn and change base on situation and conditions that easy individual trait.
- 3) An attitude not existing , but have correlate with an object. It is can create, learn, and change base on an object which can formulation clearly.
- 4) Object of an attitude is something item certain but it also collection of items.
- 5) An attitude have aspects of motivation and aspects of sense, and trait nature to different character, skills or knowledge who have people.⁵

b. Components of Attitude

Attitude aspect consists of three components that available in learning English.

These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism, and human humanism respectively.⁶ It means that in attitude concept of language learning there are three component like behavioral, cognitive and affective or emotional.

⁴*Ibid.*, p. 115

⁵Heri Purwanto, 1998 : 63, download from creasoft.files.wordpress.com access on Thursday 30 April 2015 at 11.30 wib.

⁶Dr. Mohamad Jafre Zinol Abidin. *Loc. Cit.*,

1) Behavioral Component

Behavioral aspect of attitude tell about respons of someone to the object in particular situation. Kara stated:

“Positive attitude lead to the exhibition of positive behaviors toward courses of study, with participants absorbing him selves in courses and striving to learn more, such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally”.⁷

The positive attitude on leaning will make the result high on learning process. The positive attitude on leaning have relationship with interest and motivation. Students’ attitude on learning that positive will active on learning process then got the best result. So, if learners had positive attitude automatically, they wanted to learn more and found the information to increse their skill.

Psikomotor or behavioral domain had the correlation of domain with skill or ability to act after a learner receiving experience of study. Psikomotor domain also correlated with achievement, it was to achieve skill manipulation involves muscle and phsyscal. Psikomotor contain six levels, they are: reflex response, basic fundamental movements, psycal abilities, perceptual obilities, skilled movements, nice and creactive responds (non-discursive communication).

- 1) Reflex response is the basic of all behaviors, responds to stimulus without aware.
- 2) Basic fundamental movementsthe respond appear without exercise but can refine with practice respond in type and guess.
- 3) Physical abilities the respond rise because helped of perceptual abilities.
- 4) Physical abilitiesthe respond more efficient, develop with understanding and study.
- 5) Skilled movement the responds can to control in level of respond, skilled, deft, adroit, do the difficult act and complex.

⁷*Ibid.*,

- 6) Nice and creative responds to communicate the feeling by responds aesthetic s and active.⁸

2) Cognitive Component

Cognitive aspect of attitude describes about beliefs of the learner to receive knowledge and understanding in the learning process. The cognitive attitude has four steps. There are connecting the previous knowledge and the new one creating new knowledge, checking new knowledge and applying the new knowledge in many situation.

The conclusion, the cognitive aspect that ones perception or concept about an object. The students believe that by enjoying the English taught, automatically it will increase their skills.

According to Benyamin S.Bloom stated of “taxonomi” for cognitive component. Taxonomi is the method for make the sequence of thought from base stage to more high activity of mental, six stages:

- 1) Knowledge is skills for memorizing, remembering, or repeating the information had given.
- 2) Comprehension is skills for interpretation or repeat the information by using own language.
- 3) Application is skills for using information, theory, and on new situation
- 4) Analysis is skills for disentangle of complex thought, and about the parts with it's correlation.
- 5) Synthesis is skills for collecting the same component use to create a pattern of new thought.
- 6) Evaluation is skills for make of thought based on criteria has decided.⁹

3) Affective or Emotional Component

Attitude can help learners to express their emotional in situation, and then learners can express like or dislike about the object. In otherwords, it is about feelings and emotion. Feng and Chen stated:“learning process is an emotional

⁸Zaifbio, 2009, Download from creasoft.files.wordpress.com. *ranah-penilaian-kognitif-afektif-dan-psikomotorik*. Access on Wednesday 27 May 2015 at 11.36 wib

⁹Djaali., *Ibid.*,p. 77

process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotion are yield".¹⁰

In other words, affective component is one of feeling for an object and emotions of learners influence their attitude on learning process.

So, positive attitude will help someone to increasing the object. Otherwise, the negative attitude means that the way to avoid, destroy, and give disadvantages to the object. An attitude includes three components: an affect (a feeling), cognition (a thought or belief), and behavioral (an action).

Affective domain is domain correlation with attitude and value. Affective domain contain include character of behavior such feeling, interest, attitude, emotion, and value. Some of experts says that attitude of a people can prediction of change of attitude, if a people have power of high cognitive level. The characteristic of affective achievement will appear in the learner on behavioral. Affective domain more detail on five levels, they are: receiving, responding, valuing, organization, and characterization by value or clue complex, the explanation in follow:

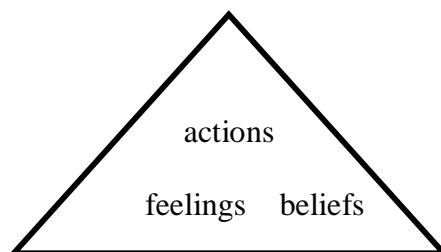
- 1) Receiving or attending is the sensitivity of a people on receiving stimulation from beyond come to her\his self in form problem, situation, an tendency, like consciousness and wish for receiving stimulation, controlling, and selecting the tendencies or stimulation come from out area. Receiving and attending often give definition as want for attention a activity or object. In this level the learner building so that they are ready to receive the value has tough for them.
- 2) Responding contain meaning "active of participation ". so, skill of responding is the skill had by a people for participation his/her self active on certain phenomenon and make reaction. This level more high from receiving.

¹⁰*Lo. Cit.,*

- 3) Valuing is give the value or appreciation to a activity or object, so that if the activity can not done, felt would brought regret. Valuing is affective level more high from receiving and responding. In learning process, the learner not only receiving the value has been tough but they have the skill to valuing concept or phenomenon, good or bad.
- 4) Organization is unite the different of value that creation new value universal bring general renovation. Organization form develop from value to system organization include a value correlate another value.
- 5) Characterization by value or clue complex mean the combination all system value has been had by a people the influence individualization and her/his behavior. Process internalization the value highest on hierarchy of value on system and influence his/her emotion. The value planted consistentlythe affective is the level highest, because pirutual attitude of learner had very wise.¹¹

So, in this level have system of value with control of behavior for long time, so create the characteristic “model of life” his/her permanent behavior, consistent, and can prediction.

The Indicators of Attitude



Alfred Adler (1870–1937) stated three indicators of attitudes.¹²

The conceptualization of attitude is the tripartite model Eagly & Chaiken, the tripartite model, an attitude is comprised of three correlated, but distinct components: affect(feelings), cognition (beliefs), and behavior (actions). Affective measures of attitude include self-report measures of feelings about attitude objects and physiological measures such as blood pressure and heart rate. Cognitive measures may include beliefs about attitude objects and judged evaluative favorability toward

¹¹Zaifbio,*Ibid.*,

¹²Jeffrey Pickens, *Attitude and Percetion*. P.45

attitude objects. Behavioral indices typically involve self-report measures of past behavior, and behavioral intentions.¹³

So, the tripartite models of components attitude is have relationship. The affective component is to measure the feeling about something or an abject, for example like, don't like, happy and sad. While the cognitive is to measure the perceptions about an object and students' beliefs to receive the knowledge and understanding in the learning process. Then, the behavioral is to know the students' response and students' activity to do something.

c. Measuring of Attitude

Attitude scales determine what an individual believes, perceives or feels about self, a variety of activities, institutions, and situations. A Likert scales asks participants to respond to a series of statements. Each response is associated with a point value and an individual's score is determined by summing the point values of each statement.¹⁴ There are two statements, positive and negative statement. The positive statement is called favorable, while the negative statement is called unfavorable.

The indicators of attitude were behavioral, cognitive, and affective. The behavioral attitude explain about respons to an object and the students' activity to do something, the cognitive was students' perception about object or something and students' belief to understand knowledge on learning process, and an affective about feeling of students and expressing like or dislike about something. The researcher

¹³Sally D. Farleyand Mark F. Stasson, *Relative Influences of Affect and Cognition on Behavior: Are Feelings or Beliefs More Related to Blood Donation Intentions?*(USA: Harrisburg)p.56

¹⁴L.R. Gay and Peter Airasian, *EducationalResearch Competencies for Analysis and Aplication*, (U.S.A: Prentice-Hall), p. 156.

measure of attitude by using questionnaire to know the students' attitude on students' English achievement. The researcher made the statement of questionnaires from behavioral, cognitive, and affective of measuring of attitude.

d. Correlation Component of Attitude with Achievement

One of the purpose national education built the skill critical thought, logical, systematic, objectively, honest, and discipline on solve the problem which need for life of society. The students' attitude influence of parents and peers' attitude contact with people who were different in any number of ways and interacting affective factors in human experiences. An attitude had three components, they were behavioral, cognitive, and affective component.

The behavioral component of an attitude involved the person's overt behavior directed toward a situation, an object, or person. It told about response the learner got the knowledge and understanding the topic in learning process. The students attitude could influence students' achievement.

In cognitive components of attitude explained about the way of someone got knowledge in learning process. The students perception to lesson had influence to their attitude. The students believe or perception that by enjoying the lesson, automatically it would improve their skill or ability and students achievement.

Affective component was one of feeling and expression for an object. The learners could feeling like or dislike the lesson or something. The learner like the lesson would made enjoying and motivating to improve skills and students achievement. The teacher must given the positive examples attitude to students.

So, components of attitude had correlate with students achievement. The effort to develop knowledge and technology, English was a important learning on system national education to use on learning process. There three components of attitude very important in education. The learner it was clear that affective and cognitive components wouldalso be followed by the positive behavioral component. The students' attitude of learning an object was perception whichfollowed by a tendency to an effort, as a their attitude of learning the object itself. The students enjoy follow the learning process, so the students achievement would improve in English aswell as possible.

e. Correlation of Attitude with English

According to Dornyei in ShrutiAgrawal and Ram Krishan Thakurstates that"attitude is as important as language aptitude for predicting the language achievement; he also confirms that positive attitudes towards the learning situation have consistently been associated with language achievement".¹⁵ The attitude will influence successfulness in learning English.

According to Gardner in Shruti Agrawal and Ram Krishan Thakur states that"positive attitudes towards the target language and its people and culture lead to better achievement in language learning".¹⁶ A student who does not like the native speakers of English or views his own culture superior to the English speaking culture, can walk into a foreign language classroom and quickly generalize his dislikes. He will dislike school, teacher, book, and homework. So, the students don't like English.

¹⁵Shruti Agrawal and Ram Krishan Thakur, *A Study of Attitude Measurement Approaches and Correlation between Learner Attitudes for Learning English Language*, (India: International Journal on Emerging Technologies 5(2): 69-72(2014)),p.72

¹⁶*Ibid.*,

2. Students' English Achievement

a. Defenition of Achievement

According to Hornby that, "achievement is gain or reach something by effort and get something done".¹⁷ Achievement was a skill or ability. So, achievement was ability and the result from something that had done.

According to Nana Sudjana, "achievement is the result of activites the someone and assessment or effort which have been by expressed something in the form of letter or number and can express reached result of someone activities".¹⁸

Students' English achievement in learning means that the results in learning process by students in doing activities like exercices and test. In this research, learning achievement was measurement of achievement in mastering English ability. In English there were four skills, they were receptive skills (listening and reading) and productive skills (speaking and writing).

b. The Skills of English Achievement

English achievement reached of someone and assessment from activities of students in English achievement. According to curriculum of English learning many subjects or materials are taught in English learning. Basically, there are four skills in English learning, they are listening, speaking, reading and writing.

The skills of English learning based on syllabus at grade VII semesters I and II on KTSP curriculum on 2014/2015 academic year:

English achievement is ability to answer the test and the result of students activity have done on learning process. According to sillabus of English learning

¹⁷A. S. Hornby.,*Ibid.*,p. 1344

¹⁸Nana Sudjana, *Pembinaan dan Pengembangan Kurikulum Disekolah*, (Bandung: Sinar Alge sindo, 1996),

there are many materials will teach the teacher in learning process. There are four skills in English, they are listening, speaking, reading, and writing.

1) Listening

Listening is to pay attention to someone or something in order to hear what is being said, sung, played.¹⁹ Listening was traditionally seen as a passive process by which the listener receives information sent by speaker.

The materials of listening are responding for the expressions for greeting to someone, order and prohibition, expressions for asking and giving, thank you, forgiveness, and respectful, instruction, list of things (shopping list), congratulation, and announcement, instruction, and an announcement, request and give service, thing, fact, requesting, giving opinion; feel of like and dislike; asking clarification respond with interpersonal. Short functional text are, instruction, list of thing, announcement, and congratulation.

Then the basic competence are responding the meaning on idea in oral short functional text very simple, accurately, fluent, and can receive for information with around area.

2) Speaking

Speaking is a skill in language to communicate with the people to give some information or ideas. According to Brown define "speaking is as a productive skill that can be directly and empirically observed".²⁰ It can be

¹⁹<http://www.merriam-webster.com/dictionary/listen>. Access on Thursday, 17 September 2015 at 14. 30a.m

²⁰H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*. (America: Longman, 2004), P.140

conclude that speaking is a productive skill to communicate the speech sound for expressing and conveying a messages, ideas, opinions, and information.

The material in speaking skills based on syllabus are expressing the speech act such: greeting to someone has know and yet; introduce self or another people; order and prohibition, asking and answering: asking and giving information say thank you, forgive, responding respectful, giving instruction, list of thing, congratulation, and an announcement.

To increase the students achievement there is the basic competence in based on syllabus; expressing the meaning on interpersonal and transactional conversation by using simple accurately, fluent, and an receive with around area to involve speech act: greeting to someone have know or yet, introduce self or another people; order, prohibition, asking and giving information; say thank you, forgive and respectful. Expression the meaning of idea on oral short functional text very simple, accurately, fluently and can receive for intercation with around area.

Last time the researcher pre-observation in SMP Negeri 9 Padangsidempuan. The researcher interview the English teacher about students speaking at grade VII. He said many students can not comunication using English. They don't self confidence to practice thier English skill. So, the studesnts skill on speaking must to increase.²¹

²¹Mrs.Revlita, *English Teacher* at SMP Negeri 9 Padangsidempuan, Private Interview, (April, 20 2015 at 11.00 a.m)

3) Reading

According to Hodgson, “reading is the process that has done and it is used by the readers to get the information”.²² Reading is a means of a language acquisition, of communication, and sharing information and ideas. The people do not know anything about something happens without reading. Reading also needed channel to obtain communication with the global community. In learning materials reading students SMP Negeri 9 Padangsidempuan at grade VII the students can reading when the teacher command for reading the text and the students can understanding the text.

Based on curriculum/syllabus the material on reading skill are instruction, list of thing, greeting card, and an announcement, Instruction, list of thing, greeting card, an announcement, descriptive, and procedure text.

While the basic competence of reading skill responding the meaning on written short functional text very simple, accurately, fluent, and can receive which related with near area and read aloud word, phrase, and sentences with pronunciation, stress, and intonation can receive with related with around area.

The students achivement is good based the interview with a teacher English. The student prefer reading than other writing, speaking, and listening of skills in English.²³

²²Henry Guntur Tarigan, *Membacasebagai suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1990), p.7.

²³Mrs.Revlita, *Ibid.*,

4) Writing

David Nunan says, that writing is clearly complex process, and component writing is frequently accepted as being the last language skill to be acquired.²⁴ The other word writing is the mental work of expressing ideas, opinions, thinking about how express them and organizing them into paragraphs or statements that will be clear to be a reader. Writing is one of the skill in English learning.

There are learning materials on writing skill based on the syllabus, they are write short functional text, announcement, shopping list, instruction, descriptive and procedure text. Then basic competences are expression meaning on written short functional text very simple and using many kinds of written language and expressing the step of rhetoric on written short functional text.

Based on interview a English teacher many students can not write paragraph in English. They are can not arrange the words based the form sentences in English.²⁵

c. The Factors of Influence English Achievement

According to Muhibbin Syah that, success or failure of someone in learning to be caused by some factors influence attainment of result learning. There are some factors influence achievement learn the on students.

- 1) Internal factors is the factors that come from students' selves.
 - a) Physical factors; bodies' tonus is the equipment of parts of body, eyes, and ears.
 - b) Psychological factors

²⁴David Nunan, *Practical English Teaching* (America: The Mc. Grow Hill Companies, 2003), p 91.

²⁵Mrs.Revlita, *Ibid.*,

- (1) Intelligence is psycho-physic ability to adapt with the environment rightly.
 - (2) Attitude is response tendency relatively to people or things positively or negatively.
 - (3) Interest is aspired to something.
 - (4) Talent is someones' potency to reach the successful in the future.
 - (5) Motivation is internal situation that motivate to do something.
- 2) External Factors is the factor that come from outside of students.
- a) Social environment is social condition of the students such as: family, teacher, Society, and friends.
 - b) Non social environment is the condition about students' environment such as school, house, tools, and nature.²⁶

Based on explanation above the researcher conclude that the factors of students' achievement were internal and external factors. The internal factor came from students' like physical and psychological factors. The external factors came from outside students like environment and human factors.

B. Review of Related Finding

There were some review of related findings towards thesis follows:

1. Azan Zuhri did research in this thesis: *The Correlation Between Learning Discipline and Students' Achievement in Learning English of VIII Grade Students SMP Negeri 1 Batang Toru*. Based on the result of this thesis, he conclude that there is a significant

²⁶Muhibbin Syah, *Pskilogi Belajar*, (Jakarta: Raja Grafindo, 2003)p.149-155.

correlation learning discipline and students' achievement grade VIII at SMP Negeri 1 Batng Toru.²⁷

2. Zahrona did research in this thesis: *The Correlation between Learning Motivation and English Achievement(A Study to the Grade VIII At SMP Negeri 3 Siabu)*. She concludes the result of the thesis there is significant correlation between and English achievement.²⁸
3. Rita Juliana Ritongadid research in this thesis: *The Correlation between Students' Motivation and Speaking Ability at Grade VII MTs N 2 Padangsidimpuan*. She concludes that the result of her thesis there is any significantly correlation between students' motivation and speaking ability at grade VII MTs N 2 Padangsidmpuan.²⁹

Based on this research the researcher conclude there was correlation between students' attitude and students' English achievement. What extent the correlation between both of variables.

C. Conceptual Framework

An attitude was definite how the student to reaction on situation in environment. An attitude correlated with an object, an object follow by feeling could be positive or negative. The students' attitude was the students readiness to response something on learning process.

