



**THE CORRELATION BETWEEN NUN (NILAI UJIAN NASIONAL)  
BAHASA INGGRIS SMP/MTS AND THE STUDENTS ENGLISH  
ACHIEVEMENT AT GRADE X SMA NEGERI 5  
PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State Institute of Islamic Studies Padangsidimpuan as A Partial  
Fulfilment of The Requirement for The Degree of Graduate of Islamic  
Education Scholar (S.Pd.I) in English*

by:

**ABDUL RAHMAN HARIANJA**  
Reg. No. 08 340 0040



**ADVISOR I**

**RAYENDRIANI FAHMEI LUBIS, M.Ag**  
NIP. 19710510 200003 2 001

**ADVISOR II**

**MAGDALENA, M. Ag**  
NIP.19740319 200003 2 001

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**

Terms : A Thesis  
a.n. Abdul Rahman Harianja  
Appendix : 7 (Seven) Exemplars

Padangsidempuan, 13 November 2015

To:  
Dean Tarbiyah and Teacher Training  
Faculty

In-

Padangsidempuan

*Assalamu'alaikumWr.Wb.*

After Reading, studying, and giving advices for necessary revises on thesis belongs to Abdul Rahman Harianja, entitle **The Correlation Between NUN (NilaiUjiannasional) BahasaInggris SMP/MTs and The Students English Achievement At Grade X SMA Negeri 5 Padangsidempuan.** We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Education Department on Faculty of Tarbiyah and Teacher Training in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend he thesis in Munaqosyah. That's all and thanks you for your attention.

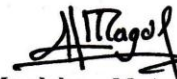
*Wassalamu'alaikumWr.Wb.*

Advisor I



**Rayendriani Fahmei Lubis, M.Ag**  
**NIP. 19710510 200003 2 001**

Advisor II



**Magdalena, M. Ag**  
**NIP.19740319 200003 2 001**

**DECLARATION OF WRITING OWN THESIS**

Name : **ABDUL RAHMAN HARIANJA**  
Registration Number : **08 340 0040**  
Department / Study Program : **Tarbiyah and Teacher Training/TBI-2**  
The Title of Thesis : **THE CORRELATION BETWEEN NUN (NILAI UJIAN NASIONAL) BAHASA INGGRIS SMP/MTS AND THE STUDENTS ENGLISH ACHIEVEMENT AT GRADE X SMA NEGERI 5 PADANGSIDIMPUAN**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidempuan, 01 July 2015

Declaration Maker



**ABDUL RAHMAN HARIANJA**  
**Reg. No. 08 340 0040**

**AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY**

As Academic Civity of The State Institute For Islamic Studies Padangsidimpuan, the name who signed here:

Name : **ABDUL RAHMAN HARIANJA**

NIM : **08 340 0040**

Faculty/Department : **Tarbiyah and Teacher Training/TBI-2**

To develop science and knowledge, declarate for giving to The State Institute For Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with the title:

**“THE CORRELATION BETWEEN NUN (NILAI UJIAN NASIONAL) BAHASA INGGRIS SMP/MTS AND THE STUDENTS ENGLISH ACHIEVEMENT AT GRADE X SMA NEGERI 5PADANGSIDIMPUAN”**

With all the sets of equipment (if needed). Based on this non exclusive royalty right, The State Institute for Islamic Studies Padangsidimpuan has the right to save, format, organized in data base form, keep and publicate my final task as long as I determine as a writer and own creative right.

Thus, this statement is made truthly.

Padangsidimpuan, 12 November 2015



The signed,

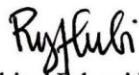
**ABDUL RAHMAN HARIANJA**  
**Reg. No. 08 340 0040**

**EXAMINERS**  
**SCHOLAR MUNAQASYAH EXAMINATION**

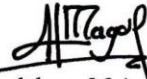
Name : ABDUL RAHMAN HARIANJA  
Reg. No. : 08 340 0040  
Thesis : THE CORRELATION BETWEEN NUN (NILAI UJIAN NASIONAL)  
BAHASA INGGRIS SMP/MTS AND THE STUDENTS' ENGLISH  
ACHIEVEMENT AT GRADE X SMA NEGERI 5 PADANGSIDIMPUAN

Chief,

Secretary,



Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001



Magdalena, M.Ag  
NIP.19740319 200003 2 001

Members



Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001



Magdalena, M.Ag  
NIP.19740319 200003 2 001



Yusni Sinaga, S.Pd., M.Hum  
NIP. 19700715 200501 1 003



Zainuddin, S.S., M.Hum  
NIP.19760610 200801 1 016

Proposed

Place : Padangsidempuan  
Date : July, 21<sup>st</sup> 2015  
Mark : 09.00 until finish  
IPK : 3.00  
Predicate : Very Good  
Result/Mark : 67/C



**RELIGION MINISTRY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY**

Address: Jl. HT. Rijal Nurdin, Km. 4,5 Sihitang, Telp. (0634) 22080, Faximile (0634) 24022

**Legalization**

**Thesis : THE CORRELATION BETWEEN NUN (NILAI UJIAN NASIONAL)  
BAHASA INGGRIS SMP/MTS AND THE STUDENTS ENGLISH  
ACHIEVEMENT AT GRADE X SMA NEGERI 5 PADANGSIDIMPUAN**

**Name : ABDUL RAHMAN HARIANJA**

**Reg.No. : 08340 0040**

The thesis had been accepted as a partial fulfillment of requirement for degree of Islamic Education (S.Pd.I) in English Educational Program.

Padangsidempuan, 13 November 2015

Dean of Tarbiyahdanteacher Training Faculty



**Hj. Zumimma, S.Ag., M.Pd.**  
**Nip : 19720702 199703 2 003**

NAMA : ABDUL RAHMAN HARIANJA  
Reg.No. : 08 340 0040  
FACULTY/DEPARTMENT : TARBIYAH AND TEACHER TRAINING/TBI-2  
THE TITLE OF THESIS : THE CORRELATION BETWEEN NUN (NILAI UJIAN NASIONAL) BAHASA INGGRIS SMP/MTS AND THE STUDENTS' ENGLISH ACHIEVEMENT AT GRADE X SMA NEGERI 5 PADANGSIDIMPUAN

### ABSTRACT

This research is taken based on fact of the problems on students' value of national examination "Nilai Ujian Nasional (NUN) Bahasa Inggris SMP/MTs and students' English achievement. The researcher identifying many problems that there are many factors that can effort students' English achievement such as interest, physical, and cognate ability. Finally the researcher is interested in searching the "Nilai Ujian Nasional" (NUN) SMP/MTs toward students' English achievement at SMAN 5 Padangsidimpuan JL. Melati street No. 90 Telp. (0634) 21239 Padangsidimpuan.

In this research, the researcher wanted to find out about how significant the correlation of "Nilai Ujian Nasional" (NUN) SMP/MTs toward students' English achievement. So, the population of research is all students' Grade X at SMAN 5 Padangsidimpuan and the sample of research from all population, they were 75 students. As the instrument for collecting the data the researcher used the document. The researcher used the product moment for analyzing data.

After calculating the data by person's Product moment correlation, the researcher got the result from  $r_{xy} = 0,348$  (it is between 0,200-0,400). According to simple interpretation, we noticed that the correlation between X variable and Y variable is low, thus we can interpret that there is a positive, there is the different result for both of Nilai Ujian Nasional (NUN) Bahasa Inggris SMP/MTs. It can be seen from calculating the data, according of calculation r-table, it can be seen that the value of  $r_{xy}$  was 0.348 Where the sample of this research was 75 and the total of variable are 2, so  $df (N-2) = (75 -2) = 73$ . And the score of  $r_{table}$  at 5% significant level was 0.235, the score  $r_{table}$  at 1 % significant level was 0.306 Because the value of  $r_{xy}$  was greater than  $r_{table}$  so the hypothesis of the research was accepted  $r_{counted} > r_{table}$  ( $0.235 > 0.306$ ), it means there is significant between Nilai Ujian Nasional (NUN) bahasa Inggris SMP/MTs to Students' English achievement, and the calculation of T-table is smaller than the result 3,127 and  $t_t$  2.000 from distribution of significance degree, it means that,  $t_r$  is higher than  $t_t$  ( $3.127 > 2.000$ ), So, "there was relation between score of students' NUN SMP/MTS used from document of students' certification data and result of the raport/DKN at X Grade SMAN 5 Padangsidimpuan. It means that the hypothesis of this research is accepted.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers’.

This thesis is presented to the English Study Program of the State Institute of Islamic Studies Padangsidimpuan (IAIN PADANGSIDIMPUAN) as partial fulfillment of the requirement for degree of strata I (S1).

In writing this thesis, the researcher is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

1. Special thanks are due to Rayendriani Fahmei Lubis, M.Ag., as my advisor I and also as the leader of English Department (IAIN) Padangsidimpuan has helped the researcher to complete this research
2. Special thanks are due to Magdalena, M.Ag., as my advisor II and also as the Chief of English Education Department IAIN Padangsidimpuan
3. Dr. H. Ibrahim Siregar, M.CL., as the Chief of State Institute Islamic Studies (IAIN) Padangsidimpuan who has helped the researcher as his students in IAIN Padangsidimpuan.



4. Thanks are due to Hj. Zulhimma, S.Ag, M.Pd, as a dean Faculty of Tarbiyah and Education (IAIN) Padangsidimpuan.
5. All Lecturers who have given me their valuable through in teaching English for researcher during the process of Academic years in TBI (IAIN) Padangsimpuan.
6. Yusri Fahmi Lubis,S.Ag.S.S, as a Chief of Library (IAIN) Padangsidimpuan and his staff who have helped to give the books related to the researcher.
7. Thanks are due to all lecturers who have taught, guided and also encouraged her during studying in IAIN Padangsidinpuan.
8. Thanks are due to all of my best friends who have given support and helping in this research.

And finally the researcher would like to express her excellent grateful to her parents, brothers and sisters who have given the supports to her, both of the moral and material supports, never ending encouragements and understanding given during her academic years at the English section of State Institute of Islamic Studies IAIN PADANGSIDIMPUAN.

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, 29 June 2015

**ABDUL RAHMAN HARIANA**  
**NIM. 083 40 0040**

## TABLE OF CONTENT

<b>COVER PAGE .....</b>	
<b>ADVISOR'S DECLARATION PAGE .....</b>	
<b>ADVISOR'S LEGALIGATION PAGE .....</b>	
<b>DECLARATION LETTER OF WRITING OWN THESIS .....</b>	
<b>AGREEMENT OF PUBLICATION OF FINAL TASK .....</b>	
<b>LEGALIZATION OF EXAMINER SHEET .....</b>	
<b>DEAN LEGALIZATION OF TARBIYAH AND TEACHER TRAINING</b>	
<b>- FACULTY .....</b>	
<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF DIAGRAM .....</b>	<b>viii</b>
<b>LIST OF APPENDIXES .....</b>	<b>ix</b>

### CHAPTER I : INTRODUCTION

A. Background.....	1
B. Identification of The Problem .....	3
C. Limitation of the problem .....	6

D. Formulation of the Problem .....	7
E. Aim Of The Research .....	7
F. The significant of the research .....	7
G. Definition of The Operational .....	8
H. The Thesis Outline .....	9

**CHAPTER II : LITERATURE REVIEW AND HYPHOTESIS**

A. Theoretical Description .....	11
B. Review of Related Finding .....	22
C. Framework of Thinking .....	25
D. The Hypothesis .....	26

**CHAPTER III : RESEARCH METHODOLOGY**

A. Research Desaign .....	28
B. Time and Place Of the Research .....	29
C. Population And Sample .....	29
1. The Population of the research .....	29
2. The Sample of the research.....	30
D. Definition of The Operational Variable .....	31
E. Instruments of the Research .....	32
F. Techniques of Data Collection .....	33
G. Technique Of Data Analysis .....	34

**CHAPTER IV : THE RESULT OF RESEARCH**

A. Descripton of Data..... 36

B. Test of Hypothesis ..... 52

C. Discussion of Data Interpretation ..... 52

**CHAPTER V : THE CONCLUSION AND SUGGESTION**

A. Conclusion ..... 54

B. Suggetion ..... 55

**REFERENCES**

**CURRICULUM VITAE**

**APPENDIX**

## LIST OF TABLES

	<b>Page</b>
<b>Table 1</b> : The The population of the research .....	29
<b>Table 2</b> : Scores of Nilai Ujian Nasional (NUN) SMP/MTS in English of students SMAN 5 Padangsidempuan .....	36
<b>Table 3</b> : Summary Description of Score Nilai Ujian Nasional (NUN) .....	39
<b>Table 4</b> : The percentage of “Nilai Ujian Nasional (NUN)” .....	40
<b>Table 5</b> : The Score List Of Student English Achivement .....	42
<b>Table 6</b> : Summary Description of Score Student English Achievement .....	44
<b>Table 7</b> : The percentage of the students English achievement scores .....	45
<b>Table 8</b> : The Correlation between the Student English in “Nilai Ujian Nasional” (NUN) and Their English Achievement “r table” .....	47
<b>Table 9</b> : The Criteria Score of Coefficient Correlation of Interpretation Product Moment .....	53

## LIST OF THE FIGURE

	<b>Page</b>
<b>Figure 1</b> : The Histogram from the percentage of the students score in English “Nilai Ujian Nasional” (NUN) bahasa Inggris from SMP/MTs.....	41
<b>Figure 2</b> : The Histogram of Student English achivement at grade X SMA 5 Padangsidempuan .....	46

## LIST OF APPENDIXES

**Appendix I** : Score of Nilai Ujian Nasional (NUN) and Their English Achievement

**Appendix II** : Score of Nilai Ujian Nasional (NUN)

**Appendix III** : English Achievement ( Variable Y ).

**Appendix IV** : The table of product moment score.

**Appendix V** : Product Moment.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Problem**

English as an international language is currently in first place in the communication world. This position makes English the most widely used world wide in all aspects of human life. English is one of the languages as a foreign language subjects in Indonesian schools. It also becomes very important to make English as the main subjects in school because most of the books of various fields of studying are written in English. In the era of globalization and information today, a person will not be left behind if he/she mastered several foreign languages at least an international language.

English Lesson in Indonesia is the main subject and become one of the benchmark graduations starting from elementary, junior high school, and senior high school. Our government has done much to improve the quality of English teaching through curriculum renewal in force, namely by revising the curriculum as a milestone teachers in the teaching and learning process as well as the entire educational process planning grip. Change of curriculum (KBK) 1984 to 2004 and then KTSP curriculum until now consisting of classroom education units. Structure and capacity KTSP, education calendar and syllabus, aims to improve the quality of teaching and learning process.

In regard to improve the quality of teaching and learning outcomes of English in schools can be seen through the efforts of the government, especially the agency or institution that regulates the passage of a process of teaching and learning in schools.



According to UU No. 20 tahun 2004:

*“Pendidikan merupakan usaha sadar dan terencana untuk mengembangkan segala potensi yang dimiliki peserta didik melalui proses pembelajaran. Pendidikan bertujuan untuk mengembangkan potensi anak agar memiliki kekuatan spiritual keagamaan, pengendalian diri, berkepribadian, memiliki kecerdasan, berakhlak mulia, serta memiliki keterampilan yang diperlukan sebagai anggota masyarakat dan warga negara. Untuk mencapai tujuan pendidikan yang mulia ini disusunlah kurikulum yang merupakan seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan dan metode pembelajaran. Kurikulum digunakan sebagai pedoman dalam penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan yang telah ditentukan. Untuk melihat tingkat pencapaian tujuan pendidikan, diperlukan suatu bentuk evaluasi”.*<sup>1</sup>

Therefore, evaluation of education is one of the main components that cannot be separated from education plan. With this form of evaluation "National Examination" (UN) is one of the Governments issued an evaluation tool which is another form of “Ebtanas (Evaluasi belajar tingkat nasional)” which had previously been removed. As for the graduation requirement for 2013 is 5.5 for a minimum value of each of the subjects tested and the average of at least 4.0. There are four subjects tested, namely Indonesian, English, Mathematics and Science.

Basically UN considered capable of giving information to the achievement of competence in comparison to the school level over time, among schools both at the district/city, provincial and national levels and thus can be better targeted. And the results of the UN can be used to enter further education, in addition is an important function for mapping, Kemdikbud to analyze the results of the UN and distributed to all

---

<sup>1</sup> Pusat Pengembangan Kurikulum. 2003. Kurikulum 2004 Kerangka Dasar (draft). Jakarta: Departemen Pendidikan Nasional.

provinces in Indonesia with calls on all parties to use it as a reference for the development of education.<sup>2</sup>

Because the result English value in national examination (Nilai Ujian Nasional) have viewed as a map reference quality development education more relevant important for the students to have English achievement. So, the researcher wants to see/know THE CORRELATION BETWEEN NUN (NILAI UJIAN NASIONAL) BAHASA INGGRIS SMP/MTS AND THE STUDENTS' ENGLISH ACHIEVEMENT (At Grade X SMA Negeri 5).

## **B. Identification of The Problem**

The evaluation of education continues to be able to answer all the required information about the level of achievement of predetermined objectives. Education is geared to deliver power that is Able to work smart and intelligent labor that cannot be measured only by test alone.<sup>3</sup>

For the evaluation should be able to answer the intelligence of learners at the same ability to work. System evaluation more objective test form is a metode from teacer will make learners pursue cognitive abilities and can even be achieved by rote. This means that students who passed the exam in the form of objective test does not mean that the child is smart especially skilled work, because simply by memorizing although not understand then he can do the test. As a consequence, the evaluation

---

<sup>2</sup> Indra Akuntono <http://edukasi.kompas.com/read/2013/09/27/1334144/Ini.Dia.27.Poin>. Hasil.Konvensi.UN/Acssesed 16 Januari 2014 17:03:21

<sup>3</sup> McNeil, John D. 1977. Curriculum A Comprehensive Introduction. Boston: Little, Brown and Company, p.134-135

system should be developed that can answer all the skills that are taught and acquired during the training. In addition, education must be able to distinguish between children who attend school with children who do not participate in education. In other words, the evaluation cannot be done only at certain times, but it must be done wisely and comprehensive or complete with a variety of shapes and performed continuously and sustainably.<sup>4</sup>

Regarding the evaluation of learning and how it is applied in every level of education in Indonesia is played and is closely related to Indonesian Government Regulation “Peraturan Pemerintah Indonesia No. 19 of 2005” on Graduates Competency Standards "are adjusted through the “Standar Nasional Pendidikan (SNP)”, competency standards are the basis for determining the ability of graduates whose qualifications include attitudes, knowledge and skills, and as the other functions of competency standards can also be used as a criterion for determining the graduation of students and as a reference in the preparation of other educational standards, and the direction of increasing the effectiveness and is able to provide a fundamental and holistic education at every level of education.<sup>5</sup> Because the process of learning seen as the process of developing the ability or potential of learners and how educators should develop students' abilities.<sup>6</sup>

---

<sup>4</sup> Prof., DR, Soedijarto, M A. 1993a. Menuju Pendidikan Nasional Yang Relevan dan Bermutu. Jakarta: Balai Pustaka 1993), p. 17

<sup>5</sup> Dr. E. Mulyasa, M.Pd, *Kurikulum Tingkat Satuan Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2006), p.90.