Students' English Achievement was the result of students activity to answer the test based on the materials on English learning. The teacher had many important roles got

²⁷Azan Zuhri, *The Correlation Between Learning Discipline and Students' Achievement in Learning English of VIII Grade Students SMP Negeri 1 Batang Toru* (IAIN Padangsidimpuan: Padangsidimpuan, 2015),p.46

²⁸Zahrona, *did research in this thesis: The Correlation between Learning Motivation and English Achievement(A Study to the Grade VIII At SMP Negeri 3 Siabu)*. She concludes the result of the thesis there is significant correlation between and English achievement(IAIN Padangsidimpuan: Padangsidimpuan, 2014),p.50

²⁹Rita Juliana Ritonga, *The Correlation between Students' Motivation and Speaking Ability at Grade VII MTs N 2 Padangsidimpuan*. She concludes that the result of her thesis there is any significantly correlation between students' motivation and speaking ability at grade VII MTs N 2 Padangsidmpuan(IAIN Padangsidimpuan: Padangsidimpuan, 2015),p.46

successfulness of students got the knowledge, information, skill on students' achievement on English learning.

Attitude was very important for student on English learning. It was one of the factors influence students' achievement. So, the teacher must pay attention of students' attitude in school. The goals of teaching learning must be do the best with decision that had decided in the school to reach good students' achievement.

Based on explanation above it could be assumed that the students' attitude had correlation with students' achievement in English learning.

D. Paradigm of Research

L. R. Gray said that, "correlation research attempted whether, and to what degree a correlation exist between two or more variables. The correlation is quantitative measure of the degree of correspondence between two or more variables".³⁰ So, the correlation was the correlational between two or more variables. Correlation also discrepancy must happen with the fact.

The purpose of correlational research was to determine the relations among two or more variables. Data were gathered from multiple variables and correlational statistical techniques were then applied to the data.



The illustration the both of variables, students' attitude and students' English achievement.

³⁰L.R. and Peter Airasian, *Op.Cit.*, p. 12

Based on illustration above the researcher concluded that correlation is to determine the relationship between two or more variables. The researcher conclude that the students' attitude had the significant correlation of students' English achievement.

E. Hypothesis

Based on the formulation in the researchthe hyphotesis, there was correlation of students' attitude and students' English achievement at grade VIII on SMP Negeri 9 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of Research

The researcher conducted at SMP N 9 Padangsidimpuan that located on Jl. Merdeka Km 4.5 Padangsidimpuan. The subject of this research was the second grade of students in SMP Negeri 9 Padangsidimpuan. The schedule of this research was done from April 2015 up to November 2015.

B. The Research Design

The kind of this research was quantitative research with descriptive method. L. R. Gay said, "Quantitative method of research are based on the collection and analysis of numerical data, it is usually obtained from questionnaires, tests, checklist and other formal paper and pencil instruments".¹ The quantitative research by using statistical form got the result of the data.

According to Gay, "the descriptive method is useful for investigating a variety of educational problems and issues. Typical descriptive studies are concerned with the assessment of attitudes, opinions, preferences demographics, practices, and procedures".² The descriptive method was used to analyze the students' attitude at grade VIII SMP N 9 Padangsidimpuan.

¹L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (U.S.A: Prentice-Hall), p.8.

²*Ibid.*, p. 275.

C. Population and Sample

1. Population

Gray said that, “the population is the group of interest to the researcher would like the result of the study to be generalizable”.³The degree to which represents the population is the degree to which results for one are applicable to the other.

Based on explanation above, the population taken from at grade students VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8, and VIII-9, AND VIII-10 in SMP N 9 Padangsidimpuan. So, the researcher taken the class as population. There were 240 students in at VIII grade, it could see from the table follow:

Tabel I
The population of research

No.	Class	Gender		
		M	F	Total
1	VIII-1	10	13	23
2.	VIII-2	10	12	22
3.	VIII-3	12	13	25
4.	VIII-4	10	13	23
5.	VIII-5	9	12	21
6.	VIII-6	7	15	22
7.	VIII-7	12	13	25
8.	VIII-8	10	12	22
9.	VIII-9	15	17	32
10	VIII-10	13	12	25
Total of Population				240

³*Ibid.*, p. 122

2. Sample

According to Gay, "sample is comprises the individuals, items or events selected from a larger group referred to as a population and the purpose to gain information about the population using sample."⁴ In another word sample was part of population.

In this research, the researcher used stratified sampling as the sampling strategies. Gaysaid that, "stratified random sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in same proportion that they exist in the population".⁵

The researcher takes four classes. The researcher takes VIII-1 consists of 23 students, VIII-4 consists 23 students, VIII-8 consists 22 students and VIII-9 consists of 32 students. Therefore, total samples are 100 students. Before use stratified random sampling, the writer uses normality and homogeneity test, they are:⁶

a. Normality test

The function of normality test is to know whether the data of research is normal or not. The research is normal or not. The

⁴*Ibid.*,p. 121.

⁵*Ibid.*,p. 126.

⁶Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 85

researcher uses normality test with using *Chi-Quadrate* formula, as follow:⁷

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 =Chi-Quadrate

f_o =Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population

To calculate the result of Chi-Quadrate, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$.So, it can be concluded that data is distributed normal.

b. Homogeneity test

Homogeneity test is used to know whether two or more classes have the same variant or not. If both of classes are same, it is can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity

⁷Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada. 2005), p. 298.

test is to find out whether the data homogeny or not. It use Harley test, as follow:⁸

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

Hypothesis is rejected if $F_{count} \leq F_{table}$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0, 05) and dk numerator was (n_1-1) , while dk detominators is (n_2-1) .

So, the researcher identify the sample based on students' English achievement on the table as follow:

Tabel II
Sample of research

No.	Class	Gender			English Achievement			Sample	
		M	F	Total	Interval of value	M	F	M	F
1.	VIII-1	10	13	23	76 – 85	9	13	5	7
					66 – 75	1	0	0	0
					56 – 65	-	-	-	-
2.	VIII-4	10	13	23	76 – 85	10	13	5	7
					66 – 75	-	-	-	-
					56 – 65	-	-	-	-
3.	VIII-8	10	12	22	76 – 85	10	12	5	6
					66 – 75	-	-	-	-
					56 – 65	-	-	-	-
4.	VIII-9	15	17	32	76 – 85	17	14	9	7
					66 – 75	-	-	-	-
					56 – 65	-	-	-	-
Total of sample 50								23	27

⁸AgusIrianto. *StatistikKonsepDasardanAplikasinya*.(Padang: P2LPTK DepartemenPendidikan Nasional. 2003), p. 276.

Based on the tabel above the researcher that used stratified random sampling. The researcher take 48% from population. The researcher got the sample based stratified students' English achievement at grade VIII-1, VIII-4, VIII-8, and VIII-9. So, the total of sample in this research are 50. The researcher chooses this class because this class had complete data of stratify value students' English achievement.

D. Instruments of Collecting Data

In collecting the data of this research, the researcher used two instruments. They were questionnaires and test.

1. Questionnaire

Gay said that, "the questionnaire is use to get information about the students' attitude. The questionnaire will be attractive brief and essay test to fill out. Many types of items are commonly used in questionnaires".⁹The researcher used Likert Scale in this research. The researcher made the indicators of attitude on the table follow:

Tabel III
Indicators of the Students' Attitude (Variable X)

No.	Indicators	Sub Indicators	Number of items	Total
1.	The behavioral	1. The students respond the object in particular situation.	1, 4, 5, 9, 11,12, 14, 15, 19.	9

⁹*Ibid.*,p. 282.

		2. The students' activity to do something.	2, 3, 6, 7, 8, 10, 13, 16,17, 18.	10
2.	The cognitive	1. The students' perception or concept about an object	20,21,24, 25, 26,29, 31, 34.	8
		2. The students' beliefs to receive knowledge and understanding in the learning process	22,23,27, 28,30,32, 33	7
3.	The affective	1. The students feeling for an object	37,39,41, 43,44,45, 46,47,	8
		2. The students express like or dislike about the object.	35,36,38, 40,42, 48, 49, 50	8
Total				50

The researcher used questionnaire to collecting the data. The researcher gave the questionnaires to students, then analyze the result of the questionnaire has fill of students.

2. Test

The researcher used test to know students' English achievement. Brown said, "testa method of measuring a person's ability; knowledge or performance in a given domain".¹⁰ Test was the way to know the knowledge and students ability in English. Test could evaluate the students' achievement in learning process.

¹⁰H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (San Francisco: Longman, 2004), p. 3.

English achievement was ability to answer the test and the result of students activity had done on learning process. Based on sillabus of English learning there were many materials will teach the teacher in learning process. There were four skills in English, they were listening, speaking, reading, and writing. The researcher make the test just on three skills speaking, reading, and writing, because the listening need more understanding and long time to test it.

a. Speaking

Speaking was a skill in language to communicate wirh the people to give some information or ideas. According to Brown (2004:140) define “speaking is as a productive skill that can be directly and empirically observed”.¹¹ It could be concluded that speaking was a productive skill to communicate the speech sound for expressing and conveying a messages, ideas, opnions, and information.

b. Reading

According to Hodgson, “reading is the process that has done and it is used by the readers to get the information”.¹² Reading was a means of a language acquisition, of communication, and sharing information and ideas. The people did not know anything about

¹¹H. Douglos Brown, *Language Assesment: Principle and Classroom Practices*. (America: Longman, 204),.P.140

¹²Henry Guntur Tarigan, *Membacasebagai suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1990),p.7.

something happens without reading. Reading also needed channel to obtain communication with the global community.

c. Writing

David Nunan said that, “writing is clearly complex process, and component writing is frequently accepted as being the last language skill to be acquired”.¹³ The other word writing was the mental work of expressing ideas, opinions, thinking about how express them and organizing them into paragraphs or statements that will be clear to be a reader. Writing was one of the skill in English learning.

The researcher made the test in form multiple choice based on indicator on sillabus at grade VII semester I and II for Junior High School. The materials of test on the table as follow:

Table IV
The try-out of test validity (Y)

No.	English skill	Indicator	Number of item	Total
1.	Speaking	1. Greeting	1, 2, 3, 5, 7, 8	6
		2. Prohibition	9, 10, 12, 13	4
		3. Instruction	4, 11, 14, 15, 16, 17	6
		4. Asking and giving information, fact, opinion	5, 18, 19, 20, 21, 30, 34	7
		5. Thank you, forgive and respectful	22, 23, 24, 25, 31	5

¹³David Nunan, *Practical English Teaching* (America: The Mc. Grow Hill Companies, 2003), p 91.

		6. Clarification	26, 27, 28	3
		7. Expressing like dislike	29, 32, 33	3
		8. Congratulation	35, 36, 37	3
		9. Announcement	38, 39, 40	3
		10. Shopping list	41, 42, 43	3
2.	Reading	1. Prohibition	44, 45, 46	3
		2. Instruction	47, 48, 49, 50, 51	5
		3. Congratulation	52, 53, 54, 75	4
		4. Announcement	55, 56, 57, 58, 59, 60	6
		5. Shopping list	61, 62, 63, 64, 65, 66	6
		6. Procedure text	67, 68, 69, 70	4
		7. Descriptive text	71, 72, 73, 74	4
3.	Writing	1. Descriptive text	1	1
		2. Mention things(vocabulary)	2	1
		3. Arranged the words about instruction	3	1
		4. Greeting card and congratulation	4	1
Total				75

The researcher gave the test for students' English achievement, it was designed to provide information about the learner had been taught in class. The researcher made the test in form 51 items multiple choice and 4 items essay test based on indicators in

sillabusSMP/MTs. The score every item the test was 2. If the item true got the score was 2 then, if the item false the got score was 0.

E. Validity and Reliability Instrument

1. Validity

AnasSudijono stated that, “validity is a characteristic of the good test. To get the validity of an instrumentcan be used two ways, totality of the test validity and item validity. Item validity is a part of the test as a totality to measure the questionnaire by items”.¹⁴In this research, the researcher used item validity got the validity of instrumentation.

2. Reliability

Then, theinstrument of the research must be reliable. Brown said that, “a reliable test is consistent and dependable”.¹⁵The reliable of the instrument to show the real of instrument to measure the questionnaire and test.

To examine content of questionnaire and test by using criteria validity.Thegotitem validity of questionnaire and test the researcher analyzed by *Product Moment* formula version Pearson.Then, the reliable of instrument the researcher uses *Cronbach Alpha* formula.

To examine the validity and reliable of instrument would done towards questionnaire for attitude and English achievement for test. The

¹⁴Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada, 2005)p. 163.

¹⁵H. Douglas Brown. *Op. Cit.*, p. 21.

researcher used the SPSS program to examine the validity and reliability of instrument.

The researcher given the questionnaire and test to try out for students in the same grade with the sample but different school. The sample use to get the data of questionnaire and test validity from Mts. YPKS Padangsidempuan and my neighbor with the same grade with the sample.

F. The Result Try-out Validity and Reliability Instruments

1. The result of try-out questionnaire

The researcher got the data of questionnaire of about attitude from 50 respondent of students. the result of validity of questionnaire by 50 items, there were 25 items were valid and 25 items were invalid. So, the researcher used 25 items as instrument in this research. The calculation how to get the data it could be seen on appendix 2 and 3.

Table V
The Result Try out of Questionnaire Validity

No.	Indicators	Sub Indicators	Number of items	Total
1.	The behavioral	3. The students respond the object in particular situation.	11, 14	2
		4. The students' activity to do something.	2,7,10, 13, 16	5
2.	The cognitive	3. The students' perception or concept about an object	21,24,25, 31,34	5

		4. The students' beliefs to receive knowledge and understanding in the learning process	23,27,28,30,32,33	6
3.	The affective	3. The students feeling for an object	39,43,44,45,46,47,	6
		2. The students express like or dislike about the object.	48, 49, 50	3
Total				25

The reliability of instrument was to know the good character items of questionnaire to use as instrument got the data. Based on the significant level 5% (0.05) with $df = N - 2 = 50 - 2 = 48$. So, df was 48 on r_{table} was 0.0.284 and $r_{count} = 0.696$, cause $r_{count} > r_{table}$ ($0.696 > 0.284$). So, the questionnaire was reliable, then it could used as instrument to collecting data.

2. Result of try-out test

The researcher got the test validity from 50 respondents of students got the data of English achievement on the same grade but different school with the sample. The researcher given the test to students, they could answer on two hours. The form of the test were 75 items multiple choice. The result of try out test validity as follow:

Table VI
The Result of Try out Test Validity (Y)

No.	English skill	Indicator	Number of item	Total
1.	Speaking	1. Greeting	6, 7, 8	3
		2. Prohibition	9, 12, 13	3
		3. Instruction	4,15, 17	3
		4. Asking and giving information, fact, opinion	19, 20, 21	3
		5. Thank you, forgive and respectful	22, 24, 25	3
		6. Clarification	26, 27, 28	3
		7. Expressing like dislike	29, 32, 33	3
		8. Congratulation	35, 36, 37	3
		9. Announcement	38, 39, 40	3
		10. Shopping list	41, 42, 43	3
2.	Reading	1. Prohibition	44, 45, 46	3
		2. Instruction	47, 48, 49	3
		3. Congratulation	52, 53, 54	3
		4. Announcement	55, 56, 60	3
		5. Shopping list	61, 62, 63	3
		6. Procedure text	67, 68, 69	3
		7. Descriptive text	71, 72,74	3
3.	Writing	1. Descriptive text	1	1
		2. Mention things(vocabulary)	2	1
		3. Arranged the words about instruction	3	1
		4. Greeting card and congratulation	4	1
Total				51

From the table could concluded the result of test that 51 was valid and 24 was not valid. There were 51 items multiple choice were valid. The researcher used the test were 51 items multiple choice and 4 items essay test.

The test for writing, the researcher divides the score into five criteria which the score of point content, organization, language use, vocabulary, and mechanic. There are five aspect are differently use (30 point) to content, (20 point) to organization, (20 point) to vocabulary, (25 point) to language use, and (5 point) to mechanic. So, the total maximal of writing score is 100.¹⁶

Therefore, the writer uses those scores to count student's writing ability. It will be presented about the score of criteria as follow:

1. Content
 - a. 30-27: EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.
 - b. 26-22: GOOD TO AVERAGE: Some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.
 - c. 21-17: FAIR TO POOR: limited knowledge of the subject; little substance; inadequate development of topic.
 - d. 16-13: VERY POOR: does not show knowledge of subject; nonsubstantive; not pertinent; or not enough to evaluate.
2. Organization
 - a. 20-18:EXCELLENT TO VERY GOOD: fluent expression; ideas clearly stated / supported; succinct; well-organized; logical sequencing; cohesive.
 - b. 17-14:GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; logical but incomplete sequencing.
 - c. 13-10: FAIR TO POOR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
 - d. 9-7: VERY POOR: does not communicate; no organization; or not enough to evaluate.
3. Language use

¹⁶Sara Caushing Weigle. *Assessing Writing* (New York: Cambridge University press,2002).p.

- a. 25-22: EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.
 - b. 21-18: GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions *but meaning seldom obscured*.
 - c. 17-11: FAIR TO POOR: major problems in simple / complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run – ons, deletions; meaning confused or obscured.
 - d. 10-5: VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.
4. Vocabulary
- a. 28-18: EXCELLENT TO VERY GOOD: sophisticated range; effective word / idiom choice and usage; word from mastery; appropriate register.
 - b. 17-14: GOOD TO AVERAGE: adequate range; occasional errors of word / idiom form, choice, usage *but meaning not obscured*.
 - c. 13-10: FAIR TO POOR: limited range; frequent errors of word / idiom form, choice, usage; meaning or obscured.
 - d. 9-7: VERY GOOD: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
5. Mechanic
- a. 5: EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
 - b. 4: GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing, *but meaning not obscured*.
 - c. 3: FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, *meaning confused or obscured*.
 - d. 2: VERY POOR: no mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate.¹⁷

Based on the significant level 5% (0.05) $df = N-2 = 50-2 = 48$, So,
 $r_{table} = 0.284$ and $r_{count} = 0.724$, cause $r_{count} > r_{table}$ ($0.724 > 0.284$ was high

¹⁷*Ibid.*, p.156

reliable). The test was reliable, so the test could be used as an instrument to get the data.

G. Technique of Data Analysis

In correlation research, the most suitable analysis is by using the statistical process. It means that all the data are collected and analyzed by using "r" Product Moment formula. The researcher used Product Moment formula in this research to find the correlation between two variables.

The correlation technique stated by Pearson, it is used to know there was or there wasn't correlation between two variables. The researcher gave the questionnaire and test to students, then the result is analyzed by using "r" Product Moment formula.