<sup>6</sup> Dr. Wina Sanjaya, M.Pd, *Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi*, Kencana Prenada Media Group Jakarta 2005, p.69

For it as a wise teacher in order to achieve effective and purposeful learning process in accordance with the mapping quality and potential students without ignoring the most fundamental retarded students educators should consider the following points, in accordance with the teaching and learning process in the context of the curriculum:

1. Teachers are trying to determine the ability of students' initial
2. The teacher tried Inviting student thinking.
3. Teachers are trying to gain feedback.
4. Teachers assume that every student does not all have the same knowledge and also it sometimes in part students have the knowledge that the teacher has not taught before.<sup>7</sup>

So many statements that the authors conclude that the value of learning outcomes obtained from each evaluation serve as a map of potential students for the development of the students learning process, so if it is connected with the motivation is in interrogation from there any active role or effectiveness of the UN on the quality of student achievement and vice versa whether his achievements show a describing or even a significant difference equation with a diploma "NUN" (National Exam Value) Junior them with their English achievement obtained. In this case researcher was very interested to examine how is the development / improvement of the quality and effectiveness of the learning process of students after school to continue the next level, so to find the answer to the problems it is attracting authors wish to observe and analyze how the relationship of acquisition value of a diploma "NUN (Nilai Ujian Nasional)" students through the National Examination (UN) on the level of secondary school education or equivalent and linked to their English learning achievement after undergoing secondary education/senior high school (SMA).

---

<sup>7</sup> *Ibid*, p.71.

Measurement of change and improvement of English learning achievement is something that is highly emphasized in the learning theory of behaviorism to see the behavior or behavior that can be observed or measured. In the case study authors regard theory by looking at the relationship between NUN and students achievement is something to be giving out a describing of the reaction and response of each stage of the process and learning outcomes of the students in the school, as is characteristic of behaviorism theory, namely: (1) prioritizing each element or the smallest parts; (2) is mechanistic; (3) emphasizes the role of the environment; (4) concerned with the formation of a reaction or response; emphasize the importance of exercise

So Achievement is gaining or reaching something by effort and gets something done. Achievement is activity result and assessment or effort which has been by which is expressed in the form of letter or number and can express reached result of certain someone within. There are many factors of English achievement such as: Motivation, intelligence, aptitude, interest, dream, family, cognate ability society, and school.

### **C. Limitation of the problem**

As mentioned above there are many factors that can influence the students English achievement such as: Motivation, Intelligence, aptitude, interest, dream, family, cognate ability, Society, and school.

Here, the researcher does not discuss all factors. The researcher discussed one factor only that is cognate ability. Learning motivation important role in gaining the students success in English achievement, and cognate ability need for students to get English achievement, this cognate ability consist of intrinsic and extrinsic. So that is the

writer limits the problem about, The Correlation between NUN (Nilai Ujian nasional) Bahasa Inggris SMP/MTs and The Student's Achievement (At Grade X SMA Negeri 5 Padangsidempuan).

#### **D. Formulation of the Problem**

Based on the background of the problem above, the researcher will formulated is as follow:

Is there any significant correlation between NUN (Nilai Ujian nasional) Bahasa Inggris SMP/MTs and The Student's Achievement (At Grade X SMA Negeri 5 Padangsidempuan).

#### **E. The Aim of the research**

Based on the formulation of the problem above, the aims of the research are expected:

To know how the correlation between "Nilai Ujian nasional (NUN) Bahasa Inggris SMP/MTs" of students at grade X SMA Negeri 5 Padangsidempuan.

#### **F. The significant of the research**

Here, the researcher hopefully states that the researcher will be significant for:

1. The headmaster of SMA Negeri 5 Padangsidempuan, to give direction to the English teacher about the teaching English Method that suitable to the students' situation

and materials of the study that can improve the students' achievement to study hard English.

2. The English teacher of SMA Negeri 5 Padangsidempuan, the study can help and improve the quality of teaching and at moment learning process give learning motivation to the students.
3. The researchers want to research the some problem for to increasing their knowledge.

In addition so teachers no longer position itself as a learning resource in charge of conveying information, but should act as a resource manager for the benefit of student learning it.<sup>8</sup>

## **G. Definition of The Operational Variable**

Avoiding vagueness and misunderstandings in assuming the title of the research, then it was clarified the definition of the focuses as the key terms as follows:

- A. The score of National examination (NUN) is the result of evaluation from government given students until teaching and learning process long time for one level study in educates which on last semester used some objective test to evaluate knowledge or ability about student assessment such Indonesian, English, Mathematics and Science.

---

<sup>8</sup> Dr. Wina Sanjaya, M.Pd, *Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi*, Kencana Prenada Media Group Jakarta 2005, p.179

B. Student English Achievement is the learning result of English achievement and effort the English which teacher have been by which is expressed in the form of letter or number and can have made expressed reached result of certain someone within. So the writer make conclusion that achievement is a result which have been reached.

## **H. Outline of The Script**

The systematic of this research were divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

*The first chapter* introduction consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, significances of the research. All reasons why researcher really interest in finding phenomena or realities of result of score of National examination students' "NUN" (Nilai Ujian nasional) and students' English achievement. And the last is research outline; explain all elements in each chapter.

*The second chapter* consists of theoretical description which explain about description of "Nilai Ujian Nasional" (NUN) as an evaluation (definition of "Nilai Ujian Nasional" (NUN) and National Examination (UN) as an indicator of students' graduation, purpose of learning English evaluation, principles of English evaluation, classification of English evaluation, forms of English evaluation, characteristic of English evaluation), And description of English achievement (definition of English achievement, skill of English achievement, factors able to student achievement ) and also review of related finding, framework of thinking, hypothesis .



*The third chapter* is research methodology, and it consists of place and time of the research, method of research, population and sample, instrument of the research, technique of collecting data, and the last technique of data analysis.

*The fourth chapter* consists of the result of the research; the results of the research consist of the description of the data, and the result of the research talking about the analysis of data. This chapter consists of description of data, hypothesis testing, discussion and the threats of research.

*Finally, five chapter* is consists of conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW AND HYPHOTESIS

#### A. Theoretical Description

##### 1. Deacription of “Nilai Ujian Nasional” (NUN) as The Tool of Evaluation

###### a) Definition of “Nilai Ujian Nasional” (NUN)

The National Examination (NUN, before 2003 named “Nilai Ebtanas Murni” (NEM) is the value that results from the National Examination held nationally at the level of the end of elementary school, junior high, and high schools.

This system was introduced by “Menteri Pendidikan dan Kebudayaan (Mendikbud)” at the time, Prof. Dr. Nugroho Notosusanto in 1985 under the name "Nilai Ebtanas Murni" (NEM). National Exam value other than as an indicator of students' graduation, as well as the sole determinant of competition entered public school at the next level, except for university level has its own reception system that SNM-PTN).<sup>9</sup>

###### b) The Purpose and Usefulness of “Ujian Nasional” (UN)

The government has adopted a policy to implement the National Examinations as one form of educational evaluation. According to the decision of the Minister of National Education (Mendikbud) No. 153/U/2003 tentang Ujian Nasional, stated that:

---

<sup>9</sup> [http:// Ujian Nasional - Wikipedia bahasa Indonesia, ensiklopedia.htm](http://Ujian Nasional - Wikipedia bahasa Indonesia, ensiklopedia.htm), accessed: 24 March 2015 19:28:30

The purpose of the National Examination is to measure the achievement of student learning outcomes through the provision of tests to students. In addition, the national examination aims to measure the quality of education and account for education in the national, provincial, district, arrived at the school level as a form of national evaluation. Further stated that the evaluation carried out by independent institutions on a regular basis, thorough, transparent, and systematic to assess the achievement of national standards for the evaluation and monitoring process to be done on an ongoing basis.<sup>10</sup>

Minister of National Education of priode 2010-2014 was said also that the national exam is an effort to control the quality of education as in M. Nuh said that:

*“Pelaksanaan UN sebagaimana tertuang dalam PP No 32/2013 tentang Standar Nasional Pendidikan, menjadi satu kesatuan baik pemetaan, seleksi, kelulusan, maupun pembinaan untuk meningkatkan mutu (Undang-Undang Sistem Pendidikan Nasional Pasal 58). Secara umum pengendalian mutu didahului dengan mengukur nilai produk dan membandingkannya dengan standar yang ditetapkan (Grant, Montgomery). Dengan demikian, dalam pengendalian mutu harus ada kegiatan evaluasi: dari menilai, membandingkan, dan memutuskan hasil penilaian (Bloom) Pengendalian mutu dilakukan dengan dua cara. Pertama, cara melekat (online) melalui pengendalian proses, dengan memantau hasil dari tiap langkah pembuatan produk. Pelaksananya adalah pendidik melalui ulangan, ujian, tugas, dan sebagainya. Kedua, dengan cara terpisah (off line) melalui uji kelayakan (acceptance test) produk akhir. Pengujian ini dilakukan terhadap lulusan sebagai produk akhir proses pembelajaran, untuk memastikan lulusan sesuai standar kompetensi lulusan atau tidak. Pengendalian mutu cara kedua dilakukan bukan oleh pelaksana (pendidik), melainkan oleh unit mandiri yang independen, yaitu dalam bentuk UN untuk mengukur ketercapaian standar kompetensi lulusan. Ini satu-satunya standar untuk menyatakan apakah tujuan pendidikan tercapai atau tidak”.*<sup>11</sup>

---

<sup>10</sup> <http://Nilai Ujian Nasional - Wikipedia bahasa Indonesia, ensiklopedia.htm>, accessed : 24 March 2015 19:18:04

<sup>11</sup> Mohammad Nuh <http://www.kemdiknas.go.id/kemdikbud/sites/all/themes/kemdiknas/favicon.ico>, accessed : 24 March 2015 19:22:38

### c) Definition of Evaluation and Learning Evaluation

In the language evaluation is derived from the English language, which means Evaluation appraisal or assessment. Meanwhile, according to the terms of the educational experts of various kinds of editors, namely:

- 1) Evaluation can be defined as an activity that is planned to determine the state of an object by using the instruments and the results compared with a benchmark to obtain a conclusion.<sup>12</sup>
- 2) Evaluation is the process to see if the plan is being built successfully, in conformity with the initial expectations or not.<sup>13</sup>
- 3) Evaluation is a systematic process or activity and determine of quality (value or meaning) rather than something based on certain considerations and criteria.<sup>14</sup>
- 4) Evaluation is an important process in teacher education, but the parties involved in the program are often neglect or do not appreciate sincerely the evaluation process.<sup>15</sup>

Some understanding of the above it can be concluded, that the evaluation process is something that is planned and systematic activities to an activity to gather information about the workings of something, which then the information is used to determine an appropriate alternative in the decision and than to assess an object based on certain considerations and criteria.