1. Examine the Hypothesis

Based on the hypothesis, the analysis of the data is used to get the result of the research. The hypothesis is answered by the result of the research.

a. The interpretation of hypothesis

After analysis of the data by "r" Product Moment formula, the researcher takes the interpretation of coefficient correlation to know if the hypothesis is accepted or rejected. The interpretation of hypothesis is as follows:

Table VII
Table Interpretation of Hypothesis

No.	Interpretation
1.	$F_{(count)} > F_{(table)}$ hypotheses is accepted
2.	$F_{(count)} < F_{(table)}$ hypotheses is rejected ¹⁸

b. Interpretation of Correlation

The interpretation of coefficient correlation, as follow:

Table VIII
Table of Interpretation Coefficient Correlation

No.	Score	Interpretation of the Product Moment
1.	0.00-0,20	Lowest
2.	0.20-0.40	Low
3.	0.40-0.70	Enough
4.	0.70-0.90	High
5.	0.90-1.00	Very High

To know the contribution of variable X and Y, it can be

definite with the formula diterminan correlation:

$$KP = r^2 \times 100\%$$

Where:

KP = definite correlation (Diterminan)

r = Coefficient correlation¹⁹

¹⁸AgusIrianto. *Statistik Konsep Dasar dan Aplikasinya*. (Padang: P2LPTK Departemen Pendidikan Nasional. 2003), p. 276.

¹⁹Riduwan, *Dasar-dasarStatistika*, (Bandung: Alfabeta, 2010), p.228

CHAPTER IV

THE RESULT OF RESEARCH

A. Description of Data

This chapter presents research result. The instrument used in this research was questionnaire and test. The questionnaire used to get the data about students' attitude and test to get the students' English achievement. So, the researcher describe the data, the score of students' attitude are calculated by applying statistical analysis can be illustrated into description of the data. Then, it's find clearly that this research to find out the mean score of the students to both variables students' attitude as X variable and students' English achievement as Y variable. Then, researcher will describe the result based on the data that had been researched as follow.

1. Students' Attitude

Based on the result of analyzing the respondents' answer by using questionnaire, the researcher calculated the result of variable students' attitude was described on the table below:

Table IX
The Resume of Score Students' Attitude

The highest score	94
The lowest score	60
Range	34
Mean	72.50
Median	73
Modus	67
Standard Deviation	73.75

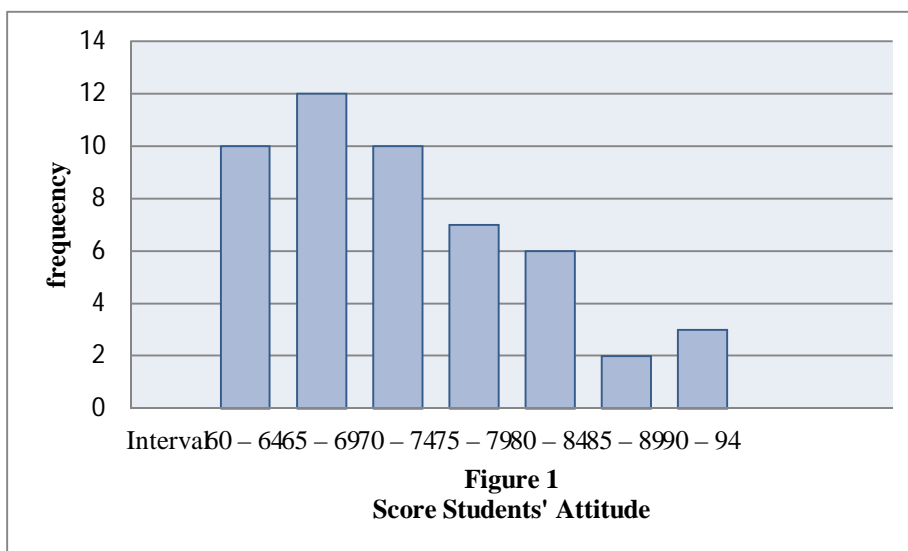
Based on the table above, the mean was 72.50, median was 73, modus was 67, range was 34, and standard deviation was 73.75. The researcher got 94 for highest score and the lowest score was 60. The calculation of how to get it can be

seen in appendix 16. Then, the computed of the frequency distribution of the students' score of class can be applied into table frequency distribution as follows:

Table X
The Frequency Distribution of Students' Attitude

Interval	Mean	Frequency
60 – 64	62	10
65 – 69	67	12
70 – 74	72	10
75 – 79	77	7
80 – 84	82	6
85 – 89	87	2
90 – 94	92	3
Total	539	50

Based on table above, it can be drawn at histogram as below:



From the histogram above, it had been known that the variable revelation of students' attitude indicate that respondent there were interval 60 – 64 for 10 students, interval 65 – 69 for 12 students, interval 70 – 74 for 10 students, interval 75 – 79 for 7 students, interval 80 – 84 for 6 students, interval 84 – 89 for 6 students, interval 85 – 89 for 2 student, and interval 90 – 94 for 3 student.

2. Students' English Achievement

After collected the data in this research of students' English achievement for variable Y that used test to get the result of students' English achievement. The resume score of students' English achievement has gotten as table below:

Table XI
The Resume of Score Students' English Achievement

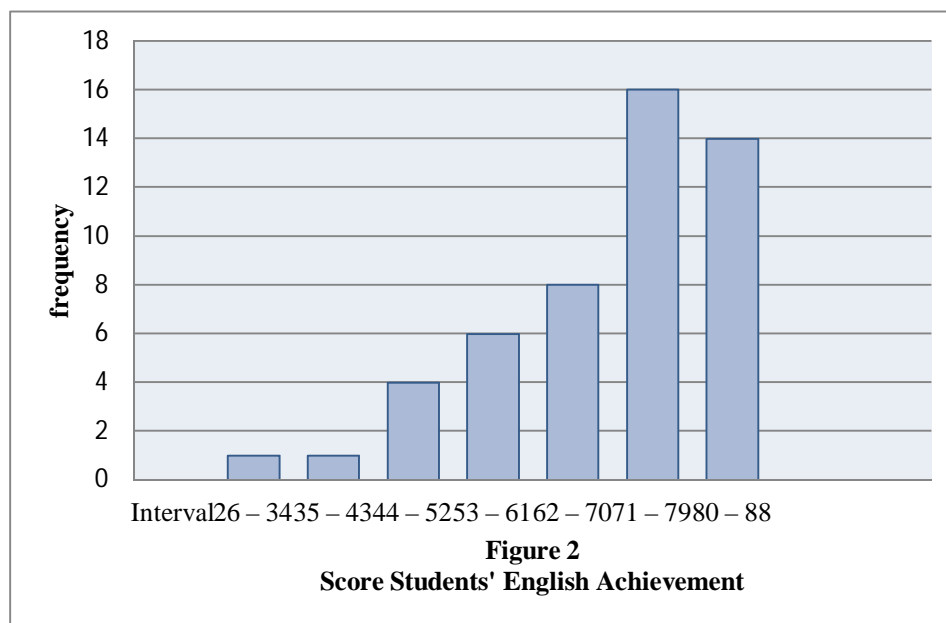
The highest score	86
The lowest score	26
Range	60
Mean	72
Median	76.62
Modus	75.29
Standard Deviation	73.29

Based on the table above, the mean was 72, median was 76.62, modus was 75.29, range was 60, and standard deviation was 73.29. The researcher got 86 for highest score and the lowest score was 26. The calculation of how to get it can be seen in appendix 17. Then, the computed of the frequency distribution of the students' score of class can be applied into table frequency distribution as follows:

Table XII
The Frequency Distribution of Students' Achievement

Interval	Mean	Frequency
26 – 34	30	1
35 – 43	39	1
44 – 52	48	4
53 – 61	57	6
62 – 70	66	8
71 – 79	75	16
80 – 88	84	14
Total	399	50

Based on table above, it can be drawn at histogram as below:



From the histogram above, it had been known that the variable revelation of students' English achievement indicated that respondent there were interval 26 – 34 for 1 student, interval 35 – 43 for 1 student, interval 44 – 52 for 4 students, interval 53 – 61 for 6 students, interval 62 – 70 for 8 students, interval 71 – 79 for 16 students, and interval 80 – 88 for 14 students. Based on histogram above, it known that the students got good value,

B. Testing of Hypothesis

The hypothesis of this research there was correlation of students' attitude and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan. It was analyze by using Product Moment correlation by Pearson.

The statistic calculation of testing hypothesis in this research of the correlation students' attitude and English achievement at grade VIISMP Negeri

9Padangsidimpuan. There are some procedures had be done to get the score or value of Product Moment Correlation in below:

1. The researcher making the table about result of X and Y variables
2. Calculating the result of X and Y variables by Product Moment to get the result of r_{xy} .
3. Comparing the result of r_{xy} and r_{tabel} .
4. Then, giving interpretation coefficient correlation of the result r_{xy} and r_{tabel} then made conclusion.

It means the result and hypothesis testing showed the correlation of students' attitude and students' English achievement, and hypothesis alternative (H_a) was accepted and hypothesis zero (H_0) was rejected. Based on calculation with Pearson Product Moment formula, the result of r_{xy} was 0.441.

Based on the table of Product Moment the significant 5%, $df = N-2 = 50-2 = 48$, so r_{table} was 0.284. It showed r_{count} was higher than r_{table} on $0.441 > 0.284$. The hypotheses testing was hypothesis alternative (H_a) was accepted. It means there was correlation of students' attitude and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. It was categorize was enough. Then, the calculation of how to get the result of r_{xy} it could be seen on the appendix 18.

Next, to know the categorize the correlation of students' attitude and students' English achievement, it would be interpreted on table below:

Table XIII
Table of Interpretation Coefficient Correlation

No.	Score	Interpretation of the Product Moment
1.	0.00-0.20	Lowest
2.	0.20-0.40	Low

3.	0.40-0.70	Enough
4.	0.70-0.90	High
5.	0.90-1.00	Very High ¹

The score would be interpreted to the interpretation table score. So, it was located between 0.40- 0.70it means the correlation of students' attitude and students' English Achievement was enough.

Then, to know the contribution of X variable and Y variable it can use the formula: $KP = r^2X \ 100\%$.Based on the calculation, the result of the coefficient contributionit was 19.44%, itmean that the contribution of attitude toward English achievement was 19.44%. So, the remainder it was 80.56% determined by other variables. Next, the calculation to get the contribution correlation it can be seen on appendix 13.

C. Discussion

Based on the calculation and explanation above, the researcher conclude there was correlation of students' attitude and students' English Achievement. The hypothesis alternative was accepted. The hypothesis was accepted, the result was r_{count} higher than r_{table} on $0.441 > 0.284$.

Based on the theory of learning Thordike can say “connectionisme” that “study is processinteraction of stimulation and responses and study can do to try something to act (trial and error)”.²The study was the effort to create the correlation of stimulation and responses on learning process. The result of students' achievement was caused of the strategy of the learning and supported the internal and external factors could influence of

¹Anas, Sudijono, PengantarStatistikPendidik (Jakarta: Raja GrafindoPersada, 1987), p. 193

²Evelina and Hartati Nara, *Teori Belajar dan Pembelajaran*, (Bogor: Ghalia Indonesia, 2011), p. 28

students' attitude. Then, the researcher conclude that study was process interaction to create stimulation and response.

The result of this research same with the theory of learning was theory connectionisme was interaction of stimulation and responses and study can do to try something to act. So, the result of the research there was correlation of students' attitude and students' English achievement. Then, the students' English achievement was very influence how to manage and develop the influence of learning, so that could the good students' achievement.

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. First, According to, "Azan Zuhri on his thesis with entitled: The Correlation Between Learning Discipline and Students' Achievement in Learning English of VIII Grade Students SMP Negeri 1 Batang Toru. Based on the result of this thesis, he conclude that there was significant correlation learning discipline and students' achievement in learning English grade VIII at SMP Negeri 1 Batang Toru because r_{count} was higher than r_{table} on $0.332 > 0.312$.

The result of the research r_{count} was higher than r_{table} on $0.441 > 0.284$, while the result of related findings r_{count} was higher than r_{table} on $0.332 > 0.312$. So, my result was higher than the result of related findings on $(0.441 > 0.284)$ was higher than $0.332 > 0.312$.

Second, Zahronadid research on her thesis with entitled: The Correlation between Learning Motivation and English Achievement (A Study to the Grade VIII At SMP Negeri 3 Siabu). She concludes the result of the thesis there was significant correlation between learning motivation and English achievement with the value r_{count} higher than r_{table} $0.890 > 0.304$. So, the the hypothesis was accepted.

The result of the research r_{count} was higher than r_{table} on $0.441 > 0.284$, while the result of related findings r_{count} was higher than r_{table} on $0.890 > 0.304$. So, the result of related finding was higher than my result on $0.890 > 0.304$ was higher than $(0.441 > 0.284)$.

The last, Rita Juliana Ritonga on her thesis with entitled: The Correlation between Students' Motivation and Speaking Ability at Grade VII MTs N 2 Padangsidempuan. She concludes that the result of her thesis there was any significantly correlation between students' motivation and speaking ability at grade VII MTs N 2 Padangsidmpuan the result was the value r_{count} higher than r_{table} $0.615 > 0.374$. So, the hypothesis was accepted.

The result of the research r_{count} was higher than r_{table} on $0.441 > 0.284$, while the result of related findings r_{count} was higher than r_{table} on $0.615 > 0.374$. So, the result of related finding was higher than my result on $0.615 > 0.374$ was higher than $(0.441 > 0.284)$.

D. Threats of the Research

At the first time for the researcher to conduct a research, the reseracher found the threat of this research such as the students needed more time for fill the questinnaire and answering the test. There were some students that were less concentrate and lack of serious to answer the test. So, it can disturb the concentration of the others students.

Even though, the researcher attempted to do the best, some weakness and decrease the meaning of this research were finished by consultation with the advisors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher made conclusion, there was correlation of students attitude and students' English achievement at grade VIII SMP N 9 Padangsidimpuan. The value of r_{count} calculated are 0.441, while the value of the r_{table} in Pearson Product Moment formulated on the degree of freedom 5% significant was 0.284. So, the result of research was r_{count} higher than r_{table} on $0.441 > 0.284$. It has enough correlation and it means that the hypothesis was accepted.

B. Suggestion

After finishing this research, the researcher has suggestion as follows to:

1. The Principal of SMP N 9 Padangsidimpuan, to develop good attitude on learning English to get the best result of students' English achievement.
2. The teacher especially English teachers of SMP N 9 Padangsidimpuan were hoped to develop students' attitude so that the students enjoy studying English.
3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others topic had correlate with English achievement.

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CURRICULUM VITAE

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B. Parent

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2. Mother's name : Nurliana Siregar

C. Educational Background

1. Elementary School : SD N 200402 Sabungan Jae (2005)
2. Junior High School : SMP N 9 Padangsidempuan (2008)
3. Senior High School : SMK N 1 Padangsidempuan (2011)
4. Institute : IAIN Padangsidempuan (2015)

Appendix 1

ANGKET PENELITIAN

Petunjuk pengisian:

Angket penelitian ini bertujuan untuk menggali informasi tentang sikap siswa terhadap pelajaran bahasa Inggris. Di dalam kolom ini berisi tentang gambaran diri anda. Berikan jawaban menurut anda dengan menandai salah satu dari kolom SS, S, R, TS, dan STS dengan tanda (√). Jawablah dengan jujur menurut dirimu sendiri.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya tidak pernah absen ketika jam pelajaran bahasa Inggris.					
2.	Saya menulis catatan tentang materi yang telah diajarkan oleh guru agar saya lebih memahaminya.					
3.	Saya selalu semangat mengikuti diskusi tentang bahasa Inggris.					
4.	Saya selalu bertanya tentang materi bahasa Inggris.					
5.	Saya sering memberikan pendapat ketika pelajaran bahasa Inggris.					
6.	Saya belajar bahasa Inggris hanya sebelum ujian.					
7.	Saya selalu mengerjakan tugas dan mengumpulkannya tepat waktu.					
8.	Pekerjaan rumah dapat membantu saya mengulang pelajaran yang sebelumnya.					
9.	Saya menjejakan tugas bahasa Inggris sebanyak-banyaknya.					
10.	Saya tidak pernah menyontek ketika ujian bahasa Inggris.					
11.	Saya malu berbicara bahasa Inggris di depan kelas.					

12.	Saya sering mempraktekkan kemampuan saya dalam bahasa Inggris.					
13.	Membaca buku bahasa Inggris, kamus, majalah, dan koran berbahasa Inggris akan menambah kosa kata (vocabulary) saya.					
14.	Jika saya mempunyai masalah atau kesulitan tentang bahasa Inggris, saya selalu bertanya kepada guru bahasa Inggris.					
15.	Saya sering tidak memperhatikan guru ketika sedang menjelaskan materi bahasa Inggris di kelas.					
16.	Saya mengikuti kursus bahasa Inggris di luar sekolah untuk meningkatkan kemampuan saya.					
17.	Saya sering permisi ketika jam pelajaran bahasa Inggris.					
18.	Saya belajar bahasa Inggris tidak hanya sebelum ujian, tetapi saya sering mengulang dan mempraktekkan kemampuan saya dalam bahasa Inggris untuk meningkatkan kemampuan saya.					
19.	Saya tidak bisa berbicara bahasa Inggris.					
20.	Mata pelajaran bahasa Inggris sangat penting untuk dipelajari oleh murid Sekolah Menengah Pertama (SMP/Mts.).					
21.	Pelajaran bahasa Inggris tidak membuat saya sibuk dan malas untuk mengulang pelajaran yang lain.					
22.	Menguasai dan memahami materi bahasa Inggris merupakan tujuan dari pelajaran bahasa Inggris.					
23.	Saya belajar bahasa Inggris agar berwawasan luas.					
24.	Bahasa Inggris sangat penting untuk masa yang akan datang karena bahasa Inggris adalah bahasa Internasional.					
25.	Belajar bahasa Inggris dapat mempermudah untuk mendapat pekerjaan.					
26.	Pelajaran bahasa Inggris adalah pelajaran yang sangat membosankan.					
27.	Saya tidak dapat menyimpulkan point penting dalam pelajaran bahasa Inggris oleh saya sendiri.					
28.	Pelajaran bahasa Inggris sangat sulit dipahami.					
29.	Saya berharap saya bisa berbahasa Inggris dengan lancar.					

30.	Saya tidak bisa membaca buku berbahasa Inggris.					
31.	Pelajaran bahasa Inggris itu penting karena saya berharap suatu hari dapat berkunjung ke luar negeri yang masyarakatnya berbahasa Inggris.					
32.	Menguasai bahasa Inggris dengan baik dapat membantu saya dalam mata pelajaran yang lain.					
33.	Saya mempunyai banyak pengetahuan ketika belajar bahasa Inggris.					
34.	Pelajaran bahasa Inggris adalah bukan pelajaran yang sangat sulit dibandingkan dengan pelajaran yang lain.					
35.	Saya suka belajar bahasa Inggris.					
36.	saya tidak suka belajar bahasa Inggris.					
37.	Saya bangga belajar bahasa Inggris.					
38.	Saya suka membaca buku bahasa Inggris, koran, dan majalah berbahasa Inggris untuk meningkatkan kemampuan saya dalam berbahasa Inggris.					
39.	Saya sangat senang dan tidak pernah bosan belajar bahasa Inggris di kelas.					
40.	Saya suka mendengarkan lagu bahasa Inggris.					
41.	Rasa ingin tahu saya membuat saya rajin belajar bahasa Inggris dengan baik.					
42.	Saya tidak suka membaca buku berbahasa Inggris.					
43.	Saya sangat senang mempraktekkan kemampuan bahasa Inggris saya dan saya tidak peduli walaupun salah. Salah adalah proses dalam belajar.					
44.	Saya senang ketika berkomunikasi dengan menggunakan bahasa Inggris.					
45.	Belajar bahasa Inggris membuat saya bersemangat untuk belajar.					
46.	Saya merasa cemas ketika berbicara dengan menggunakan bahasa Inggris.					
47.	Saya tertarik untuk belajar bahasa Inggris karena guru saya mempunyai banyak strategi dalam mengajar bahasa Inggris.					
48.	Saya belajar bahasa Inggris agar lebih percaya diri.					
49.	Saya tidak merasa cemas ketika menjawab					

	pertanyaan bahasa Inggris di kelas.					
50.	Saya tidak percaya diri berbicara bahasa Inggris.					

Padangsidempuan , Oktober 2015
Validator

Drs. Sahadir Nasution, M.Pd
NIP. 19620728 199403 1 002

Appendix 2

Validity of Questionnaire

NO	NO ITEM																																													X	X ²						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45								
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TOTAL																																									ΣX 7844	ΣX² 1243956																

Appendix 3

Result of questionnaire validity

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33.	0.282	0.284	Valid
34.	0.297	0.284	Valid
35.	0.239	0.284	Invalid
36.	0.230	0.284	Invalid
37.	0.001	0.284	Invalid
38.	0.259	0.284	Invalid
39.	0.335	0.284	Valid
40.	0.228	0.284	Invalid

41.	0.252	0.284	Invalid
42.	0.205	0.284	Invalid
43.	0.295	0.284	Valid
44.	0.304	0.284	Valid
45.	0.418	0.284	Valid
46.	0.403	0.284	Valid
47.	0.231	0.284	Invalid
48.	0.455	0.284	Valid
49.	0.117	0.284	Invalid
50.	0.387	0.284	Valid

Appendix 1

ANGKET PENELITIAN

Petunjuk pengisian:

Angket penelitian ini bertujuan untuk menggali informasi tentang sikap siswa terhadap pelajaran bahasa Inggris. Di dalam kolom ini berisi tentang gambaran diri anda. Berikan jawaban menurut anda dengan menandai salah satu dari kolom SS, S, R, TS, dan STS dengan tanda (√). Jawablah dengan jujur menurut dirimu sendiri.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya menulis catatan tentang materi yang telah diajarkan oleh guru agar saya lebih memahaminya.					
2.	Saya selalu mengerjakan tugas dan mengumpulkannya tepat waktu.					
3.	Saya tidak pernah menyontek ketika ujian bahasa Inggris.					
4.	Saya malu berbicara bahasa Inggris di depan kelas.					
5.	Membaca buku bahasa Inggris, kamus, majalah, dan koran berbahasa Inggris akan menambah kosa kata (vocabulary) saya.					
6.	Jika saya mempunyai masalah atau kesulitan tentang bahasa Inggris, saya selalu bertanya kepada guru bahasa Inggris.					
7.	Saya mengikuti kursus bahasa Inggris di luar sekolah untuk meningkatkan kemampuan saya.					
8.	Pelajaran bahasa Inggris tidak membuat saya sibuk dan malas untuk mengulang pelajaran yang lain.					
9.	Saya belajar bahasa Inggris agar berwawasan luas.					

10.	Bahasa Inggris sangat penting untuk masa yang akan datang karena bahasa Inggris adalah bahasa Internasional.					
11.	Belajar bahasa Inggris dapat mempermudah untuk mendapat pekerjaan.					
12.	Saya tidak dapat menyimpulkan point penting dalam pelajaran bahasa Inggris oleh saya sendiri.					
13.	Pelajaran bahasa Inggris sangat sulit dipahami.					
14.	Saya tidak bisa membaca buku berbahasa Inggris.					
15.	Pelajaran bahasa Inggris itu penting karena saya berharap suatu hari dapat berkunjung ke luar negeri yang masyarakatnya berbahasa Inggris.					
16.	Menguasai bahasa Inggris dengan baik dapat membantu saya dalam mata pelajaran yang lain.					
17.	Saya mempunyai banyak pengetahuan ketika belajar bahasa Inggris.					
18.	Pelajaran bahasa Inggris adalah bukan pelajaran yang sangat sulit dibandingkan dengan pelajaran yang lain.					
19.	Saya sangat senang dan tidak pernah bosan belajar bahasa Inggris di kelas.					
20.	Saya sangat senang mempraktekkan kemampuan bahasa Inggris saya dan saya tidak peduli walaupun salah. Salah adalah proses dalam belajar.					
21.	Saya senang ketika berkomunikasi dengan menggunakan bahasa Inggris.					
22.	Belajar bahasa Inggris membuat saya bersemangat untuk belajar.					
23.	Saya merasa cemas ketika berbicara dengan menggunakan bahasa Inggris.					
24.	Saya belajar bahasa Inggris agar lebih percaya diri.					
25.	Saya tidak percaya diri berbicara bahasa Inggris.					

Appendix 5

Choose the correct answer by crossing A, B, C or D.

1. Ali : Hello, I'm Ali
 Aisyah : Hi, I'm Aisyah. How about you?
 Ali :..... thanks.
 A. Hello C. How are you
 B. How do you do? D. I am fine

2. X : Good morning. How are you?
 Y : Fine thanks.
 X : Nice to meet you too.
 A. Sure C. Nice to meet you
 B. Oh, Really D. Thank you

3. Siska : Good night, Mom.
 Mother : What are you doing?
 Siska : I television now.
 A. Watching C. Doing
 B. Reading D. Going

4. Mother : Ardi, Open the door please!
 Ardi :
 A. Don't mention it C. Ok sir, thank you
 B. Yes, sir D. I'm sorry Sir

5. Sani : Can I borrow your pencil, Please?
 Santi : Sure. Here it is.
 Sani : Thank you.
 Santi :
 A. I am sorry C. Thank you very much
 B. You'ar welcome D. That's okay

6. X : Good morning. How are you?
 Y :
 A. I'm Fine C. Hello
 B. Good night D. Good bye

7. Amir : Hi, Jane how are you?

- Jane : I am fine thanks. How about you?
 Amir :....., thanks.
 A. How do you do C.I am fine too
 B. Good morning D. Very good, thanks
8. Pretty : Hi, I'm pretty
 Rani : Hello, I'm Rani. Nice to meet you.
 Pretty :
 A. Nice to meet you too C. It's a pleasure
 B. It's Okay D. Thank you
9. Teacher : in this room.
 Andi : No, I will not smoke in this room.
 A. Don't smoke C. Don't eat
 B. Don't be noisy D. Don't cheat
10. Riko : Don't cheat in the class!
 Mr. Rambe :.....
 A. Why B. Ok Sir C. Thank you D. It's there
11. Teacher : Take your chair Jack!
 Jack :.....Sir
 A. Ok, Thanks C. Excuse me
 B. Don't like D. Your welcome
12. Mr. Emir :!
 Gilang : Thank you, sir.
 A. Please, come in C. Don't cheating
 B. Don't be noisy D. Don't smoking
13. Mother :!
 Siska : I will not speak aloud.
 A. Don't be noisy! C. Don't park!
 B. Don't close the door! D. Don't go there!
14. Father : Come in, please !
 Hadi :
 A. Don't mention it C. All right thanks
 B. You are welcome D. Never mind
15. Anton : away!
 Tono : Okay.
 A. Write B. Go C. Read D. Speak
16. Mother: Close the door, Please!
 Ani : Mom

- A. I'm Sorry
- B. Yes Mom
- C. Your welcome
- D. See you

17. Siti : Good morning, mom.

Mother : Morning Siti. Stop it!

Siti :

- A. Thank you
- B. Ok, mom
- C. It's there
- D. Please

18. X :me some water, please!

Y : Here you are.

- A. Can
- B. Told
- C. Give
- D. Help

19. Tia : Where is my pencil case?

Rina :

Tia : Thanks.

- A. It's there
- B. Here you are
- C. Here I am
- D. Let me see

20. Ratih : is my schoolbag?

Rina : It's there

Ratih : Thanks.

- A. What
- B. How
- C. Where
- D. When

21. X : May I borrow your pen?

Y : Yes, of course.

X :

- A. No, thanks
- B. Ok
- C. Thank you
- D. Please

22. Mrs. Roro : Yeni, this is your test report.

Yeni : Thank you, mum.

Mrs.Roro :

- A. Ok. mum
- B. You're welcome.
- C. I'm sorry, mum
- D. That's all right, mum

23. X : Pass me the an eraser, please?

Y : Sure. Here you are.

X :

Y : You are welcome.

- A. Thanks a lot
- B. It's there
- C. Please
- D. I'm sorry

24. Andi : Budi,..... I'm coming late.

Budi : Never mind.

- A. I'm sorry
- B. I'm fine
- C. Thank you
- D. it's okay

25. Mother : Marisa, did you break the plate?
 Marisa : Yes I did, I'm sorry Mom.
 Mother :.....
 A. I'm sorry too C. You are welcome
 B. Don't mention it D. That's all right
26. Putri : Are you sure ?
 Dina : Yes,
- A. Please B. Fine C. I am D. I am not
27. Anti :you come yesterday?
 Rika : Yes, I did.
 A. Didn't B. Do C. Did D. Don't
28. Rio : you sure?
 Jhon : Yes, I am.
 A. Are B. am C. is D. all right
29. X :..... you like orange juice?
 Y : Yes, I like.
 A. What B. Do C. Did D. Does
30. Ivan : Give me a piece of paper , please?
 Rehan : Sure.
 A. Here you are C. Thank you
 B. What is this D. Please
31. Santi : I am sorry.
 Afni :
- A. Sure B. It's okay C. Thanks D. Good bye
32. X : Do you like coffee?
 Y : I like coffee.
 A. Isn't B. Doesn't C. Didn't D. Don't
33. X : Do you like sport?
 Y :.....
 X : What sport do you like?
 Y : I'm very fond of playing football
 A. No, I don't C. Yes, I'm fine
 B. Yes, I like it a lot D. I can't stand it
34. X : me the pencil, please!
 Y : Sure. Here you are.
 A. Can B. Pass C. Told D. Help

35. Dina :.....Congratulation. You won in the swimming contest.

Saleh : Thank you.

- A. I'm sorry
- B. Great!
- C. Thanks a lot
- D. Don't mention it

36. Dina :you won in the swimming contest.

Saleh : thank you

- A. I'm sorry
- B. Congratulation
- C. Thanks a lot
- D. Don't mention it

37. Anne :on your success. You get the good score at English test.

Ria : Thank you.

Anne : You are welcome.

- A. Thank you
- B. Never mind
- C. I'm sorry
- D. Congratulation

Read the dialogue and answer the questions!

When Mr. Fadli taught in the classroom someone knocking the door.

Mr. Fadli : Yes, come in, please!

Anton :Excuseme sir. We have announcement for this class.

Mr. Fadli : Okay. Tell the announcemet to the class.

Anton : Good afternoon, guys,

Students : Good afternoon.

Anton :We are from Farewell Party Committee. We'd like to announce that Farewell Party will be held on 02 September 2015. Every class has to participate. Every class has to perform such as drama, stand up comedy, singing, or reading poetry. I think that's all.

Mr. Fadli : Any question.

Students : No, sir.

Mr. Fadli : In there any contribution or money to join the party?

Anton : No, sir. It's free.

Mr. Fadli : Good. Anything else.

Anton : No, sir. Thanks for the time sir.

Mr. Fadli : No problem.

38. What is the purpose of the dialogue?

- A. To announce about the Farewell Party to students
- B. There are many perform in the party dancing, singing, and drama
- C. Mr. Fadli announce to students about Farewell Party
- D. Mr. Fadli thaught i the classroom

39. Who announced the Farewell Party to students?

- A. Mr. Fadli
- C. Chairman Comittee

B. Students D. Anton

40. When the Farewell party will be held?

- A. 02 September 2015 C. 12 September 2015
B. 20 September 2015 D. 02 September 2005

Seller : Do you want to buy anything?

Dewi :Of course. I need an ounce of chilies, 1 kg tomatoes, an ounce of celery and a sack of salt.

Seller : Here you are.

Dewi : Do you have some onion?

Seller : We do have, miss. How many do you need?

Dewi : I need an ounce onion. That's enough.

Seller : The total cost is Rp 45.500,- miss.

Dewi : Here you are.

Seller : Thank you.

41. What are things the shopping list on Dewi's shopping list?

- A. Dewi's shopping list, they are an ounce of chilies, 2 kg tomatoes, an ounce celery.
B. Dewi's shopping list, they are an ounce of chilies, 1 kg tomatoes, an ounce celery, a sack of salt, and an ounce onion.
C. Dewi don't buying anything
D. The total cost of Dewi's shopping is Rp 45.500,-

42. How much total cost on Dewi's shopping list?

- A. Rp. 45.590,- C. 45.500,-
B. Rp. 54.500,- D. 55.500,-

43. How much onion does the writer want to buy?

- A. One ounce C. Three ounce
B. Two ounce D. Four ounce

44. What the mean of sign?

- A. Always smoking in area
B. Announcement of smoking
C. Information of smoking
D. To forbid smoking in this area



45. What the mean of the sentence on the picture?



- A. This dog area
- B. The dog don't walk in Muslim area
- C. The dog must run in Muslim area
- D. The dog not run in Muslim area

46. What the mean of the sign?



- A. Don't stop in this area
- B. Don't turn left
- C. Don't turn right
- D. Don't park in this area

47. "Take off your shoes, if you want to enter this room". What the mean of the instruction?

- A. Don't take your shoes to enter this room.
- B. You must use the shoes to enter this room.
- C. Don't enter this room.
- D. You must enter this room.

48. "Off your phone, if you in mosque". What the mean of the instruction?

- A. Don't cheat in mosque
- B. Must on you're the phone
- C. To announce inactive the phone in mosque
- D. Don't be noise in mosque

49. "Please, take the book on the rack neatly". What the mean of instruction?

- A. To order take the book on the rack
- B. Take the book on the table
- C. To forbid take the book on the table
- D. To order take the book on the table

50. What the mean of sign?

- A. Announcement about the toilet
- B. Information about the toilet
- C. To forbid don't throw rubbish in toilet
- D. Always throw rubbish in toilet



51. What kind of the text?

- A. Instruction
- B. Shopping list
- C. Announcement
- D. Congratulation

Dear Anita

Congratulation on your success in the poetry reading competition. You are the best. I am proud of you.

your friend

Harun

52. What is the purpose of the text?

- A. To tell how to congratulation on success
- B. To explain Anita's success
- C. To congratulation on Anita's success

53. What kind of the text?

- A. A greeting card
- B. A congratulation card
- C. A short message
- D. A birthday card

54. Who won the poetry reading competition?

- A. Poetry competition
- B. Harun
- C. Anita
- D. Anita and Harun

Fitri :Hello, Ani, have you read announcement ?

ani :What about?

Fitri : I have just told by Erick via SMS that you had passed the national examination.

Ani :Oh, really

Fitri :Yes, you may read the SMS by your self, here you are.

Ani :Wow,.....thank you very much for telling me.

Fitri :Don't mention it.I congratulate on your graduation.

Ani :You are welcome. So where will you continue your study

Fitri :I still have no idea yet.

55. What is the purpose of the dialogue?

- A. Fitri congratulate to Ani on her graduation.
- B. Fitri announce to Ani about national examination.
- C. Congratulation for Ericks' graduation.
- D. Announcement about national examination via SMS.

56. Who had passed the national examination?

- A. Fitri
- B. Erick
- C. Ani
- D. Fitri and Ani

Announcement

To all students of grade VIIISMP N. 1 Bandung. This is an important announcement for you who is going for picnic to Bali. Please remember, we are going to leave Bandung tomorrow morning:

Day : Saturday

Date: 07 February 2015

Time: 07.00 a.m.

Place: School yard of SMP N.1 Bandung

Please come before 7 or you'll be left. Don't forget to bring your camera and notebook to accomplish your traveling report.

Head of Traveling Committee
Nazril , S.Pd.

57. What kind of text?

- A. Congratulation card
- B. An announcement
- C. An apologize
- D. An advertisement

58. What is the purpose of the text?

- A. Going picnic to Bali.
- B. Bring your camera and notebook.
- C. Leave bandung tomorrow morning.
- D. Holiday.

59. Who make an announcement?

- A. Head of Traveling Committee
- B. Headmaster
- C. Teacher
- D. Students

“School will close tomorrow since it’s the WAISAK day.”

60. Why the school close tomorrow?

- A. Because of WAISAK day
- B. The school holiday
- C. Tomorrow is Sunday
- D. The school close today

- Some celery	- ¼ kg carrot
- 1 ounce garlic	- ¼ kg tomato
- 1 ounce onion	- 1 pack salt

61. What kind of text?

- A. A food label
- C. A short message

- B. An advertisement D. A shopping list
62. Which store will the writer not go to?
- A. A bakery C. A grocer
B. A poultry shop D. A greengrocer
63. From the text above we know that the writer probably wants to cook...
- A. Fruit salad C. Chicken soup
B. Black forest D. Chicken curry
64. How much garlic does the writer want to buy?
- C. One ounce C. Three ounce
D. Two ounce D. Four ounce

Mrs. Anita want to make Banana Cake for her son,She needs to buy several things, here are the shopping list :

1 Kg of eggs
 ½ Kg of flour
 ½ Kg of butter
 ¼ Kg of sugar
 ½ Kg of banana
 2 packets of vanilla powder

65. How many butters in Mrs. Anits's shopping list?
- A. 1 ½ Kg eggs C. 1½ Kg butter
B. ½ Kg butter D. ¼Kgbutterm
66. Which one is the true statement based on the text?
- A. Mrs. Anita needs 1 Kg of sugar
 B. Mrs. Anita needs ½ Kg of banana
 C. Mrs. Anita needs 1½ Kg of eggs
 D. Mrs. Anita needs 2 Kg of cheese

Goal : How to make a cup of coffee

Material : We need water, sugar, spoon, glass and coffee

Steps : First, put a spoonful of coffee and three spoonfuls of sugar into the cup,
 second, pour the boiled water into the cup,
 then stir it well,
 at last, a cup of coffee is ready to be served.