While the evaluation of learning is a process or activity that is systematic, sustained and thorough in order to control, quality assurance and determination (value or meaning) of the various components of learning based on the considerations and criteria as a form of accountability of teachers in implementing the learning.

---

<sup>12</sup> <http://www.hilman.web.id/posting/blog/827/pengertian-fungsi-dan-prosedur-evaluasi-pembelajaran.html>, accessed: 25 March 2015 20:03:45

<sup>13</sup> Mardia Hayati, M.Ag, *Desain Pembelajaran*, Pekanbaru, Yayasan Pustaka Riau, 2009, p.51

<sup>14</sup> Zainal Abidin, *Evaluasi Pembelajaran* file pdf, p.3.

<sup>15</sup> Prof. Dr.Oemar Hamalik, *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*, Jakarta, PT.Bumi Aksara, p.180.

#### d) Purpose and Benefits Evaluation In Learning

From the various explanations in language and terminology in the above that the purpose of evaluation has the following objectives:

- 1) To determine levels of learners understanding of the subject matter
- 2) To exercise courage and invites students to recall the material presented
- 3) To determine the level of behavior change
- 4) To find out whom among learners intelligent and weak, so weak that he was given special attention and motivation in the pursuit of its shortcomings. Therefore, the target of evaluation is not only the students but includes teacher and student.<sup>16</sup>

While the benefits of learning evaluation carried out a few things:

- 1) Gain an understanding of the implementation and results of the learning that has taken place/implemented by teachers.
- 2) Make decisions with respect to the implementation and learning outcomes.
- 3) Improving the quality of the learning process and results in an effort to improve the quality of the output.<sup>17</sup>

#### e) Principles of Evaluation In Learning

In designing and evaluating the process or activity the teacher should consider the following principles:

- 1) The principle of sustainable (continuity), this principle is the intent of the evaluation carried out continuously. Evaluation is not only done once a year or each semester, but done in a sustainable manner starting from the learning process by taking into account the learner until he graduated from the institution.
- 2) Overall principles (comprehensive), this principle means is in the evaluation should see the whole of the aspect of thinking (cognitive domains), aspects of value or attitude (affective domain), as well as aspects of skills (psychomotor domain) that exist in each of the learners.
- 3) The principle of objectivity (objective), the intent of this principle is that objectivity means evaluating based on real situations, not influenced by other things that emotional and irrational.

---

<sup>16</sup> Dr.Oemar Hamalik, *Kurikulum Dan pembelajaran*, Jakarta Bumi Aksara 2011. p.160.

<sup>17</sup> Mardia. *Opcit*, p. 52

- 4) The principle of validity (valid), validity means validity of which is that evaluation used actually able to measure what will be measured or desired. Validity is also always equated with accuracy, for example for measuring the participation of learners in the learning process is not evaluated by looking at the current replay value but seen also from the presence, activity and so on.<sup>18</sup>

f) Scope of Evaluation In Learning

Broadly speaking, the scope of the evaluation study consisted of a few things:

- a. In the perspective of learning outcomes domain consisting of cognitive, affective and psychomotor
- b. In the perspective of the learning system consists of:
  1. Learning Program (objectives, materials, methods, media etc.).
  2. Implementation of learning (activities, teachers, and learners).
  3. Learning Outcomes (short, medium and long term).
- c. In the perspective of classroom-based assessment
  1. Assessment of basic competences lesson.
  2. Assessment of competence clump lesson.
  3. Assessment of competence in the curriculum.
  4. Assessment of competence of graduates.
  5. Assessment of life skills competencies.<sup>19</sup>

g) Function of Evaluation

In the context of a general evaluation of “Kurikulum Berbasis Kompetensi (KBK)” function *first* as; to assess the success of students in the achievement of competence and *secondly*; as feedback for improvement of the learning process. Both functions serve targeted by Scriven (1967), quoted by Wina Sanjaya is summative evaluation function and evaluation as a formative function. Summative evaluation function is when it is used to look at the success of the

---

<sup>18</sup> Mardia. *Op cit*, p. 53

<sup>19</sup> Zainal, *Op cit*, p.10

planned program. Therefore, the summative evaluation with regard to the achievement of program outcomes.

Formative evaluation associated with an increased part in the process undertaken to reach for maximum results. Therefore, formative evaluation is used during the execution of the process.

Through this summative function of at least two main objectives:

*The first*, as reported to the parents who have entrusted their children to the school to learn.

*Second*, as the responsibility (accountability) implementation of public education that has encouraged and helped the implementation of school education.

Formative evaluation function is very useful as feedback about the learning process that has been done, so that through information on the implementation of the formative evaluation, the teacher will always improve the learning process.

#### h) Procedures For Evaluation of Learning

Key steps in the evaluation of learning, namely:

- 1) Develop an evaluation plan before the evaluation of learning outcomes learning outcomes implemented, should be prepared well in advance planning and mature. Planning evaluation of learning outcomes that generally include six types of activities, namely:

- a) Formulate purpose of implementation of the evaluation. Formulation of objectives it is important to learn of evaluation result
  - b) Establishes the aspects to be evaluated, for example, whether cognitive, affective, or psychomotor aspects.
  - c) Selecting and determining the techniques that will be used in the evaluation, for example, whether the evaluation would be carried out by non-technical engineering tests or tests.
  - d) Develop measuring tools that will be used in the measurement and assessment of learning outcomes.
  - e) Determining benchmarks, norms or criteria that will be used as a handle or a benchmark in providing interpretation of evaluation data.
  - f) Determine the frequency of the activity evaluation of learning outcomes itself.
- 2) Collecting Data
  - 3) To verify the data
  - 4) Process and analyze the data
  - 5) Provide interpretation and draw conclusions
  - 6) Follow up the results of the evaluation.<sup>20</sup>

To improve the quality of learning proper evaluation system is needed because students have a variety of different abilities, then the evaluation system used must be integrated and able to measure all of the capabilities that exist in learners. Evaluation of education is not only used to measure cognitive learners, but also have to assess the affective and psychomotor.

---

<sup>20</sup> <http://www.tuanguru.net/2012/01/komponen-evaluasi-pembelajaran.html>, accessed: 25 March 2015 20:12:14



i) Types Of Evaluation

Judging from its function, assessment of several kinds that formative assessment, summative assessment, diagnostic assessment, assessment and appraisal selective placement.<sup>21</sup> Formative assessment is an assessment conducted at the end of the learning program to see the level of success of the learning process itself. Oriented formative assessment process, which will provide information to teachers if the program or learning process still needs to be improved. Summative assessment is an assessment conducted at the end of the program unit e.g. assessment conducted at the end of the quarter, semester or final years. Our goal of this assessment is to determine the results achieved by the students, which is how far the student has achieved competence specified in the curriculum. This assessment oriented products/results.

Diagnostic assessment is an assessment that aims to identify the weaknesses of the students as well as contributing factors. Implementation of such an assessment is usually intended for purposes of tutoring, remedial teaching, found the cases and others.

Selective assessment is carried out assessments in order to select or filter. Select students to represent the school in certain competitions, including the type of selective assessment. For the wider interests selective assessment, such selection of new admissions or selection made in the recruitment of labor.

---

<sup>21</sup> <http://nasuprawoto.wordpress.com/2011/01/26/jenis-jenis-penilaian.html>, accessed: 25 March 2015 20:17:23

Placement assessment is an assessment that aims to determine the prerequisite skills necessary for a course of study and mastery learning as programmed before the start of learning to program it. In other words, the assessment is oriented on the readiness of students for the new program and suitability study program with capabilities that have been owned by the students.

Judging from target evaluation consists of five, namely:

- 1) The context of the evaluation is intended to measure the context of a good program on a rational purpose, background programs, as well as the needs that arise in planning
- 2) Evaluation input is directed to determine both the resource inputs and the strategies used to achieve the goal.
- 3) Evaluation The evaluation process which aimed to look at the process of implementation, both regarding smooth process, compliance with the plan, supporting factors and barriers factors that arise in the implementation process, and the like.
- 4) The results of the evaluation or evaluation products that are directed to see the results of the program are achieved as a basis for determining the final decision, repaired, modified, improved or terminated..
- 5) Evaluation outcome or graduates who are directed to look further student learning outcomes, evaluation is graduate after plunging into society<sup>22</sup>

While the type of evaluation is based on the scope of the learning activities are:

- 1) Evaluation is a learning program that covers against learning objectives, contents of learning programs, teaching and learning strategies, aspects other learning programs.
- 2) Evaluation of the learning process is evaluation that includes a match between learning process outlines a set of learning programs, the ability of teachers in implementing the learning process, the ability of students in participating learning process.