67. What text tell about?
- A. fried chicken C. Sweet hot of tea
B. a cup o coffee D. Juice
68. What kind of text?
- A. Congratulation C. Descriptive text

- B. Procedure text D. Announcement

69. What are materials need to make a cup of coffee?

- A. Water, salt,spoon, glass and milk
- B. Water, butter,spoon, glass, milk and coffee
- C. Water, sugar, spoon, coffee, and glass
- D. Water, sugar,spoon, plate and coffe

70. Arrange these jumbled sentence into the right paragraph!

- 1. add a spoonful of sugar
 - 2. Now, your juice is ready to be served
 - 3. First, cut a piece of pineapple
 - 4. pour a half glass of water into a the blender.
 - 5. Put some ice cubes into the blender
 - 6. Then, put the pineapple into a blender
 - 7. blend for several minutes
- A. 3, 5, 1, 4, 6, 7, 2 C. 3, 1, 5, 6, 4, 2, 7
B. 3, 5, 4, 1, 6, 7, 2 D. 3, 6, 4,1, 5, 7, 2

THE RIKO'S FAMILY

Mr. Riko is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Riko's house is made of wood. It has five rooms, a kitchen, a bathroom, a living room and two bedrooms. Mr. Riko have a house maid to help Mrs. Riko to do the house work. The maid comes from Bantul.

71. What is the purpose of the text?

- A. To tell how the Riko's Family
- B. To describe the Riko's Family
- C. To explain about Riko's Family
- D. To entertain the Riko's Family

72. Where does the Riko's Family stay?

- A. In Bantul B. In Medan C. In Denpasar D.In America

73. Mr. Riko's house has....

- A. A kitchen and a private room C. A living room and a garage room
- B. A living room and a bathroom D. A bedroom and a prayer room

74. What kinds of the text?

- A. Descriptive text
- B. Recount text
- C. Recount text

D. Explanation text

75. Arrange the jumbled words into good sentence!

on – success – Great!– your– congratulation

1 2 3 4 5

A. 3- 4 -1- 5- 2

C. 3- 5-1- 2- 4

B. 3- 5- 1- 4- 2

D. 4- 3- 2- 1-5

Essay!

Answer the question with correct answer!

1. Choose a topic and write down a simple paragraph with your words!

- Your Self
- Your mother
- Your school

2. Mention five things you find in:

- a. Your bag
- b. Bedroom
- c. Classroom

3. Arrange these jumbled sentence into the good sentences.

- a. Whiteboard- please- the- clean.
- b. Please- the- open- door.

4. What would you say to a friend: On his/her birthday and if she/he has got the best in class.

Padangsidempuan, September 2015
Validator,

Sojuangon Rambe, S.s., M.Pd.
Nip. 19790815 200604 1 003

Appendix 6

Key Answer

1. D	20. C	39. C	58. A
2. C	21. C	40. A	59. A
3. A	22. B	41. B	60. A
4. B	23. A	42. C	61. D
5. B	24. A	43. B	62. A
6. A	25. A	44. B	63. C
7. C	26. C	45. C	64. A
8. A	27. C	46. C	65. B
9. B	28. A	47. B	66. B
10. B	29. B	48. B	67. B
11. A	30. C	49. A	68. B
12. A	31. B	50. C	69. C
13. A	32. D	51. A	70. B
14. C	33. B	52. C	71. B
15. B	34. B	53. B	72. C
16. B	35. B	54. C	73. B
17. C	36. B	55. B	74. A
18. D	37. D	56. C	75. B
19. A	38. A	57. B	

Essay:

1. Your words
2. Your words
3. Clean the whiteboard, please!
Open the door, please!
4. Your words

Appendix 10

Key Answer of the test

1. A	18. A	35. C
2. C	19. B	36. A
3. A	20. D	37. C
4. A	21. B	38. B
5. A	22. B	39. C
6. A	23. B	40. B
7. C	24. D	41. C
8. B	25. A	42. A
9. B	26. D	43. D
10. A	27. A	44. A
11. C	28. B	45. C
12. C	29. C	46. B
13. B	30. A	47. B
14. A	31. D	48. C
15. B	32. B	49. B
16. C	33. C	50. C
17. C	34. A	51. A

Essay test:

1. Your words
2. Your words
3. Clean the whiteboard, please!
Open the door, please!
4. Your words

47	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	0
48	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	1	0	
49	1	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	
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32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61		
1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
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1	1	0	1	0	0	1	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1		
1	1	0	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1		
1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1		
1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1		
1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0		
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62	63	64	65	66	67	68	69	70	71	72	73	74	75	Y	Y ²
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														2489	128903
														ΣY	ΣY^2

X^2

No.	X	Y	X^2	Y^2	XY
1	166	64	27556	4096	10624
2	152	62	23104	3844	9424
3	157	64	24649	4096	10048
4	147	38	21609	1444	5586
5	170	33	28900	1089	5610
6	152	53	23104	2809	8056
7	128	56	16384	3136	7168
8	162	61	26244	3721	9882
9	152	54	23104	2916	8208
10	166	59	27556	3481	9794
11	138	55	19044	3025	7590
12	165	47	27225	2209	7755
13	156	22	24336	484	3432
14	144	64	20736	4096	9216
15	181	61	32761	3721	11041
16	137	60	18769	3600	8220
17	156	46	24336	2116	7176
18	132	60	17424	3600	7920
19	151	66	22801	4356	9966
20	160	41	25600	1681	6560
21	128	61	16384	3721	7808
22	153	40	23409	1600	6120
23	162	40	26244	1600	6480
24	132	44	17424	1936	5808
25	139	50	19321	2500	6950
26	149	44	22201	1936	6556
27	158	41	24964	1681	6478
28	168	48	28224	2304	8064
29	149	47	22201	2209	7003
30	156	47	24336	2209	7332
31	166	43	27556	1849	7138
32	176	41	30976	1681	7216
33	194	48	37636	2304	9312
34	176	50	30976	2500	8800
35	187	45	34969	2025	8415
36	153	41	23409	1681	6273
37	163	39	26569	1521	6357
38	147	39	21609	1521	5733
39	141	39	19881	1521	5499
40	161	47	25921	2209	7567
41	161	42	25921	1764	6762
42	141	60	19881	3600	8460
43	145	55	21025	3025	7975

19489450 19523716
62197800 61528336
6445150 6195121

44	155	32	24025	1024	4960
45	193	62	37249	3844	11966
46	203	56	41209	3136	11368
47	145	57	21025	3249	8265
48	147	52	21609	2704	7644
49	168	48	28224	2304	8064
50	156	65	24336	4225	10140
	7844	2489	1243956	128903	389789
	61528336	6195121			

-34266
669464
250029

19489450	19523716	-34266	0.837	0.700569
62197800	61528336	669464		70.0569
6445150	6195121	250029		
		1673854111		
		40912.7622		
		-0.83753817		

Appendix 8

Result of test validity

No.	r_{count}	r_{table}	Interpretation
1.	0.205	0.284	Invalid
2.	0.042	0.284	Invalid
3.	0.066	0.284	Invalid
4.	0.023	0.284	Invalid
5.	0.147	0.284	Invalid
6.	0.379	0.284	Valid
7.	0.354	0.284	Valid
8.	0.467	0.284	Valid
9.	0.384	0.284	Valid
10.	0.100	0.284	Invalid
11.	0.001	0.284	Invalid
12.	0.470	0.284	Valid
13.	0.280	0.284	Valid
14.	0.288	0.284	Valid
15.	0.522	0.284	Valid
16.	0.167	0.284	Invalid
17.	0.446	0.284	Valid
18.	0.151	0.284	Invalid
19.	0.302	0.284	Valid
20.	0.343	0.284	Valid
21.	0.304	0.284	Valid
22.	0.488	0.284	Valid
23.	0.236	0.284	Invalid
24.	0.488	0.284	Valid
25.	0.571	0.284	Valid
26.	0.382	0.284	Valid
27.	0.474	0.284	Valid
28.	0.413	0.284	Valid
29.	0.553	0.284	Valid
30.	0.046	0.284	Invalid
31.	0.040	0.284	Invalid
32.	0.454	0.284	Valid
33.	0.330	0.284	Valid
34.	0.037	0.284	Invalid
35.	0.419	0.284	Valid
36.	0.403	0.284	Valid
37.	0.279	0.284	Valid
38.	0.495	0.284	Valid
39.	0.383	0.284	Valid
40.	0.335	0.284	Valid

41.	0.466	0.284	Valid
42.	0.319	0.284	Valid
43.	0.578	0.284	Valid
44.	0.373	0.284	Valid
45.	0.386	0.284	Valid
46.	0.540	0.284	Valid
47.	0.431	0.284	Valid
48.	0.510	0.284	Valid
49.	0.499	0.284	Valid
50.	0.023	0.284	Invalid
51.	0.146	0.284	Invalid
52.	0.409	0.284	Valid
53.	0.334	0.284	Valid
54.	0.324	0.284	Valid
55.	0.343	0.284	Valid
56.	0.449	0.284	Valid
57.	0.118	0.284	Invalid
58.	0.213	0.284	Invalid
59.	0.169	0.284	Invalid
60.	0.357	0.284	Valid
61.	0.359	0.284	Valid
62.	0.339	0.284	Valid
63.	0.279	0.284	Valid
64.	0.250	0.284	Invalid
65.	0.261	0.284	Invalid
66.	0.013	0.284	Invalid
67.	0.330	0.284	Valid
68.	0.312	0.284	Valid
69.	0.457	0.284	Valid
70.	0.222	0.284	Invalid
71.	0.307	0.284	Valid
72.	0.369	0.284	Valid
73.	0.210	0.284	Invalid
74.	0.414	0.284	Valid
75.	0.274	0.284	Invalid

Appendix 9

Choose the correct answer by crossing A, B, C or D.

- X : Good morning. How are you?
Y :
A. Fine thanks C. Hello
B. Good night D. Good bye
- Amir : Hi, Jane how are you?
Jane : I am fine thanks. How about you?
Amir :, thanks.
A. How do you do C. I am fine too
B. Good morning D. Very good, thanks
- Pretty : Hi, I'm pretty
Rani : Hello, I'm Rani. Nice to meet you.
Pretty :
A. Nice to meet you too C. It's a pleasure
B. It's Okay D. Thank you
- Teacher : in this room.
Andi : No, I will not smoke in this room.
A. Don't smoke C. Don't eat
B. Don't be noisy D. Don't cheat
- Mr. Emir :!
Gilang : Thank you, sir.
A. Please, come in C. Don't cheating
B. Don't be noisy D. Don't smoking
- Mother :!
Siska : I will not speak aloud.
A. Don't be noisy! C. Don't park!
B. Don't close the door! D. Don't go there!
- Father : Come in, please !
Hadi :
A. Don't mention it C. All right thanks
B. You are welcome D. Never mind
- Anton : away!
Tono : Okay.
A. Write B. Go C. Read D. Speak
- Siti : Good morning, mom.
Mother : Morning Siti. Stop it!

- A. Thank you B. Ok, mom C. It's there D. Please
10. Tia : Where is my pencil case?
 Rina :
 Tia : Thanks.
 A. It's there C. Here I am
 B. Here you are D. Let me see
11. Ratih : is my schoolbag?
 Rina : It's there
 Ratih : Thanks.
 A. What B. How C. Where D. When
12. X : May I borrow your pen?
 Y : Yes, of course.
 X :
 A. No, thanks B. Ok C. Thank you D. Please
13. Mrs. Roro : Yeni, this is your test report.
 Yeni : Thank you, mum.
 Mrs.Roro :
 A. Ok. mum C. I'm sorry, mum
 B. You're welcome. D. That's all right, mum
14. Andi : Budi,..... I'm coming late.
 Budi : Never mind.
 A. I'm sorry C. Thank you
 B. I'm fine D. it's okay
15. Mother : Marisa, did you break the plate?
 Marisa : Yes I did, I'm sorry Mom.
 Mother :
 A. I'm sorry too C. You are welcome
 B. Don't mention it D. That's all right
16. Putri : Are you sure ?
 Dina : Yes,
 A. Please B. Fine C.I am D. I am not
17. Anti :you come yesterday?
 Rika : Yes, I did.
 A. Didn't B. Do C. Did D. Don't
18. Rio : you sure?
 Jhon : Yes, I am.
 A. Are B. am C. is D. all right

19. X :..... you like orange juice?
 Y : Yes, I like.
 A. What B. Do C. Did D. Does
20. X : Do you like coffee?
 Y : I like coffee.
 A. Isn't B. Doesn't C. Didn't D. Don't
21. X : Do you like sport?
 Y :.....
 X : What sport do you like?
 Y : I'm very fond of playing football
 A. No, I don't C. Yes, I'm fine
 B. Yes, I like it a lot D. I can't stand it
22. Dina :.....Congratulation. You won in the swimming contest.
 Saleh : Thank you.
 A. I'm sorry C. Thanks a lot
 B. Great! D. Don't mention it
23. Dina :you won in the swimming contest.
 Saleh : thank you
 A. I'm sorry C. Thanks a lot
 B. Congratulation D. Don't mention it
24. Anne :on your success. You get the good score at English test.
 Ria : Thank you.
 Anne : You are welcome.
 A. Thank you C. I'm sorry
 B. Never mind D. Congratulation

Read the dialogue and answer the questions!

When Mr. Fadli taught in the classroom someone knocking the door.

Mr. Fadli : Yes, come in, please!

Anton :Excuseme sir. We have announcement for this class.

Mr. Fadli : Okay. Tell the announcemet to the class.

Anton : Good afternoon, guys,

Students : Good afternoon.

Anton :We are from Farewell Party Committee. We'd like to announce that Farewell Party will be held on 02 September 2015. Every class has to participate. Every class has to perform such as drama, stand up comedy, singing, or reading poetry. I think that's all.

Mr. Fadli : Any question.
Students : No, sir.
Mr. Fadli : In there any contribution or money to join the party?
Anton : No, sir. It's free.
Mr. Fadli : Good. Anything else.
Anton : No, sir. Thanks for the time sir.
Mr. Fadli : No problem.

25. What is the purpose of the dialogue?

- A. To announce about the Farewell Party to students
- B. There are many perform in the party dancing, singing, and drama
- C. Mr. Fadli announce to students about Farewell Party
- D. Mr. Fadli thought i the classroom

26. Who announced the Farewell Party to students?

- A. Mr. Fadli
- B. Students
- C. Chairman Comittee
- D. Anton

27. When the Farewell party will be held?

- A. 02 September 2015
- B. 20 September 2015
- C. 12 September 2015
- D. 02 September 2005

Seller : Do you want to buy anything?

Dewi :Of course. I need an ounce of chilies, 1 kg tomatoes, an ounce of celery and a sack of salt.

Seller : Here you are.

Dewi : Do you have some onion?

Seller : We do have, miss. How many do you need?

Dewi : I need an ounce onion. That's enough.

Seller : The total cost is Rp 45.500,- miss.

Dewi : Here you are.

Seller : Thank you.

28. What are things the shopping list on Dewi's shopping list?

- A. Dewi's shopping list, they are an once of chilies, 2 kg tomatoes, an ounce celery.
- B. Dewi's shopping list, they are an once of chilies, 1 kg tomatoes, an ounce celery, a asck of salt, and an ounce onion.
- C. Dewi don't buying anything
- D. The total cost of Dewi's shopping is Rp 45.500,-

29. How much total cost on Dewi's shopping list?

- A. Rp. 45.590,-
- B. Rp. 54.500,-
- C. 45.500,-
- D. 55.500,-

30. How much onion does the writer want to buy?

- A. One ounce
- B. Two ounce
- C. Three ounce
- D. Four ounce

31. What the mean of sign?

- A. Always smoking in area
- B. Announcement of smoking
- C. Information of smoking
- D. To forbid smoking in this area



32. What the mean of the sentence on the picture?



- A. This dog area
- B. The dog don't walk in Muslim area
- C. The dog must run in Muslim area
- D. The dog not run in Muslim area

33. What the mean of the sign?



- A. Don't stop in this area
- B. Don't turn left
- C. Don't turn right
- D. Don't park in this area

34. "Take off your shoes, if you want to enter this room". What the mean of the instruction?

- A. Don't take your shoes to enter this room.
- B. You must use the shoes to enter this room.
- C. Don't enter this room.
- D. You must enter this room.

35. "Off your phone, if you in mosque". What the mean of the instruction?

- a. Don't cheat in mosque
- b. Must on you're the phone
- c. To announce inactive the phone in mosque
- d. Don't be noise in mosque

36. "Please, take the book on the rack neatly". What the mean of instruction?

- A. To order take the book on the rack
- B. Take the book on the table
- C. To forbid take the book on the table

D. To order take the book on the table

Dear Anita

Congratulation on your success in the poetry reading competition. You are the best. I am proud of you.

*your friend
Harun*

37. What is the purpose of the text?

- A. To tell how to congratulation on success
- B. To explain Anita's success
- C. To congratulation on Anita's success

38. What kind of the text?

- A. A greeting card
- B. A congratulation card
- C. A short message
- D. A birthday card

39. Who won the poetry reading competition?

- A. Poetry competition
- B. Harun
- C. Anita
- D. Anita and Harun

Fitri :Hello, Ani, have you read announcement ?

ani :What about?

Fitri : I have just told by Erick via SMS that you had passed the national examination.

Ani :Oh, really

Fitri :Yes, you may read the SMS by your self, here you are.

Ani :Wow,.....thank you very much for telling me.

Fitri :Don't mention it.I congratulate on your graduation.

Ani :You are welcome. So where will you continue your study

Fitri :I still have no idea yet.

40. What is the purpose of the diaolgue?

- A. Fitri congratulate to Ani on her graduation.
- B. Fitri announce to Ani about national examination.
- C. Congratulation for Ericks' graduation.
- D. Announcement about national examination via SMS.

41. Who had passed the national examinaton?

- A. Fitri
- B. Erick
- C. Ani
- D. Fitri and Ani

“School will close tomorrow since it's the WAISAK day.”

42. Why the school close tomorrow?

- A. Because of WAISAK day
- C. Tomorrow is Sunday

B. The school holiday

D. The school close today

- Some celery	- ¼ kg carrot
- 1 ounce garlic	- ¼ kg tomato
- 1 ounce onion	- 1 pack salt

43. What kind of text?

- A. A food label
- B. An advertisement
- C. A short message
- D. A shopping list

44. Which store will the writer not go to?

- A. A bakery
- B. A poultry shop
- C. A grocer
- D. A greengrocer

45. From the text above we know that the writer probably wants to cook...

- A. Fruit salad
- B. Black forest
- C. Chicken soup
- D. Chicken curry

Goal : How to make a cup of coffee

Material : We need water, sugar, spoon, glass and coffee

Steps : First, put a spoonful of coffee and three spoonfuls of sugar into the cup,
Second, pour the boiled water into the cup,
then stir it well,
At last, a cup of coffee is ready to be served.

46. What text tell about?

- A. fried chicken
- B. a cup o coffee
- C. Sweet hot of tea
- D. Juice

47. What kind of text?

- A. Congratulation
- B. Procedure text
- C. Descriptive text
- D. Announcement

48. What are materials need to make a cup of coffee?

- A. Water, salt, spoon, glass and milk
- B. Water, butter, spoon, glass, milk and coffee
- C. Water, sugar, spoon, coffee, and glass
- D. Water, sugar, spoon, plate and coffe

THE RIKO'S FAMILY

Mr. Riko is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Riko's house is made of wood. It has five rooms, a kitchen, a bathroom, a living room and two bedrooms. Mr. Riko have a house maid to help Mrs. Riko to do the house work. The maid comes from Bantul.

49. What is the purpose of the text?
- A. To tell how the Riko's Family
 - B. To describe the Riko's Family
 - C. To explain about Riko's Family
 - D. To entertain the Riko's Family
50. Where does the Riko's Family stay?
- A. In Bantul B. In Medan C. In Denpasar D. In America
51. What kinds of the text?
- a. Descriptive text C. Recount text
 - b. Explanation text D. Procedure text

Essay!

Answer the question with correct answer!

1. Choice a topic and write down a simple paragraph with your words!
 - Your Self
 - Your mother
 - Your school
2. Mention five things you find in:
 - a. Your bag
 - b. Bedroom
 - c. Classroom
3. Arrange these jumbled sentence into the good sentences.
 - a. Whiteboard- please- the- clean.
 - b. Please- the- open- door.
4. What would you say to a friend: On his/her birthday and if she/he has got the best in class.

Appendix 11

Table 1
The result of variable X and Y of Validity

No.	X	Y	X ²	Y ²	XY
1	166	64	27556	4096	10624
2	152	62	23104	3844	9424
3	157	64	24649	4096	10048
4	147	38	21609	1444	5586
5	170	33	28900	1089	5610
6	152	53	23104	2809	8056
7	128	56	16384	3136	7168
8	162	61	26244	3721	9882
9	152	54	23104	2916	8208
10	166	59	27556	3481	9794
11	138	55	19044	3025	7590
12	165	47	27225	2209	7755
13	156	22	24336	484	3432
14	144	64	20736	4096	9216
15	181	61	32761	3721	11041
16	137	60	18769	3600	8220
17	156	46	24336	2116	7176
18	132	60	17424	3600	7920
19	151	66	22801	4356	9966
20	160	41	25600	1681	6560
21	128	61	16384	3721	7808
22	153	40	23409	1600	6120
23	162	40	26244	1600	6480
24	132	44	17424	1936	5808
25	139	50	19321	2500	6950
26	149	44	22201	1936	6556
27	158	41	24964	1681	6478
28	168	48	28224	2304	8064
29	149	47	22201	2209	7003
30	156	47	24336	2209	7332
31	166	43	27556	1849	7138
32	176	41	30976	1681	7216
33	194	48	37636	2304	9312
34	176	50	30976	2500	8800

35	187	45	34969	2025	8415
36	153	41	23409	1681	6273
37	163	39	26569	1521	6357
38	147	39	21609	1521	5733
39	141	39	19881	1521	5499
40	161	47	25921	2209	7567
41	161	42	25921	1764	6762
42	141	60	19881	3600	8460
43	145	55	21025	3025	7975
44	155	32	24025	1024	4960
45	193	62	37249	3844	11966
46	203	56	41209	3136	11368
47	145	57	21025	3249	8265
48	147	52	21609	2704	7644
49	168	48	28224	2304	8064
50	156	65	24336	4225	10140
Total	ΣX 7844	ΣY 2489	ΣX^2 1243956	ΣY^2 128903	ΣXY 389789

Appendix 12

The Calculation of Coefficient Correlation

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{50(389789) - (7844).(2489)}{\sqrt{\{(50).(1243956) - (7844)^2\} \{(50).128903 - (2489)^2\}}}$$

$$r_{xy} = \frac{19523716 - 19489450}{\sqrt{\{62197800 - 61528336\} \{6445150 - 6195121\}}} = \frac{34266}{\sqrt{669464-250029}}$$

$$\frac{34266}{\sqrt{1673854}} \quad \frac{34266}{4091676} = 0.837$$

The contribution of variables X and Y:

$$KP = r^2 \times 100\% \quad KP = r^2 \times 100\%$$

$$0.837^2 \times 100\% = 70.05\%$$

The contribution of variables X and Y is 70.05%. So, the remainder it is 29.95 determine by another variables.

Appendix 15

The result of Questionnaire (X)

Name	Number of item																									X	X ²	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
AA	5	5	4	4	5	5	4	4	5	4	3	3	4	4	3	4	4	1	4	4	4	5	4	1	1	94	8836	
AJ	3	3	2	2	2	4	4	3	5	5	3	3	5	5	3	4	3	3	4	2	5	3	4	3	4	87	7569	
AM	2	3	3	5	3	2	2	3	3	3	1	2	3	3	3	3	1	2	2	2	1	3	1	1	60	3600		
AS	5	4	4	4	5	3	2	5	4	5	1	2	5	4	3	4	4	1	5	4	5	4	2	4	4	93	8649	
AR	5	4	5	5	4	5	3	3	5	4	2	2	3	4	4	3	3	2	5	5	4	3	2	4	5	94	8836	
AU	5	4	4	4	3	4	3	4	4	3	2	4	5	5	4	2	4	3	3	4	2	3	2	4	2	87	7569	
CM	3	1	4	3	4	3	2	4	4	5	1	4	3	3	3	3	2	2	3	3	3	2	1	1	70	4900		
DC	5	4	2	4	2	3	3	4	3	3	2	4	3	3	2	2	3	3	4	3	1	1	1	4	1	70	4900	
DH	2	3	4	3	2	2	2	3	2	1	3	3	4	3	1	2	2	4	2	1	3	2	4	1	1	60	3600	
DM	5	4	4	4	3	3	3	3	2	3	3	2	1	3	3	3	2	2	2	1	3	2	2	1	1	65	4225	
DS	5	3	1	3	2	2	4	3	3	2	1	1	2	2	3	2	4	1	2	2	4	2	2	1	3	60	3600	
HP	4	4	1	1	1	4	1	1	2	2	2	2	3	2	3	2	3	2	4	2	4	4	2	2	2	60	3600	
IF	3	4	3	3	3	4	4	4	3	3	2	3	3	4	1	1	1	2	3	3	3	3	1	1	1	66	4356	
IH	5	5	5	5	5	5	3	3	3	3	2	1	5	5	3	3	1	1	3	2	3	2	3	1	2	79	6241	
IP	3	2	2	4	1	4	4	2	2	3	2	1	2	3	3	4	3	1	3	3	2	2	1	2	1	60	3600	
IS	4	3	3	4	3	4	4	5	3	3	1	2	4	4	3	4	4	4	2	3	4	1	4	3	2	81	6561	
JF	3	5	3	2	2	3	3	5	5	4	2	4	5	5	1	1	5	3	1	3	1	1	5	2	1	75	5625	
JK	4	4	1	3	2	3	3	4	4	3	3	3	4	4	2	3	2	4	3	1	4	2	2	2	1	71	5041	
KD	4	3	3	4	4	3	3	4	3	4	1	1	1	3	4	3	3	2	2	2	4	3	2	1	1	68	4624	
LY	3	3	4	4	3	3	3	4	3	4	3	4	2	3	2	2	3	2	3	2	2	3	2	1	1	69	4761	
LM	3	3	3	2	2	2	2	3	3	3	3	3	1	1	2	3	3	3	3	3	3	2	2	3	3	64	4096	
MA	3	3	3	3	3	5	3	3	5	5	4	4	3	3	3	3	1	5	1	2	2	3	3	3	3	79	6241	
MAP	5	3	3	5	3	4	3	3	3	3	1	1	5	3	2	5	4	2	4	4	4	3	2	1	1	77	5929	
MAS	4	3	4	4	4	4	3	4	4	4	3	1	1	4	4	3	4	3	4	4	4	1	4	2	1	1	78	6084

MF	3	3	3	4	3	3	3	3	4	4	1	2	4	3	3	3	3	1	3	3	1	3	3	1	1	68	4624
MH	4	4	4	4	4	4	2	4	4	4	1	1	3	3	3	4	1	4	1	1	4	3	4	1	1	73	5329
MJ	4	3	3	4	4	4	4	3	3	3	4	4	3	3	4	2	2	4	3	3	3	4	4	1	1	80	6400
MR	3	3	4	2	3	4	3	2	4	4	1	1	4	3	3	3	3	3	3	3	3	3	2	1	1	69	4761
MS	4	4	4	4	4	4	2	4	2	4	2	2	3	2	2	2	2	1	3	3	3	3	2	1	1	68	4624
NHA	3	2	2	2	1	1	2	3	4	3	2	4	4	2	2	3	3	2	5	3	4	4	3	1	1	66	4356
NHS	3	4	4	4	4	4	4	4	4	4	1	1	2	3	2	3	2	2	3	3	2	3	2	1	1	70	4900
NL	3	4	4	3	3	4	2	2	3	3	1	1	2	2	3	2	3	1	2	4	2	2	2	1	1	60	3600
PA	4	5	3	5	4	2	3	4	5	4	4	4	4	3	4	4	3	1	1	3	3	3	4	2	2	84	7056
PC	3	3	3	4	3	4	2	2	4	4	1	2	4	3	1	3	1	4	3	1	1	3	4	3	4	70	4900
PES	4	1	4	2	4	2	2	2	2	2	1	2	2	2	2	2	4	4	2	2	2	4	4	1	1	60	3600
PR	4	4	4	3	3	4	3	4	4	3	1	1	3	3	3	4	4	2	4	4	4	4	3	2	2	78	6084
PS	4	2	4	4	4	4	2	4	4	4	1	1	2	4	3	3	2	2	1	3	3	2	2	1	1	67	4489
RA	4	3	4	3	3	3	3	4	4	2	3	4	3	5	5	1	3	5	3	3	4	4	5	1	1	83	6889
RAS	4	4	4	4	4	4	3	3	1	1	1	1	2	2	3	3	1	4	3	3	2	2	3	1	1	64	4096
RD	3	4	4	3	2	1	3	4	4	4	1	1	4	4	2	4	3	3	1	2	5	4	4	1	1	72	5184
RAM	4	4	2	3	2	3	2	4	4	4	3	4	3	3	2	4	3	4	4	4	2	2	5	3	2	80	6400
RS	3	4	2	1	2	4	2	5	2	5	2	2	4	5	3	5	1	4	1	1	2	2	2	3	5	72	5184
RSH	3	4	3	4	4	3	4	4	4	4	2	2	3	3	3	3	3	2	3	3	5	2	2	3	2	78	6084
RT	5	3	3	3	4	4	4	4	3	3	1	1	3	3	2	4	4	1	1	1	4	3	2	1	2	69	4761
SD	4	2	3	2	3	2	3	2	3	2	5	5	3	3	3	4	4	3	3	5	4	4	4	2	2	80	6400
SH	4	3	3	3	3	4	3	4	4	1	1	1	2	3	4	2	2	4	3	2	3	3	3	1	1	67	4489
SS	4	4	3	3	1	4	3	4	3	4	1	1	3	3	2	4	2	2	3	4	3	4	4	1	2	72	5184
UY	4	3	3	4	3	3	3	4	4	1	1	3	4	4	1	1	1	4	4	3	3	2	2	1	1	67	4489
WS	4	1	1	3	3	3	3	3	3	3	1	1	3	3	2	1	3	2	3	3	3	3	3	1	1	60	3600
YA	4	2	4	4	4	4	4	4	2	4	1	1	3	3	2	5	1	5	4	1	3	1	2	1	1	70	4900
	TOTAL																							$\sum X$ 3614	$\sum X^2$ 265426		

Appendix 16

The Result of Students' English Achievement

APPENDIX 14

The Result of Test (Y)

Name	Number of item																																			Y	Y ²																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35																			
AA	2	2	2	2	2	2	0	2	2	2	2	2	2	2	0	0	0	2	2	2	2	2	0	0	2	2	2	2	2	2	2	0	2	2	0	0	0	0	0	0	0	0	0	60	3600									
AJ	2	2	2	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	2	2	0	0	0	0	2	2	0	0	0	2	2	0	0	0	0	0	0	0	2	2	0	2	0	2	2	62	3844							
AM	2	2	0	2	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	2	68	4624							
AS	2	2	2	0	2	2	0	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	80	6400							
AR	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	0	2	0	0	2	2	2	0	2	2	82	6724				
AU	2	2	2	2	0	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	2	2	0	2	2	0	0	2	2	2	2	2	2	2	2	0	2	2	2	80	6400				
CM	2	0	2	0	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	2	2	2	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2	0	2	0	26	676				
DC	2	2	2	2	2	0	0	2	2	0	2	2	2	2	2	2	2	0	2	0	2	0	2	2	0	0	0	0	0	2	0	2	0	0	0	0	0	2	0	2	0	2	2	0	2	0	2	54	2916					
DH	2	2	2	2	0	0	0	2	2	2	2	2	2	0	0	0	0	2	0	0	2	0	2	2	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	2	0	48	2304					
DM	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	0	2	0	2	2	2	2	2	2	2	2	2	2	0	2	0	0	0	0	0	0	2	2	2	2	0	0	2	2	2	0	2	2	68	4624			
DS	2	2	2	2	2	0	0	0	2	0	0	0	0	0	0	0	0	2	0	2	0	0	2	0	0	0	2	2	2	0	0	0	2	2	0	0	2	2	2	0	2	2	0	0	2	2	0	0	2	2	44	1936		
HP	2	2	2	2	2	2	0	2	2	0	2	2	2	2	2	2	2	0	2	2	2	2	0	0	0	2	2	2	2	2	0	0	0	2	0	2	0	0	0	0	0	2	0	0	2	2	2	0	0	2	64	4096		
IF	2	2	2	2	0	2	0	2	2	2	0	2	2	0	0	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	0	2	0	0	0	2	2	2	2	2	0	0	0	0	2	2	2	2	0	0	68	4624		
IH	0	0	2	2	2	2	2	0	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	0	2	0	2	2	2	0	0	2	2	2	0	0	0	0	2	2	0	0	0	2	2	0	2	0	0	2	60	3600		
IP	2	2	2	2	2	2	2	2	2	2	0	2	0	0	0	0	0	2	2	2	2	2	2	2	2	2	0	2	0	2	0	2	0	0	0	0	0	0	2	0	2	2	2	0	2	2	0	0	2	62	3844			
IS	2	2	2	2	2	2	2	0	2	0	0	2	0	2	0	2	2	2	2	2	2	0	2	2	2	0	2	2	0	0	0	0	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	76	5776		
JF	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	54	2916				
JK	2	2	2	2	2	2	2	2	2	0	0	0	0	0	2	2	2	2	2	2	2	2	0	2	0	0	2	0	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	2	2	2	74	5476
KD	2	2	2	2	2	0	0	2	2	2	0	2	0	0	2	0	2	2	0	2	2	0	0	2	2	0	2	2	2	0	0	0	0	2	0	0	2	2	0	2	2	0	0	2	2	2	2	2	0	62	3844			
LY	2	2	2	2	2	2	2	2	0	2	2	0	0	0	2	2	0	2	2	0	0	2	2	0	0	0	0	2	0	0	2	2	0	0	0	0	2	0	0	0	2	0	2	2	2	2	2	2	0	60	3600			
LM	2	2	2	2	2	2	2	0	0	0	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	0	84	7056	
MA	2	2	2	0	2	0	2	0	0	0	0	2	0	0	0	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	74	5476			
MAP	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	2	86	7396			

MAS	2	2	2	2	0	0	2	2	2	0	0	2	2	0	0	2	2	2	2	0	2	0	2	0	0	0	2	2	2	0	0	0	0	2	2	0	0	2	2	0	2	0	2	2	50	2500						
MF	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	0	0	0	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	82	6724					
MH	2	2	2	2	0	0	2	0	0	0	0	2	0	0	0	0	2	0	0	2	2	2	2	2	0	0	2	2	0	2	2	2	0	0	0	2	0	0	2	2	2	2	2	0	2	2	50	2500				
MJ	2	2	2	2	2	0	2	2	2	2	2	2	0	2	2	0	2	2	2	2	2	2	2	0	2	0	2	2	2	0	0	2	2	2	2	0	2	2	2	2	2	2	2	2	2	82	6724					
MR	2	2	2	2	2	2	0	0	2	2	0	2	2	2	2	2	2	0	0	0	0	2	0	2	2	2	0	2	2	0	0	0	2	0	0	2	2	2	2	0	0	2	2	2	2	70	4900					
MS	2	2	2	2	2	2	2	2	2	0	2	2	2	0	0	2	2	2	0	0	0	0	2	2	0	0	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	2	0	2	0	2	54	2916				
NHA	2	2	2	0	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	2	0	2	2	2	0	0	0	2	0	0	0	2	0	0	2	2	2	2	0	2	72	5184			
NHS	2	0	2	0	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	0	0	2	2	2	2	0	0	0	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	0	0	74	5476					
NL	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	2	0	0	0	2	0	2	0	0	2	0	0	2	2	2	2	2	0	0	2	74	5476			
PA	0	2	2	0	2	0	2	2	0	0	2	2	2	0	0	2	2	0	0	2	0	0	2	0	2	0	2	0	0	0	2	2	0	0	0	0	0	0	0	2	0	0	0	2	0	0	2	42	1764			
PC	2	2	2	2	2	0	2	2	0	2	2	0	0	2	2	2	0	2	2	2	0	2	0	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	2	2	2	0	2	2	2	0	2	2	76	5776
PES	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	0	0	2	2	0	2	0	2	0	0	0	2	0	0	2	2	2	2	0	2	2	2	78	6084	
PR	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	0	0	2	2	2	2	0	0	0	0	0	2	2	2	2	2	2	2	2	2	2	2	82	6724			
PS	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	0	2	2	0	2	2	2	2	2	0	0	0	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	78	6084			
RA	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	86	7396				
RAS	2	2	2	2	2	2	2	0	2	2	0	2	2	2	2	0	2	2	2	0	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	84	7056				
RD	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	0	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	84	7056		
RAM	2	2	2	2	2	2	2	0	0	0	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	86	7396				
RS	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	0	2	2	2	2	0	2	0	2	0	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	86	7396				
RSH	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	2	0	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	0	84	7056				
RT	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	0	0	2	0	2	2	0	0	2	0	2	2	0	0	2	0	2	2	0	2	2	0	2	74	5476				
SD	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	0	0	2	2	2	2	2	0	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	84	7056				
SH	2	2	0	2	2	0	2	2	2	2	2	0	2	2	2	0	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	2	0	2	2	2	78	6084					
SS	2	2	2	2	2	2	2	0	0	0	2	2	2	2	2	2	0	2	2	2	2	2	2	2	0	0	0	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	0	78	6084			
UY	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	2	0	0	2	2	2	2	2	0	0	2	0	2	2	0	2	2	0	2	2	0	2	78	6084					
WS	2	2	2	0	0	2	2	2	2	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	0	0	2	2	2	2	2	2	2	2	0	2	2	2	78	6084					
YA	2	2	2	0	2	2	2	2	0	2	0	2	2	2	2	0	2	2	2	2	0	0	0	0	2	0	2	0	2	2	2	2	2	2	2	2	2	2	2	0	2	0	0	2	2	0	72	5184				