---

<sup>22</sup> [http://www.hilman.web\\_pengertian-fungsi-dan-prosedur-evaluasi-pembelajaran.html](http://www.hilman.web_pengertian-fungsi-dan-prosedur-evaluasi-pembelajaran.html)..... *Loc.cit*

- 3) Evaluation of learning outcomes Evaluation of learning outcomes include the level of student mastery of the specified learning objectives, whether general or specific, reviewed in the cognitive, affective, and psychomotor.<sup>23</sup>

While the evaluation is based on measurements, there are two types, namely: test and non-test.

- 1) The test is an assessment tool or technique that is often used to measure students' skills in the achievement of a certain competence by teachers. The types of tests are:
  - a. Standardized tests and teacher-made tests
  - b. Tests based on its implementation
  - c. The test is based on the number of participants
  
- 2) Non-tests are common evaluation tools to assess aspects of behavior including attitudes, interests, and motivations. As for the types of non-test as an evaluation tool are:
  - a) Observation is valuation techniques by observing behavior in a given situation.
  - b) The interview is the communication between the interview and the interviewee.
  - c) Product assessment is a form of assessment that is used to view the student's ability to produce a particular work.
  - d) Portfolio assessment is an assessment of the works of the students during the learning process systematically arranged and organized collected during a certain period and is used to monitor the development of the students, such as knowledge, skills, and attitudes of students towards subjects concerned.<sup>24</sup>

---

<sup>23</sup> <http://www.hilman.web> *Loc.cit*

<sup>24</sup>. Wina Sanjaya, *Loc.cit*, p.187-194

## 2. Description of Students English Achievement

### a) Definition Students English Achievement

Achievement is gain or reaches something by effort and gets something done.<sup>25</sup> According to Nana Sudjana: achievement is activity result and assessment/effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within.<sup>26</sup> So the researcher take a conclusion that achievement is result which have been reached or result of which have been and done.

According to W. S. Winkel: English Achievement is ability of someone to activity learn, that ability is obtained because in the beginning that ability there is no<sup>27</sup>. According to M. Atia: English achievement is reached of someone to something that studying of. English achievement language of English is ability of actual having the character of measured in consequence of process learn to teach language subject of English.<sup>28</sup>

### b) Factors Able to Student Achievement

According to Muhibbin Syah: Success or failures of someone in learning to be caused by some factors influencing attainment of result learn. Under this will be told factors influencing achievement learn the following student:

---

<sup>25</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p.1344.

<sup>26</sup> Nana Sudjana, *Pembinaan Dan Pengembangan Kurikulum Disekolah* (Bandung: Sinar Algesindo, 1996), p. 48.

<sup>27</sup> W. S. Winkel, *Psikologi Pengajaran* (Jakarta: Gramedia, 1991), p.50.

<sup>28</sup> M. Atia, *Bimbingan Pendidikan dan Pembelajaran I* (Jakarta: Bulan Bintang, 1978), p.53.

- 1) Internal Factors
  - a) Physical
    1. The five senses
    2. Condition of common/ public/ physical
  - b) Psychological
    1. Variable of is non is cognate
      - 1) Interests
      - 2) Motivation
      - 3) Personality variables
    2. Cognate Ability
      - 1) Special Ability (talent)
      - 2) Ability of Public (intelligence)
- 2) External Factors
  - a) Physical: Condition of place learns, supply and medium learn, lesson items, Condition of Environment learns.
  - b) Social:
    1. Social Support
    2. Cultural Influence<sup>29</sup>

## **B. Review of Related Finding.**

There are some reviews of related finding towards thesis as follows:

1. A thesis Siska Afrianti Pasaribu, titled: "The correlation between clauses mastery and student an student ability A study at eleventh grade of SMA Nurul 'Ilmi Padangsidimpuan", research shows that mastery clause is important for students to improve their language skills, researchers concluded "There is a correlation between the clauses mastery and the ability of students in high school Nurul 'Ilmi Padangsidimpuan academic year 2010/2011". In a thesis proving the value of the

---

<sup>29</sup> Johson, David W, *The Social Psychology of Education*, ( New York: Holt Rinehart and Winston Inc, 1970 ), p.106.

correlation coefficient 0.783. the conclusions of the analysis data on two variables research.<sup>30</sup>

2. A thesis Nurlenis': In the study "The Correlation Learning Motivation English and Achievement (A Study to the Grade VIII at SMP Negeri 3 Siabu)", with the results of research and calculation of data, the authors conclude that the differences between the scores of learning motivation using a questionnaire and report the results in class VIII SMP Negeri 3 Siabu. The Category scores motivation for learning in class VIII SMP Negeri 3 Siabu is good can be seen from the average value of students is 75.46. There is a significant correlation between learning motivation and achievement in English (studies for class VIII SMP Negeri 3 Siabu), conclude that significant value between two variables the study was 0.89.<sup>31</sup>
3. A thesis Lina Yanti Siagians' did research : "Comparative of Speaking Achievement between Grade XI Boarding School and Full Day School Student of SMA Nurul Ilmi Padangsidimpuan" The problem, was the difference of students speaking achievement between students in boarding school and in Full Day School and as far as difference speaking aachievement both of them and the aim that study were to know how far the difference of speaking achievement between both grade XI Boarding School and Full Day School students of Nurul 'Ilmi Padangsidimpuan. In this research used study of descriptive quantitative approach, and the writer was conclude as follows; students' ability of speaking in Boarding School got mean

---

<sup>30</sup> Siska Afrianti Pasaribu "The correlation between clauses mastery and student an dstudent ability A study at eleventh grade of SMA Nurul 'Ilmi Padangsidimpuan", (Unpublished thesis: Padangsidimpuan, STAIN Paadangsidimpuan 2011)

<sup>31</sup> Nurliani, "The Correlation Learning Motivation English and Achievement (A Study To The Grade VIII At SMP Negeri 3 Siabu)", (Unpublished thesis: Padangsidimpuan, STAIN Paadangsidimpuan 2014).

74,86 and students ability of speaking in Boarding got mean 61,93. The conclusion this study, alternative hypothesis was accepted and null hypothesis was rejected

4. A thesis A'yunuls Fauziyah':<sup>32</sup> "The Correlation between Multiple Intelligences Score and English National Examination Score of the ninth graders of SMP Muhammadiyah 9 Surabaya". He believes that each person has all eight but there is a supreme intelligence. This study was conducted to find whether or not there is any significant correlation between multiple intelligence and English national examination. The result showed that there is no significant correlation between multiple intelligences score and English national examination score. From the eight intelligences of the types of multiple intelligences theory, it showed a very week correlation and almost no significant correlation between multiple intelligences score and English national examination score. Most of them are negatively correlate to both of the two variables. The Pearson Correlation of kinesthetic= -0,103 (sig. = 0,424), interpersonal= 0,016 (sig. = 0,902), musical= 0,155 (sig. = 0,224), naturalist= -0,144 (sig. = 0,260), spatial= 0,279 (sig. = 0,027), linguistic= 0,168 (sig. = 0,188), intrapersonal= -0,231 (sig. = 0,069), and mathematic and logic= 0,182 (sig. = 0,152). The future researchers are expected to try to reform the weakness by finding out the weakness of teaching English using MI strategy. It is expected to reform the weakness or complete this study.<sup>33</sup>

---

<sup>32</sup> Fauziyah, A'yunuls, "The Correlation between Multiple Intelligences Score and English National Examination Score of the ninth graders of SMP Muhammadiyah 9 Surabaya", English Language Department, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel Surabaya ).

<sup>33</sup> Lina Yanti Siagian , Comparative of Speaking Achievement between Grade XI Boarding School and Full Day School Student of SMA Nurul Ilmi Padangsidimpuan", (Unpublished thesis: Padangsidimpuan, STAIN Paadangsidimpuan 2012).

### **C. Framework of Thinking.**

Conclusion of explanation above it can be concluded, namely evaluation is an activity to gather information about the workings of something, which then the information is used to determine an appropriate alternative in the decision, and evaluation as well as activities to test the proficiency level of a person in one group

All teaching and learning activities need to be evaluated. Evaluation can provide motivation for teachers and students; they will be more active in learning, improving thought processes. With teacher evaluations can determine the achievement and progress of students, so that they can act right when students have learning difficulties

For students, the evaluation of the feedback on the strengths and weaknesses, can encourage better learning and improve achievement motivation. The evaluation of the students was conducted to determine the extent of the progress they have achieved. Evaluation is not only done by teachers but also by the students to evaluate themselves (self assessment) or a self-evaluation. Self-evaluation conducted by students against themselves, or against their friends. This will encourage students to do better than before in order to achieve maximum results. They would be embarrassed if the weaknesses and disadvantages that are known by their own friends. Self-evaluation is an evaluation that supports the learning process and help students improve their success. Therefore, in order to influence the outcome of the evaluation of student learning needs to be implemented in the learning activities.



English student achievement is the actual ability is measured as a result of the learning process of English lessons. Assessment and evaluation is one of the processes involved in every stage of planning continuous learning as information for the next stage of education as well as having an important role in the success of the students to acquire knowledge, information and good quality, especially in achievement. Based on the above authors can make a statement that any level of knowledge and student achievement affect teaching material needs and interests of student learning to the next learning stage. An information collecting and explain the results of student achievement can be used as a feedback about ability that in order to encourage the students have interest in learning and facilitate a teacher to know the level of students' learning needs. And the statement writer also conclude that the results of the assessment of the National Examination (UN) and the evaluation of learning has a relationship with learning achive in stages next learning as maps student's ability to be used as a reference to motivate and help the success of the students' learning process.

#### **D. The Hypothesis**

In carrying out a research it is a tentative answer, therefore it needs observation. It will be accepted if the data can meet the hypothesis relevantly and it will, be rejected when the document or data prove to the otherwise. According to Ari Jacob and Rajawih hypothesis is: "A tentative proposition suggestion to a problem or as an explanation of some phenomenon".<sup>34</sup> Suharsimi Arikunto stated hypotesis is:

---

<sup>34</sup>Ari Jacob and Rajawiah, *Introduction to research in education*, (New York: Richart and Wiston Inc, 1979), p.72.

*“Suatu jawaban yang bersifat sementara terhadap permasalahan penelitian sampai terbukti melalui data yang terkumpul”.*<sup>35</sup> Futhermore Senafiah Faisal explained that: *“Suatu hyphotesis dikatakan baik apabila di dalamnya terdapat cirri-ciri yaitu; 1) dapat diterima oleh akal sehat, 2) konsisten dengan teori atau fakta yang diketahui, 3) rumusnya dinyatakan sedemikian rupa sehingga dapat diuji dan ditemukan kebenarannya dan 4) dinyatakan oleh perumusan yang sederhana dan jelas”.*<sup>36</sup>

The researcher has the hypothesis of this research that:”there is The Correlation between NUN (Nilai Ujian nasional) Bahasa Inggris SMP/MTs and The Student’s Achievement (At Grade X SMAN Negeri 5 Padangsidimpuan).

The statement of the hypothesis of this study is as follows:

1. Hypothesis Alternative (Ha): There is positive and significant correlation between National Examination “Nilai Ujian Nasional (NUN)” score and Students English Achievement score at grade X SMAN Negeri 5 Padangsidimpuan.
2. Hypothesis Null (Ho): There is no positive and significant correlation between National Examination “Nilai Ujian Nasional (NUN)” score and Students English Achievement score at grade X SMAN Negeri 5 Padangsidimpuan.

---

<sup>35</sup>Suharsimi Arikunto , *Prosedur Penelitian Suatu pndekatan Praktek*, (Jakarta: Rineka Cipta, 1993), p. 62.

<sup>36</sup>Senafiah Faisal, *Methodology Penelitian Pendidikan*, (Surabaya: Usaha Nasional, 1982), p.62.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research is quantitative research and as the research design used in this study is descriptive using correlation. It used descriptive study which focused in discovering and measuring the degrees of relationship between two or more variables. L.R. Gay said that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. The correlation was a quantitative measure of the degree of correspondence between two or more variables.<sup>37</sup>

Correlation research involves data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables, the degree of relationship is expressed as a correlation coefficient. The purpose of a correlation research study is determining relationship between variables or to use these relationships to make prediction.<sup>38</sup>

From the quotation above researcher concluded that the correlation quantitative was a kind of method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. The researcher wanted to know the correlation the between NUN (Nilai Ujian nasional) Bahasa Inggris SMP/MTs and the students achievement at grade X SMA Negeri 5 Padangsidempuan).

---

<sup>37</sup> L. R. Gay and Peter Airasian. *Educational Research : Copeteciase for Anaysis and Application-6<sup>th</sup> ed*, (New Jersey: Prentice Hall, 2000), p.12.

<sup>38</sup> *Ibid*, p.321.

## B. Time and Place Of the Research

The research will be done in SMA Negeri 5 Padangsidimpuan. The researcher chooses this school as the place of the research because the researcher wanted to know situation in this school and that subject has never researched in it. The researcher choose SMA Negeri 5 Padangsidimpuan as a place of research because the researcher think student learning motivation at the grade X of SMA 5 Padangsimpuan was low motivation because the students' did not know how has their English achievement. The process of this research has done from April 2015 until June 2015.

## C. Population and Sample

### 1. The Population of the research

Suharsimi Arikunto said in this book that “populasi adalah keseluruhan subjek penelitian”.<sup>39</sup> In other word, populasi is all of the subject element in a study or research. The population of this research is all of the students at grade X of SMA Negeri 5 Padangsidimpuan. That is consisting of six classes as shown in table below:

**Table 1:** The population of the research

<b>No</b>	<b>Class</b>	<b>The Number of Population</b>
1	X 1	33 Students
2	X 2	31 Students
3	X 3	29 Students
4	X 4	32 Students
5	X 5	30 Students
6	X 6	30 Students
<b>Total Number</b>		<b>185 Students</b>

---

<sup>39</sup> Suharsimi Arikunto. *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1995), p. 134.

## 2. The Sample of the research

Sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.<sup>40</sup> Samples for correlation studies using sampling methods such as random sampling can be received by 30 participants generally regarded as a sample minimal. According to Gay and Airasian, “Sample is a number of individuals for a study in such a way that they represent the larger group from them which were selected”.<sup>41</sup> Thus it can be concluded that the samples were all participants of the population, the researchers for this study needs to take only part of the population to be used as samples for it as explained by according to Suharsimi:<sup>42</sup>

*“Maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjeknya besar dapat diambil antara 10-15% atau 20-25% atau lebih tergantung kemampuan peneliti dari berbagai macam segi”.*

Because of big poplation above, researcher selected sample in this research. Exactly, researcher selected sample from the total population by using random sampling.

The sample is taken using random sampling techniques. Arikunto said that random sampling is the best known of the probability sampling procedures that has basic characteristic is that all members of the population have an equal and

---

<sup>40</sup> John W. Creswell, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4<sup>th</sup> Edition* University of Nebraska–Lincoln, United States of America 2012, p142.

<sup>41</sup> L . R. and Peter Airasian, *Education Research*, ( New Jersey : Prentice Hall, 2000 ) p. 121.

<sup>42</sup> SuharsimiArikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p.72.

independent chance of being included in the sample.<sup>43</sup> Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. In other words, every individual has the same probability of being selected and selection of one individual in no way affects selection of another individual.<sup>44</sup>

It means when the subject is less than 100, it is better to take all of the subject, and if the subject is more than 100, the sample can be for about 10% - 15% or 20% - 25% or more appropriate with the researcher's ability.<sup>45</sup> So the sample in this research, the researcher will take 40% from the total number of population. The amount of sample is below as follows:

$$S = 40\% \times \text{Population}$$

$$S = 40\% \times 185$$

$$S = 75 \text{ student}$$

#### **D. Definition of The Operational Variable**

To avoid the miscommunication of writer and reader in the title of this study, the writer will give the definition of the problems from the background above. The definition of the problem is as follows:

1. NUN (Nilai Ujian Nasional) Bahasa Inggris SMP/MTs is also a series of efforts to provide certain conditions, so that a person is willing and wants to do something,

---

<sup>43</sup> *Ibid*, p.141.

<sup>44</sup> *Ibid*, p.130.

<sup>45</sup> SuharsimiArikunto, *opcit*, p.130.

<sup>45</sup> *Ibid*, p. 134.

and if he does not like, then it will attempt to nullify or circumvent the feeling did not like it. (X variable).

2. Student English Achievement is gain or reaches something by effort and gets something done. Achievement learn is ability of someone to activity learn, that ability is obtained because in the begining that ability there is no. (Y variable).

### **E. Instruments of the Research**

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. Suharsimi Arikunto said that Instrument pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya”.<sup>46</sup>

Suharsimi Arikunto states that documentation come from the word document that has meaning written things in doing documentation method writer investigate written things such as: books, magazine, document, and laws, diary notes, and so on.<sup>47</sup> The instrument of this research is documents which include as the official documents had by school. The documents are about the national exam score data in English (SMP/MTs) in the academic year 2011/2012 and English student achievement data in the first year in high school, namely "Register set value (DKN) students". The data are as a proof of students' learning process during school. Also, interview used as supporting instrument in this research. Although it is not to obtain the data which used to find the research

---

<sup>46</sup> *Ibid*, p.20.

<sup>47</sup> *Ibid*, p.140

question above, it is necessary used. It is needed to investigate the implementation of the subject in schools by interviewing the principal and English teacher there, as a support to find and collect data. In this case to get the data of this study, researchers will prepare the instruments available, after going through an interview with the head master of the school and some teachers of English by researchers as the first step is the observation and check out a copy of students diploma of “NUN SMP/MTs” through student or school and students scores (DKN) or report card from high school administration officer of SMAN 5 Padangsidempuan.

#### **F. Techniques of Data Collection**

Data collection techniques is the method or process execution to obtain the data include: Encountered principals and writers met with the head of curriculum and staff of school administration, through the author's request was given permission to conduct research in the school SMAN 5 Padangsidempuan principals expressed consent and asks the needs of the research materials that need writers, then through the principal's instructions suggest that relate directly to the head of the curriculum or staph of school administration. After meeting with representatives of the administration which appointed headmaster of SMAN 5 Padangsidempuan researchers explain that researchers first asked for a list of ten grade students of SMA 5 and requested permission to copy diploma or “Surat Keterangan Hasil Ujian Nasional” (SKHUN) National Examination Student Value in use as full-laden registration students enter high school is used as a data variable independent (X), and for the purposes dependent



variable (Y) as the achievement data of English researchers had also register set value “Daftar Kumpulan Nilai (DKN)” raport of grades on class X SMA 5 Padangsidempuan.

### G. Technique Of Data Analysis

To find out describe of “Nilai Ujian Nasional (NUN) Bahasa Inggris” of students to their student English achievement the researcher used a person product moment correlation. The correlation technique to the evaluate hypothesis concerning correlation between two variables that are examined statistically.

In the correlation technique, the variables are compared to know whether the correlation is very significant or it only happen by chance. The formula product moment correlation is in correlation research the most suitable analysis is by using the statistic process. It means that all the data that has been collected will be analyzed by using statistic, the researcher used the formula of “Product Moment” and the

formulation is:<sup>48</sup> 
$$r_{xy} = \frac{(N \cdot \sum XY) - (\sum X)(\sum Y)}{\sqrt{\{(N \cdot \sum X^2) - (\sum X)^2\} \{ (N \cdot \sum Y^2) - (\sum Y)^2 \}}}$$

Where:

$R_{xy}$  : Coefficient Correlation

N : Number of Sample

$\sum X$  : The total Scores of X

$\sum Y$  : The total Scores Y

$\sum XY$  : The Score in X, time the Score in Y, for to significant test used the formula

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} :$$

---

<sup>48</sup> Suharsimi Arikunto, *Op.Cit* .p. 146.