	TOTAL	3512 ΣY	255992 ΣY^2
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Appendix 17

Table II
The Correlation of Students' Attitude (X) and
Students' English Achievement (Y)

No.	Name	X	Y	X ²	Y ²	XY
1	AA	94	60	8836	3600	5640
2	AJ	87	62	7569	3844	5394
3	AM	60	68	3600	4624	4080
4	AS	93	80	8649	6400	7440
5	AR	94	82	8836	6724	7708
6	AU	87	80	7569	6400	6960
7	CM	70	26	4900	676	1820
8	DC	70	54	4900	2916	3780
9	DH	60	48	3600	2304	2880
10	DM	65	68	4225	4624	4420
11	DS	60	44	3600	1936	2640
12	HP	60	64	3600	4096	3840
13	IF	66	68	4356	4624	4488
14	IH	79	60	6241	3600	4740
15	IP	60	62	3600	3844	3720
16	IS	81	76	6561	5776	6156
17	JF	75	54	5625	2916	4050
18	JK	71	74	5041	5476	5254
19	KD	68	62	4624	3844	4216
20	LY	69	60	4761	3600	4140
21	LM	64	84	4096	7056	5376
22	MA	79	74	6241	5476	5846
23	MAP	77	86	5929	7396	6622
24	MAS	78	50	6084	2500	3900
25	MF	68	82	4624	6724	5576
26	MH	73	50	5329	2500	3650
27	MJ	80	82	6400	6724	6560
28	MR	69	70	4761	4900	4830
29	MS	68	54	4624	2916	3672
30	NHA	66	72	4356	5184	4752
31	NHS	70	74	4900	5476	5180
32	NL	60	74	3600	5476	4440

33	PA	84	42	7056	1764	3528
34	PC	70	76	4900	5776	5320
35	PES	60	78	3600	6084	4680
36	PR	78	82	6084	6724	6396
37	PS	67	78	4489	6084	5226
38	RA	83	86	6889	7396	7138
39	RAS	64	84	4096	7056	5376
40	RD	72	84	5184	7056	6048
41	RAM	80	86	6400	7396	6880
42	RS	72	86	5184	7396	6192
43	RSH	78	84	6084	7056	6552
44	RT	69	74	4761	5476	5106
45	SD	80	84	6400	7056	6720
46	SH	67	78	4489	6084	5226
47	SS	72	78	5184	6084	5616
48	UY	67	78	4489	6084	5226
29	WS	60	78	3600	6084	4680
50	YA	70	72	4900	5184	5040
		3614	3512	265426	255992	254720

N : 50

ΣX : 3614

ΣY : 3512

ΣX^2 : 265426

ΣY^2 : 255992

ΣXY : 254720

Appendix18

Statistic Examine Look for Mean, Median, Modus, Range, Total of Classes, Interval, Standard Deviation of Students' Attitude, and Result of the Normality Test

1. Score

60	60	60	60	60	60	60	60	64	64
65	66	66	67	67	67	68	68	68	69
69	69	70	70	70	70	70	71	72	72
72	73	75	77	78	78	78	79	79	80
80	80	81	83	84	87	87	93	94	94

2. Highest score : 94

Lowest score : 60

3. Range = High Score – Low Score

$$= 94 - 60$$

$$= 34$$

4. Total of classes (BK)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 50$$

$$= 1 + 3.3 (1.698)$$

$$= 1 + 5.6034$$

$$= 6.6034 (7)$$

5. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{34}{7}$$

$$= 4.85 (5)$$

6. Mean

<i>Interval</i>	<i>f_i</i>	<i>x_i</i>	<i>(f_ix_i)</i>
60 – 64	10	62	620
65 – 69	12	67	804
70 – 74	10	72	720
75 – 79	7	77	539
80 – 84	6	82	492
85 – 89	2	87	174
90 – 94	3	92	276
Jumlah	50	539	3625

$$(\bar{x}) = \sum \frac{f_i x_i}{f_i}$$

$$= \frac{3625}{50}$$

$$= 72.5$$

7. Median

<i>Interval</i>	<i>f_i</i>	<i>Fk_b</i>	<i>Fk_a</i>
60 – 64	10	50 = N	10
65 – 69	12	40	22
70 – 74	10	28	32
75 – 79	7	18	39
80 – 84	6	11	45
85 – 89	2	5	47
90 – 94	3	3	50
Jumlah	50		

$$Me = Bb + p \left(\frac{\frac{1}{2}n - Fkb}{f_i} \right)$$

$$\begin{aligned}
&= 69.50 + 5 \left(\frac{\frac{1}{2}50 - 18}{10} \right) \\
&= 69.50 + 5 \left(\frac{25 - 18}{10} \right) \\
&= 69.50 + 5 \left(\frac{7}{10} \right) \\
&= 69.50 + 5(0.7) \\
&= 69.50 + 3.5 \\
&= 73
\end{aligned}$$

8. Modus

<i>Interval</i>	<i>f_i</i>
60 – 64	10
65 – 69	12
70 – 74	10
75 – 79	7
80 – 84	6
85 – 89	2
90 – 94	3
Jumlah	50

$$\begin{aligned}
\text{Modus} &= Bb + p \left(\frac{F1}{F1 + F2} \right) \\
&= 64.50 + 5 \left(\frac{10}{10 + 10} \right) \\
&= 64.50 + 5 \left(\frac{10}{20} \right) \\
&= 64.50 + 5(0.5) \\
&= 64.50 + 2.5 \\
&= 67
\end{aligned}$$

9. Standard Deviation

<i>Interval</i>	f_i	x_i	$(f_i x_i)$	x_i^2	$f x_i^2$
60 – 64	10	62	620	3844	38440
65 – 69	12	67	804	4489	53868
70 – 74	10	72	720	5184	51840
75 – 79	7	77	539	5929	41503
80 – 84	6	82	492	6724	40344
85 – 89	2	87	174	7569	15138
90 – 94	3	92	276	8464	25392
Total	50	539	3625	42203	266525

$$s = \frac{\sqrt{\sum f x^2}}{\sum f - 1}$$

$$= \frac{\sqrt{266525}}{50 - 1}$$

$$= \frac{\sqrt{266525}}{49}$$

$$= \sqrt{5439.285}$$

$$= 73.751$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
90– 94	94.5	1.73	0.4582				
	89.5			0.10	3.5	4	0.14
85 – 89	84.5	1.08	0.3599				
	80 – 84			0.19	6.65	4	-0.39
	79.5	0.43	0.1664				
75 – 79	74.5	-0.21	0.41683	-0.25	-8.75	10	0.14
	70 – 74			0.22	7.7	6	-0.22
	69.5	-0.86	0.19489				
65 – 69	64.5	-1.51	0.06552	0.12	4.2	5	0.19
	60 – 64			0.05	1.4	2	0.42
						X^2	2.28

Based on table above, reseracher found that $x^2_{count} = 2.28$ while $x^2_{table} = 5.991$ cause $x^2_{count} < x^2_{table}$ ($2.28 < 5.991$) with degree of freedom $dk = 5 - 3 = 2$ and significant level $\alpha = 5\%$. So distribution sample was normal.

Appendix19

Statistic Examine Look for Mean, Median, Modus, Range, Total of Classes, Interval, and Standard Deviation of Students' English Achievement

1. Score

26	42	44	48	50	50	54	54	54	60
60	60	62	62	62	64	68	68	68	70
72	72	74	74	74	74	74	76	76	78
78	78	78	78	78	78	80	82	82	82
82	84	84	84	84	84	86	86	86	86

2. Highest score : 86

Lowest score : 26

3. Range = High Score – Low Score

$$= 86 - 26$$

$$= 60$$

4. Total of classes (BK)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 50$$

$$= 1 + 3.3 (1.698)$$

$$= 1 + 5.6034$$

$$= 6.6034 (7)$$

5. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{60}{7}$$

$$= 8.57 (9)$$

6. Mean

<i>Interval</i>	f_i	x_i	$(f_i x_i)$
26 – 34	1	30	30
35 – 43	1	39	39
44 – 52	4	48	192
53 – 61	6	57	342
62 – 70	8	66	528
71 – 79	16	75	1125
80 – 88	14	84	1344
Total	50	399	3600

$$(\bar{x}) = \sum \frac{f_i x_i}{f_i}$$

$$= \frac{3600}{50}$$

$$= 72$$

7. Median

<i>Interval</i>	f_i	Fk_b	Fk_a
26 – 34	1	50 = N	1
35 – 43	1	49	2
44 – 52	4	48	6
53 – 61	6	44	12
62 – 70	8	38	20
71 – 79	16	30	36
80 – 88	14	14	50 = N
Total 50			

$$\begin{aligned}
\text{Me} &= b + p \left(\frac{\frac{1}{2}n - F_{kb}}{f_i} \right) \\
&= 70.50 + 9 \left(\frac{\frac{1}{2}50 - 14}{16} \right) \\
&= 70.50 + 9 \left(\frac{25 - 14}{16} \right) \\
&= 70.50 + 9 \left(\frac{11}{16} \right) \\
&= 70.50 + 9(0.68) \\
&= 70.50 + 6.12 \\
&= 76.62
\end{aligned}$$

8. Modus

<i>Interval</i>	<i>f_i</i>
26 – 34	1
35 – 43	1
44 – 52	4
53 – 61	6
62 – 70	8
71 – 79	16
80 – 88	14
Total 50 = N	

$$\begin{aligned}
\text{Modus} &= Bb + p \left(\frac{F_1}{F_1 + F_2} \right) \\
&= 70.50 + 9 \left(\frac{16}{16 + 14} \right)
\end{aligned}$$

$$\begin{aligned}
&= 70.50 + 9\left(\frac{16}{30}\right) \\
&= 70.50 + 9(0.533) \\
&= 70.50 + 4.797 \\
&= 75.297
\end{aligned}$$

9. Standard Deviation

<i>Interval</i>	f_i	x_i	$(f_i x_i)$	x_i^2	$f x_i^2$
26 – 34	1	30	30	900	900
35 – 43	1	39	39	1521	1521
44 – 52	4	48	192	2304	9216
53 – 61	6	57	342	3249	19494
62 – 70	8	66	528	4356	34848
71 – 79	16	75	1125	5625	84375
80 – 88	14	84	1344	7056	112896
Total	50	399	3600	25011	263250

$$\begin{aligned}
s &= \frac{\sqrt{\sum f x_i^2}}{\sum f - 1} \\
&= \frac{\sqrt{263250}}{50 - 1} \\
&= \frac{\sqrt{263250}}{49} \\
&= \sqrt{5372.448} \\
&= 73.296
\end{aligned}$$

Appendix 20

The Calculation of Coefficient Correlation

It could be seen the application of the procedures by using Product Moment formula as follow:

$$\begin{aligned}r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}} \\&= \frac{50.254720 - (3614)(3512)}{\sqrt{\{50.265462 - (3614)^2\} \{50.255992 - (3512)^2\}}} \\&= \frac{12736000 - 12692368}{\sqrt{\{13273100 - 13060996\} \{12799600 - 12334144\}}} \\&= \frac{43632}{\sqrt{(210304)(465456)}} \\&= \frac{43632}{\sqrt{9788725810}} \\&= \frac{43632}{98937.989} \\&= 0.441\end{aligned}$$

Based on calculation, it can be seen that the value of r_{xy} was 0.441. The value of the r_{table} in Pearson Product Moment formulated on the table 5% significant was 0.279. It showed r_{count} was higher than r_{table} on $0.441 > 0.284$

Appendix 21

The Calculation of Contribution Variables X and Y

To know the contribution of students' attitude and students' English Achievement, the calculation as follow:

$$KP = r^2 \times 100\%$$

KP = the score of determine coefficient

r = the score of the coefficients correlation

$$\begin{aligned} KP &= r^2 \times 100\% \\ &= 0.441^2 \times 100\% \\ &= 0.1944 \times 100\% \\ &= 19.44\% \end{aligned}$$

Based on the calculation, it was mean that the contribution of attitude toward English achievement was 19.44%. So, the remainder it was 80.56% determined by other variables.

Appendix 22

The Result of Essay Test

NO.	Initial Name	Features	Number of Questions				Value
			1	2	3	4	
1.	A.A	Content	25	30	30	15	16
		Organization	15	18	19	10	
		Language use	20	17	18	10	
		Vocabulary	16	27	26	24	
		Mechanics	4	5	4	4	
		Total	16	19.4	19.4	12.6	
2.	A.J	Content	13	30	17	17	58
		Organization	10	15	15	15	
		Language use	16	21	17	10	
		Vocabulary	9	28	28	15	
		Mechanics	3	5	5	3	
		Total	51	99	82	60	
3.	A.M	Content	22	16	30	25	56
		Organization	13	16	18	11	
		Language use	15	17	16	12	
		Vocabulary	16	14	19	10	
		Mechanics	3	3	3	2	
		Total	69	66	86	60	
4.	A.R	Content	26	30	30	28	79
		Organization	17	20	20	23	
		Language use	21	22	22	19	
		Vocabulary	16	28	28	27	
		Mechanics	4	5	5	5	
			84	105	105	102	
5.	A.S	Content	30	30	30	30	80
		Organization	18	20	20	20	
		Language use	22	20	20	20	
		Vocabulary	18	27	27	27	
		Mechanics	4	5	5	5	
			92	102	102	102	
6.	A.U	Content	26	28	30	13	71
		Organization	16	20	20	13	
		Language use	25	25	25	10	

		Vocabulary	27	28	28	9	
		Mechanics	4	4	4	2	
			98	105	107	47	
7.	C.M	Content	15	30	16	13	53
		Organization	15	20	13	9	
		Language use	20	25	10	7	
		Vocabulary	17	28	7	8	
		Mechanics	3	4	2	2	
			70	107	48	39	
8.	D.C	Content	30	30	30	18	77
		Organization	20	20	20	15	
		Language use	25	25	25	18	
		Vocabulary	28	28	28	10	
		Mechanics	5	4	4	3	
			108	107	107	64	
9.	D.H	Content	28	30	30	12	71
		Organization	18	20	20	7	
		Language use	24	25	25	9	
		Vocabulary	27	28	28	8	
		Mechanics	4	5	5	2	
			101	108	108	38	
10.	D.S	Content	28	30	12	20	63
		Organization	19	20	7	15	
		Language use	22	25	5	18	
		Vocabulary	27	28	5	20	
		Mechanics	4	5	3	4	
			100	108	32	77	
11.	H.P	Content	30	30	30	30	86
		Organization	19	20	20	20	
		Language use	24	25	25	25	
		Vocabulary	27	28	28	28	
		Mechanics	5	5	5	5	
			105	108	108	108	
12.	I.H	Content	28	30	26	30	79
		Organization	18	20	18	20	
		Language use	22	25	20	25	
		Vocabulary	18	28	20	28	
		Mechanic	4	5	5	4	

			90	108	89	107	
13.	I.F	Content	27	28	26	14	57
		Organization	18	17	10	17	
		Language use	22	23	19	10	
		Vocabulary	17	20	20	15	
		Mechanics	3	3	3	2	
			60	91	78	58	
14.	I.H	Content	30	30	30	25	71
		Organization	17	16	17	17	
		Language use	20	25	19	20	
		Vocabulary	16	26	18	15	
		Mechanics	4	5	3	3	
			87	102	87	80	
15.	I.P	Content	28	30	26	20	65
		Organization	18	18	17	16	
		Language use	23	21	18	14	
		Vocabulary	16	16	14	15	
		Mechanics	4	4	3	2	
			89	89	78	67	
16.	I.S	Content	28	29	28	30	82
		Organization	20	19	20	19	
		Language use	22	24	24	24	
		Vocabulary	26	28	26	25	
		Mechanics	4	5	5	5	
			100	105	103	103	
17.	J.F	Content	22	24	23	21	35
		Organization	18	19	16	12	
		Language use	19	20	19	21	
		Vocabulary	20	27	25	27	
		Mechanics	4	5	4	4	
18.	J.K	Content	17	16	16	16	48
		Organization	14	15	11	10	
		Language use	14	15	13	12	
		Vocabulary	16	20	14	10	
		Mechanics	3	3	2	2	
			64	69	56	50	
		Content	24	27	23	22	75

19.	K.D	Organization	17	19	19	18	
		Language use	23	24	19	20	
		Vocabulary	26	27	25	27	
		Mechanics	4	5	4	4	
			94	102	90	91	
20.	L.Y	Content	30	30	24	20	75
		Organization	18	18	16	13	
		Language use	22	21	19	20	
		Vocabulary	28	28	25	24	
		Mechanics	5	4	4	4	
			103	101	88	81	
21.	L.M	Content	29	29	28	27	80
		Organization	20	23	20	20	
		Language use	23	25	20	19	
		Vocabulary	27	27	25	24	
		Mechanics	4	4	4	3	
			103	108	97	93	
22.	M.A	Content	30	30	30	30	80
		Organization	27	26	25	25	
		Language use	24	19	19	15	
		Vocabulary	24	23	20	17	
		Mechanics	4	4	3	4	
			109	102	97	91	
23.	MA.P	Content	25	25	25	20	65
		Organization	17	18	15	15	
		Language use	18	20	16	18	
		Vocabulary	20	24	18	17	
		Mechanics	4	3	3	2	
			84	90	77	72	
	MA.S	Content	28	29	28	30	86