The processes of analyzing quantitative data are:

*The first* step is to prepare the data for analysis. This involves determining how to assign numeric scores to the data, assessing the types of scores to use, selecting a statistical program, and inputting the data into a program, and then cleaning up the database for analysis.

*The second* step begins the data analysis. Typically researchers conduct a descriptive analysis of the data reporting measures of central tendency and variation.

*Then* conduct more sophisticated inferential analysis to test hypotheses and examine confidence intervals and effect sizes. The next step is to report the results that are found using tables, figures, and a discussion of the key results.

*Finally*, interpret the results from the data analysis. This consists of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research.<sup>49</sup>

After calculating and analyzing the data by formula above, then the result of the calculation reference to what is stated by Guildford in “Fundamental Statistic in Psychology an Education” Quoted by Amirman Yosuda and Zainal Arifin, about the categories of correlation coefficient follows:

Les than – 0,20	= Slight, almost negligible relationship
0,20 – 0,40	= Low correlation definite but small correlation
0,40 – 0,60	= Low correlation substantive relationship
0,60 – 0,80	= High correlation, marked relationship
0,80 – 1,00	= Very high correlation, very dependable relationship. <sup>50</sup>

---

<sup>49</sup> John W. Creswell, *Op.Cit*, p.175.

<sup>50</sup> Amiruddin Yosuda and Zainal Arifin, *Penelitian dan Statistik Pendidikan*, (Jakarta: Bumi Aksara, 1993), p284, quoted from J.P.Guilford,*Fundamental Statistics in Psycology and Education*, New York: Longmans, Green & Co., p.1954.

**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

**A. The Finding of Data Description**

**1. Scores of the Nilai Ujian Nasional (NUN) SMP/MTs**

As has been mentioned in earlier chapter, in order to evaluate the Nilai Ujian Nasional (NUN) SMP/MTs of The Students SMA 5 Padangsidempuan and Student English achievement ( at grade X SMAN 5 Padangsidempuan), the researcher has calculated the data by using descriptive method. Applying the quantitative analysis, the researcher used the formulation of “r” Product Moment. Then, here the researcher presents the result of English scores from the data Nilai Ujian Nasional (NUN) SMP/MTs of The Students SMA 5 Padangsidempuan , as follow:

**Table 2**

Scores of Nilai Ujian Nasional (NUN) SMP/MTS in English of students SMAN 5 Padangsidempuan

No	Name		X	X <sup>2</sup>
1.			2	3
1.	Adek Sartika	5,5	55	3025
2.	Aldi Chandra Marpaung	5,8	58	3364
3.	Ardiansyah Nasution	7,60	76	5776
4.	Chairin Sururi Tarihoran	8,5	85	7225
5.	Dinny Veronica	7,90	79	6241
6.	Fatimah Wardah Sagala	6,00	60	3600
7.	Febri Handayani Lubis	6,20	62	3844
8.	Halimatussakdiah	8,4	84	7056
9.	Hotman Adi Syaputra	6,10	61	3721
10.	Ilham Syaputra	8,5	85	7225
11.	Isnan Arief Fauzi Lubis	6,90	69	4761
12.	Latifah Gustini Siregar	5,20	52	2704
13.	M. Reza Ansari Marpaung	5,7	57	3249
14.	Nila Artati	7,8	78	6084
15.	Nur Aulia Rizki Pohan	7,00	70	4900

16.	Oxa Mutia Devi	7,9	79	6241
17.	Fatlan Kurniawan Nasution	5,20	52	2704
18.	Pahrurozi	8,8	88	7744
19.	Rahma Efriani Zaini	5,30	53	2809
20.	Rahma Fitri Zaini	5,70	57	3249
21.	Rini Hartati Lubis	5,50	55	3025
22.	Rosa Lia Siregar	7,1	71	5041
23.	Shafia Ramadhia	8,1	81	6561
24.	Wenni Hadijah	7,7	77	5929
25.	Yuni Sahara Siregar	5,3	53	2809
26.	Amelia Rizky Hasibuan	6,20	62	3844
27.	Angga Sahril Wibowo	5,20	52	2704
28.	Ariansyah Dalimunthe	5,9	59	3481
29.	Asmar Husein Matondang	7,40	74	5476
30.	Aua Hansyah	5,3	53	2809
31.	Baginda Aziz Harahap	6,1	61	3721
32.	Dini Wahyuni Tanjung	6,20	62	3844
33.	Eko Prawibowo	5,90	59	3481
34.	Fefri Yolanda	5,3	53	2809
35.	Herdin Agustian	5,60	56	3136
36.	Indah Seftia Ningsih	7,3	73	5329
37.	Ira Rizki Amalia	5,9	59	3481
38.	Mahdi Martua Lubis	6,00	60	3600
39.	Mhd. Irfan	5,70	57	3249
40.	Muhammad Nawir Gultom	6,6	66	4356
41.	Muhammad Syarip	5,7	57	3249
42.	Nur Aynun Lubis	5,70	57	3249
43.	Pebriansyah Ramadhan	8,3	83	6889
44.	Puteri Agustina Hasibuan	4,90	49	2401
45.	Putri Khairunnisah Harahap	6,20	62	3844
46.	Rafino Sanjaya	5,3	53	2809
47.	Rahmat Tua Pasaribu	5,8	58	3364
48.	Reni Anggraini Siregar	5,9	59	3481
49.	Ria Amelia Batubara	6,90	69	4761
50.	Sarma Winalda Siregar	6,6	66	4356
51.	Siska Deni Lubis	6,1	61	3721
52.	Siti Aiyah Tanjung	5,70	57	3249
53.	Tia Ayuni Lestari Harahap	6,10	61	3721
54.	Zul Fauziah	5,9	59	3481
55.	Abdul Mutholib	5,30	53	2809
56.	Ade Kusuma	6,20	62	3844
57.	Aflan Nasution	5,9	59	3481
58.	Ahmad Aziz	7,00	70	4900

59.	Ahmad Suleman	5,50	55	3025
60.	Anry Ani	5,7	57	3249
61.	Ayu lestari Koto	7,3	73	5329
62.	Bayu Riangga	6,0	60	3600
63.	Dede Sulistiyo Harahap	5,5	55	3025
64.	Diana Harahap	5,60	56	3136
65.	Eko	5,80	58	3364
66.	Elma Sahrani	5,4	54	2916
67.	Elsa Hasanah Dalimunthe	6,30	63	3969
68.	Ervi Adelina Harahap	6,60	66	4356
69.	Indah Fitri Harahap	5,20	52	2704
70.	Marliana Lubis	5,70	57	3249
71.	Mega Putri Basri Lubis	5,20	52	2704
72.	Paisal Harahap	5,70	57	3249
73.	Reynaldi Adi Pryma Lubis	5,60	56	3136
74.	Syabriadi Lubis	5,0	50	2500
75.	Timbul Pangidoan Siregar	5,50	55	3025
		467,4	4674	298352
$\Sigma N = 75$		$\Sigma X = 4674$		$\Sigma X^2 = 298352$

Where:

N = the number of respondents

$\Sigma X$  = the total number of student's from their Nilai Ujian Nasional (NUN)

$\Sigma X^2$  = the total number of numbers square of student English scores in their Nilai Ujian Nasional (NUN)

According to the data which have been collected, it is calculated that statistic analyze of The student English scores in their Nilai Ujian Nasional (NUN) are:

**Table 3**

Summary Description of Score Nilai Ujian Nasional (NUN)

No	Statistic	Variable
1.	High Score	88
2.	Low score	49
3.	Range	40
4.	Many Class	7
5.	Interval	5
6.	Mean	63,38
7.	Median	59,312
8.	Modus	51,164
9.	Standar Deviation	7,76

- a. The classification of the mean of The English in Nilai Ujian Nasional (NUN)

score is:

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

$$M = \frac{4674}{75}$$

$$M = 62,32$$

- b. The total of class interval =  $1 + 3,3 \log n$

Where the writer used Formula:

$$= 1 + 3,3 \log 75$$

$$= 1 + 3,3 (1,8750612634)$$

$$= 1 + 6.1877021692$$

$$= 7,1877021692$$

$$= 7$$

To determine many class of scores interval student's of the English in "Nilai Ujian Nasional" (NUN) the researcher used :