24.		Organization	27	28	16	26	
		Language use	28	29	18	27	
		Vocabulary	25	25	19	27	
		Mechanics	4	5	4	5	
			112	116	85	115	
25.	M.F	Content	27	27	26	26	80
		Organization	26	27	25	28	
		Language use	20	25	23	25	
		Vocabulary	19	20	18	20	
		Mechanics	4	4	4	4	
			96	103	96	103	
26.	M.H	Content	15	15	15	12	47
		Organization	14	13	14	14	
		Language use	15	13	14	14	
		Vocabulary	16	15	14	10	
		Mechanics	3	2	2	3	
		Total	63	58	59	53	
27.	M.J	Content	30	116	30	30	70
		Organization	23	24	23	23	
		Language use	25	25	23	21	
		Vocabulary	19	20	18	20	
		Mechanics	3	4	4	2	
		Total	100	73	98	73	
28.	M.R	Content	28	29	27	27	96
		Organization	24	25	23	23	
		Language use	20	22	18	19	
		Vocabulary	19	20	22	21	
		Mechanics	4	5	4	4	
		Total	95	101	188	94	
29.	M.S	Content	29	29	67	28	83
		Organization	25	26	22	21	
		Language use	19	20	15	17	
		Vocabulary	22	23	19	19	
		Mechanics	4	4	3	3	
		Total	99	102	126	88	
	NH.A	Content	28	29	24	25	
		Organization	20	25	22	24	

30.		Language use	19	21	18	24	74
		Vocabulary	17	20	17	22	
		Mechanics	4	4	3	4	
		Total	88	99	84	99	
31.	NH.S	Content	22	25	24	24	87
		Organization	20	24	21	22	
		Language use	13	22	22	19	
		Vocabulary	20	19	18	17	
		Mechanics	4	3	2	4	
		Total	79	93	87	86	
32.	N.L	Content	23	22	15	22	84
		Organization	18	22	22	22	
		Language use	22	22	18	18	
		Vocabulary	18	18	18	19	
		Mechanics	3	4	3	4	
		Total	84	88	76	88	
33.	P.A	Content	29	29	28	24	78
		Organization	23	23	24	25	
		Language use	22	29	22	28	
		Vocabulary	20	17	15	15	
		Mechanics	4	4	4	5	
		Total	98	102	93	97	
34.	P.C	Content	30	29	30	18	76
		Organization	20	21	20	14	
		Language use	25	20	25	18	
		Vocabulary	28	28	28	10	
		Mechanics	5	3	4	3	
		Total	108	101	107	63	
35.	P.A.S	Content	28	28	30	18	77
		Organization	18	20	25	15	
		Language use	25	30	25	18	
		Vocabulary	28	26	25	10	
		Mechanics	5	5	4	3	
		Total	104	109	109	64	
36.	P.R	Content	28	27	30	17	
		Organization	25	22	22	18	
		Language use	21	23	23	18	

		Vocabulary	28	26	23	15	61
		Mechanics	5	3	4	3	
		Total	107	27	102	71	
37.	P.S	Content	26	30	30	20	72
		Organization	25	25	20	15	
		Language use	25	22	15	21	
		Vocabulary	28	19	15	10	
		Mechanics	5	3	3	3	
		Total	109	99	83	69	
38.	R.A	Content	22	19	22	25	61
		Organization	15	17	19	12	
		Language use	20	17	17	13	
		Vocabulary	16	17	19	20	
		Mechanics	3	3	3	4	
		Total	76	73	80	74	
39.	R.A.S	Content	25	27	24	23	63
		Organization	20	20	20	17	
		Language use	16	15	15	10	
		Vocabulary	19	19	19	15	
		Mechanics	4	3	3	3	
		Total	84	84	81	68	
40.	R.D	Content	29	30	29	30	80
		Organization	19	20	18	20	
		Language use	24	25	18	20	
		Vocabulary	27	28	20	28	
		Mechanics	4	5	4	4	
		Total	103	108	89	102	
41.	R.A.M	Content	17	18	13	10	45
		Organization	16	15	11	7	
		Language use	16	15	13	8	
		Vocabulary	16	19	10	9	
		Mechanics	3	3	2	2	
		Total	68	70	49	36	
42.	R.S	Content	29	29	27	28	
		Organization	20	20	19	20	
		Language use	24	25	23	23	
		Vocabulary	18	19	19	18	

		Mechanics	4	4	4	4	75
		Total	95	97	92	93	
43.	RS.H	Content	22	17	15	16	53
		Organization	16	18	13	12	
		Language use	19	20	13	10	
		Vocabulary	15	20	16	10	
		Mechanics	3	3	3	2	
		Total	75	78	60	50	
44	R.T	Content	25	11	25	27	48
		Organization	17	10	11	9	
		Language use	15	15	10	10	
		Vocabulary	15	13	10	7	
		Mechanics	2	2	2	2	
		Total	74	51	58	55	
45.	S.D	Content	29	26	27	27	74
		Organization	17	17	17	15	
		Language use	20	20	22	19	
		Vocabulary	26	28	24	20	
		Mechanics	4	4	3	3	
		Total	96	95	93	84	
46.	S.H	Content	28	29	17	10	58
		Organization	19	20	9	7	
		Language use	20	25	11	10	
		Vocabulary	26	27	10	9	
		Mechanics	4	5	2	2	
		Total	97	106	49	38	
47.	S.S	Content	28	30	30	27	82
		Organization	19	20	20	19	
		Language use	24	25	25	23	
		Vocabulary	18	28	28	26	
		Mechanics	4	5	5	4	
		Total	93	108	108	99	
48.	U.Y	Content	22	17	17	13	50
		Organization	15	14	11	10	
		Language use	17	16	14	13	
		Vocabulary	16	15	14	14	
		Mechanics	3	3	3	2	

		Total	73	65	59	52	
49.	W.S	Content	28	30	26	30	83
		Organization	19	20	16	20	
		Language use	24	25	23	25	
		Vocabulary	27	28	28	28	
		Mechanics	3	5	3	5	
		Total	101	108	96	108	
50.	Y.A	Content	28	30	27	28	83
		Organization	20	22	18	20	
		Language use	25	22	25	25	
		Vocabulary	28	27	25	28	
		Mechanics	5	5	4	4	
		Total	106	106	99	105	

Appendix 23

R-TABLE OF PRODUCT MOMENT

N	Taraf	Signif	N	Taraf	Signif	N	Taraf	Signif
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 14

HOMOGENEITY

Calculation of parameter to get variant of the sample are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

1. Class VIII-3

No.	Xi	Xi ²
1	64	4096
2	62	3844
3	64	4096
4	38	1444
5	33	1089
6	53	2809
7	56	3136
8	61	3721
9	54	2916
10	59	3481
11	55	3025
12	47	2209
13	22	484
14	64	4096
15	61	3721
16	60	3600
17	46	2116
18	60	3600
19	66	4356
20	41	1681
21	61	3721

22	40	1600
23	40	1600
24	44	1936
25	50	2500
Total	$\sum Xi$ 1301	$\sum Xi^2$ 70877

$$n = 25$$

$$\sum xi = 1301$$

$$\sum Xi^2 = 70877$$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$= \frac{25(70877) - (1301)^2}{25(25-1)}$$

$$= \frac{1771925 - 1301^2}{25(24)}$$

$$= \frac{1770624}{600}$$

$$= 2951.04$$

2. Class VIII-7

No.	Xi	Xi ²
1	44	1936
2	41	1681
3	48	2304
4	47	2209
5	47	2209
6	43	1849
7	41	1681
8	48	2304
9	50	2500
10	45	2025
11	41	1681
12	39	1521
13	39	1521
14	39	1521

15	47	2209
16	42	1764
17	60	3600
18	55	3025
19	32	1024
20	62	3844
21	56	3136
22	57	3249
23	52	2704
24	48	2304
25	65	4225
Total	$\sum Xi$ 1188	$\sum Xi^2$ 58026

$$n = 25$$

$$\sum xi = 1188$$

$$\sum Xi^2 = 58026$$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$= \frac{25(58026) - (1188)^2}{25(25-1)}$$

$$= \frac{1450650 - 1188^2}{25(24)}$$

$$= \frac{1449462}{600}$$

$$= 2415.77$$

The Formula was used to test hypothesis was:

1. VIII-3 and VIII-7 :

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$F = \frac{2951.04}{2415.77}$$

$$= 1.22$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.22$ with α 5 % and $dk = 25$ & 25 from the distribution list F, researcher found that $F_{\text{table}} = 2,060$ & $2,060$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.22 < 2.060$ & 2.060). So, there is no difference the variant between the VIII-3 class and VIII-7 class. It means that the variant is homogenous.

Appendix 13

Statistic Examine Look for Mean, Median, Modus, Range, Total of Classes, Interval, Standard Deviation and Result of the Normality

1. Score

22	32	33	39	39	39	39	40	40	41
41	41	41	42	43	44	44	45	46	47
47	47	47	48	48	50	50	52	53	54
55	56	56	56	57	59	60	60	60	60
61	61	61	62	62	64	64	65	65	66

2. Highest score : 62

Lowest score : 22

3. Range = High Score – Low Score

$$= 62 - 22$$

$$= 40$$

4. Total of classes (BK)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 50$$

$$= 1 + 3.3 (1.698)$$

$$= 1 + 5.6034$$

$$= 6.6034 (7)$$

5. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{40}{7}$$

$$= 5.71 (6)$$

6. Mean

<i>Interval</i>	<i>f_i</i>	<i>x_i</i>	<i>(f_ix_i)</i>
22-27	1	24.5	24.5
28-33	2	30.5	61
34-39	3	36.5	109.5
40-45	11	42.5	467.5
46-51	10	48.5	485
52-57	10	54.5	545
58-63	9	60.5	545.5
64-69	4	66.5	266

Total	50	364	2503
-------	----	-----	------

$$\begin{aligned}(\bar{x}) &= \sum \frac{fixi}{fi} \\ &= \frac{2503}{50} \\ &= 50.06\end{aligned}$$

7. Median

Interval	f_i	Fk_b	Fk_a
22-27	1	50 = N	1
28-33	2	49	3
34-39	3	47	6
40-45	11	44	17
46-51	10	33	27
52-57	10	23	37
58-63	9	13	46
64-69	4	4	50 = N
Total 50			

$$\begin{aligned}\text{Me} &= b + p \left(\frac{\frac{1}{2}n - Fkb}{f_i} \right) \\ &= 45.50 + 6 \left(\frac{\frac{1}{2}50 - 23}{10} \right) \\ &= 45.50 + 6 \left(\frac{25 - 23}{10} \right) \\ &= 45.50 + 6 \left(\frac{2}{10} \right) \\ &= 45.50 + 6(0.2) \\ &= 45.50 + 1.2 \\ &= 46.7\end{aligned}$$

8. Modus

<i>Interval</i>	<i>f_i</i>
22-27	1
28-33	2
34-39	3
40-45	11
46-51	10
52-57	10
58-63	9
64-69	4
Total 50 = N	

$$\begin{aligned}
\text{Modus} &= Bb + p \left(\frac{F1}{F1 + F2} \right) \\
&= 45.50 + 6 \left(\frac{10}{10 + 9} \right) \\
&= 45.50 + 6 \left(\frac{10}{19} \right) \\
&= 45.50 + 6(0.526) \\
&= 45.50 + 3.156 \\
&= 48.656
\end{aligned}$$

9. Standard Deviation

<i>Interval</i>	<i>f_i</i>	<i>x_i</i>	<i>(f_ix_i)</i>	<i>x_i²</i>	<i>fx_i²</i>
22-27	1	24.5	24.5	600.25	600.25
28-33	2	30.5	61	3721	7442
34-39	3	36.5	109.5	11.990	35970
40-45	11	42.5	467.5	218556	2404116
46-51	10	48.5	485	235.225	2352250
52-57	10	54.5	545	297025	2970250
58-63	9	60.5	545.5	296480	2668320
64-69	4	66.5	266	70756	283024
Total	50	364	2503	1122375	10721972

$$\begin{aligned}
S &= \frac{\sqrt{\sum f x_i^2}}{\sum f - 1} \\
&= \frac{\sqrt{10721972}}{50 - 1}
\end{aligned}$$

$$= \frac{\sqrt{3274.442}}{49}$$

$$= \sqrt{57.2227}$$

$$= 1.1678$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
64- 69	69.5	-	0.7797	0.1358	1	0.679
58 – 63	63.5	19.198	0.6439	0.3783	2	0.1891
52 – 57	57.5	-14.06	0.2656	0.26549	3	0.1327
46 – 51	51.5	-8.92	0.00011	-0.09329	11	-0.046
40 – 45	45.5	-3.72	0.0934	-0.3089	10	-0.154
34 – 39	39.5	1.35	0.4023	-0.1277	9	-0.063
28 – 33	33.5	6.49	0.53	0.1206	4	0.603
22 – 27	27.5	11.6	0.4094	0.1883		0.941
		16.7				2.281

Based on table above, reseracher found that $x^2_{count} = 2.281$ while $x^2_{table} = 4.822$ cause $x^2_{count} < x^2_{table}$ ($2.281 < 4.822$) with degree of freedom $dk = 7 - 3 = 4$ and significant level $\alpha = 5\%$. So distribution sample was normal.

47	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	0
48	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	1	0	
49	1	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	
50	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0

32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	
1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	
1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	
0	1	0	1	1	0	0	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0	0	0	0	1	1	1	
1	1	0	1	1	1	0	0	0	0	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	0	0	
1	1	0	1	0	0	1	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	
1	1	0	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	
1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	
1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	
1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	
1	0	1	1	0	0	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	
0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	0	
1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	
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1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	
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0	0	1	0	1	0	1	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	0	
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0	1	0	0	1	1	1	0	0	1	1	1	0	1	1	0	0	0	1	0	1	0	1	0	0	1	1	0	1	1	
0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	1	1	0	1	1	1	1	1	1	
0	0	0	1	1	0	0	0	0	0	1	1	1	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	1	1
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62	63	64	65	66	67	68	69	70	71	72	73	74	75	Y	Y ²
1	1	1	1	0	1	1	1	1	1	1	1	1	1	64	4096
1	1	1	1	0	1	1	1	1	1	1	1	1	1	62	3844
1	1	1	1	1	1	1	1	1	1	1	1	1	1	64	4096
0	0	0	0	0	1	0	0	1	0	0	0	0	0	38	1444
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1	1	1	1	1	0	0	1	0	1	1	1	1	1	53	2809
1	1	1	1	1	1	0	1	1	1	1	1	1	1	56	3136
1	1	1	1	1	1	0	1	1	1	1	1	1	1	61	3721
0	1	1	0	1	1	0	0	1	1	1	0	0	1	54	2916
1	1	1	1	1	1	0	1	1	1	1	1	1	1	59	3481
1	1	1	1	1	0	0	0	1	1	1	1	1	0	55	3025
1	1	1	1	1	0	0	0	1	1	1	1	1	1	47	2209
1	1	0	1	1	0	0	0	0	1	0	1	0	1	22	484
1	1	1	1	1	1	0	1	1	1	1	1	1	1	64	4096
1	1	1	1	0	1	0	1	1	1	1	1	1	1	61	3721
1	1	0	1	1	1	0	1	1	1	1	0	1	1	60	3600
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1	1	1	1	1	1	0	1	1	1	1	1	1	1	60	3600
1	1	1	1	1	1	0	1	1	1	1	1	1	1	66	4356
1	1	1	0	1	0	0	1	1	1	1	1	1	1	41	1681
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1	1	1	1	1	1	0	1	1	1	1	1	1	0	48	2304
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1	1	1	1	1	0	0	1	1	1	1	1	0	1	62	3844
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1	0	1	0	1	1	0	1	1	1	1	1	0	1	57	3249
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1	1	0	1	1	1	0	1	0	1	1	0	1	1	48	2304
1	1	0	1	1	1	0	1	0	1	1	0	1	1	65	4225
														2489	128903
														ΣY	ΣY^2

X²

No.	X	Y	X ²	Y ²	XY
1	166	64	27556	4096	10624
2	152	62	23104	3844	9424
3	157	64	24649	4096	10048
4	147	38	21609	1444	5586
5	170	33	28900	1089	5610
6	152	53	23104	2809	8056
7	128	56	16384	3136	7168
8	162	61	26244	3721	9882
9	152	54	23104	2916	8208
10	166	59	27556	3481	9794
11	138	55	19044	3025	7590
12	165	47	27225	2209	7755
13	156	22	24336	484	3432
14	144	64	20736	4096	9216
15	181	61	32761	3721	11041
16	137	60	18769	3600	8220
17	156	46	24336	2116	7176
18	132	60	17424	3600	7920
19	151	66	22801	4356	9966
20	160	41	25600	1681	6560
21	128	61	16384	3721	7808
22	153	40	23409	1600	6120
23	162	40	26244	1600	6480
24	132	44	17424	1936	5808
25	139	50	19321	2500	6950
26	149	44	22201	1936	6556
27	158	41	24964	1681	6478
28	168	48	28224	2304	8064
29	149	47	22201	2209	7003
30	156	47	24336	2209	7332
31	166	43	27556	1849	7138
32	176	41	30976	1681	7216
33	194	48	37636	2304	9312
34	176	50	30976	2500	8800
35	187	45	34969	2025	8415
36	153	41	23409	1681	6273
37	163	39	26569	1521	6357
38	147	39	21609	1521	5733
39	141	39	19881	1521	5499
40	161	47	25921	2209	7567
41	161	42	25921	1764	6762
42	141	60	19881	3600	8460
43	145	55	21025	3025	7975

19489450 19523716
62197800 61528336
6445150 6195121

44	155	32	24025	1024	4960
45	193	62	37249	3844	11966
46	203	56	41209	3136	11368
47	145	57	21025	3249	8265
48	147	52	21609	2704	7644
49	168	48	28224	2304	8064
50	156	65	24336	4225	10140
	7844	2489	1243956	128903	389789
	61528336	6195121			

-34266
669464
250029

19489450	19523716	-34266	0.837	0.700569
62197800	61528336	669464		70.0569
6445150	6195121	250029		
		1673854111		
		40912.7622		
		-0.83753817		