R = Range

H = Highest score

L = Lowest score

$$\begin{aligned} R &= (H - L) \\ &= (88 - 49) \\ &= 39 \end{aligned}$$

$$\begin{aligned} I &= \frac{39}{7} \\ &= 5,571 \\ &= 6 \end{aligned}$$

c. The percentage of "Nilai Ujian Nasional (NUN)" Score

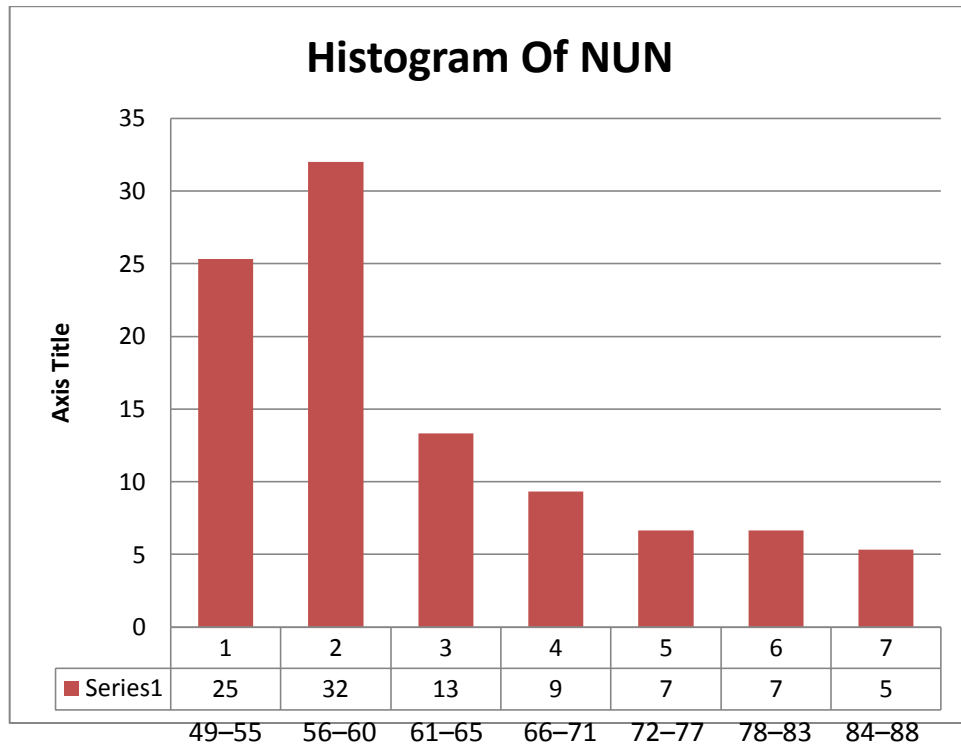
To determine the variable according to the respondents were as follow:

**Table 4**

The percentage of "Nilai Ujian Nasional (NUN)"

<b>Score</b>	<b>F</b>	<b>Percentage</b>
49 – 55	19	25,33 %
56 – 60	24	32,00 %
61 – 65	10	13,33 %
66 – 71	7	9,33 %
72 – 77	5	6,67 %
78 – 83	5	6,67 %
84 – 88	4	5,33 %
Total	75	100%

The percentage from the students score of the English in “Nilai Ujian Nasional” (NUN) bahasa Inggris, drawn in histogram are:



**Figure. 1.** Histogram of NUN in English Student of SMP/MTs

## 2. The scores of the students English achievement at grade X SMA 5

The scores of English achievement was gotten from the result of English test to sixth year class that consist 75 students. Here, the researcher presented the list of the English scores as bellow:



**Table 5**

The Score List Of Student English Achivement

No	Initial	Semester II	
		Y	Y <sup>2</sup>
		3	4
1.	AST	80	6400
2.	ACM	79	6241
3.	ANS	80	6400
4.	CST	85	7225
5.	DVC	85	7225
6.	FWS	85	7225
7.	FHL	83	6889
8.	HMD	80	6400
9.	HAS	82	6724
10.	ISP	88	7744
11.	IF	81	6561
12.	LGS	84	7056
13.	MRA	71	5041
14.	NAT	83	6889
15.	NAR	85	7225
16.	OMD	85	7225
17.	FKN	73	5329
18.	PAH	83	6889
19.	REZ	82	6724
20.	RFZ	83	6889
21.	RHL	83	6889
22.	RLS	86	7396
23.	SHR	90	8100
24.	WHD	87	7569
25.	YSS	88	7744
26.	ARH	83	6889
27.	ASW	79	6241
28.	ARD	80	6400
29.	AHM	80	6400
30.	AHS	79	6241
31.	BAH	80	6400
32.	DWT	83	6889
33.	EKP	80	6400
34.	FEY	86	7396
35.	HDA	77	5929
36.	ISN	97	9409

37.	IRA	80	6400
38.	MML	83	6889
39.	MHI	86	7396
40.	MNG	81	6561
41.	MUS	76	5776
42.	NAL	77	5929
43.	PBR	75	5625
44.	PAH	81	6561
45.	PKH	82	6724
46.	RAS	82	6724
47.	RTP	80	6400
48.	RRS	80	6400
49.	RAB	83	6889
50.	SWS	82	6724
51.	SDL	80	6400
52.	SAT	80	6400
53.	TLH	81	6561
54.	ZFZ	84	7056
55.	ABM	82	6724
56.	ADK	82	6724
57.	AFN	72	5184
58.	AHA	85	7225
59.	AHS	79	6241
60.	ANA	85	7225
61.	ALK	83	6889
62.	BRG	79	6241
63.	DSH	79	6241
64.	DIH	80	6400
65.	EKO	75	5625
66.	ELS	81	6561
67.	EHD	81	6561
68.	ERA	83	6889
69.	IFH	80	6400
70.	MAR	81	6561
71.	MPB	85	7225
72.	PAI	80	6400
73.	RAP	80	6400
74.	SYL	80	6400
75.	TPS	80	6400
		6120	500524
	$\Sigma N=75$	$\Sigma Y = 6120$	$\Sigma Y^2 = 500524$

Where:

$N$  = the number of respondents

$\Sigma Y$  = the total number of English Achievement scores

$\Sigma Y^2$  = the total number of square of English Achievement

According to the data which have been collected, it is calculated that statistic analyze of The student English scores in their Nilai Ujian Nasional (NUN) are:

**Table 6**

Summary Description of Score Student English Achievement

No	Statistic	Variable
1.	High Score	97
2.	Low score	71
3.	Range	26
4.	Many Class	5
5.	Interval	5
6.	Mean	81,44
7.	Median	85,142
8.	Modus	79,04
9.	Standar Deviation	3,99

a. The classification of the mean of Student English Achievement Score is:

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

$$M = \frac{6120}{75}$$

$$M = 81,6$$

To determined many class of scores interval of student's English achievement the researcher used:

$$\begin{aligned}
 R &= (H - L) \\
 &= (97 - 71) \\
 &= 26 \\
 K_1 &= 7 \\
 I &= \frac{R}{K_1} \\
 &= \frac{26}{7} \\
 &= 3,7142857143 \\
 &= 4
 \end{aligned}$$

- b. The percentage The percentage of the students English achievement scores, from the explanation above the researcher concluded as follow:

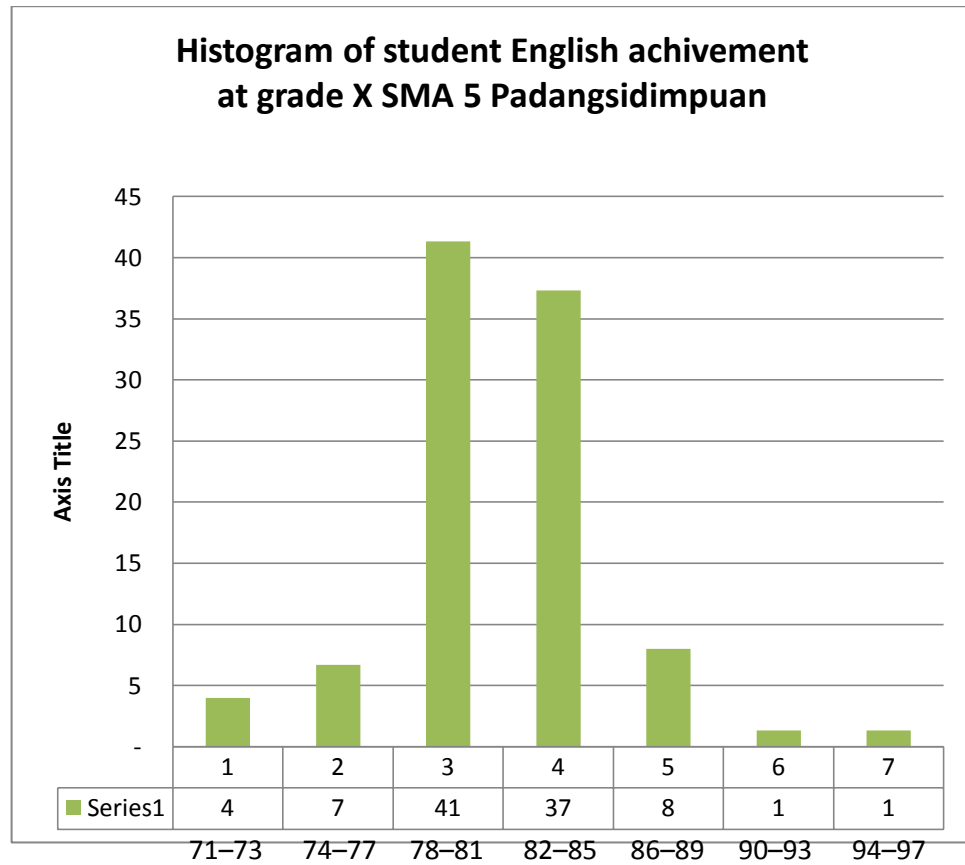
**Table 7**

The percentage of the students English achievement scores are:

<b>Interval score</b>	<b>F</b>	<b>Percentage</b>
71 – 73	3	4,00 %
74 – 77	5	6,67 %
78 – 81	31	41,33 %
82 – 85	28	37,33 %
86 – 89	6	8,00 %
90 – 93	1	1,00 %
94 – 97	1	4,00 %
Total	75	100 %

he percentage the students score of the English in “Nilai Ujian Nasional” (NUN) drawn in histogram are:

The percentage from the students score of the English achivement at grade X SMA 5 Padangsidempuan drawn in histogram are:



**Figure. 2.** Student English achivement at grade X SMA 5 Padangsidempuan

### 3. The Preparatory Tabulation of the Pearson's Product Moment

To calculate the value of the correlation of these two variables, the researcher applied the pearsons product moment correlation formula as written previously:

**Table 8**

The Correlation between the Student English in “Nilai Ujian Nasional” (NUN) and Their English Achievement “r table”.

No 1.	Initial	X		Y	XY	X <sup>2</sup>	Y <sup>2</sup>
		2	3	4	5	6	
1.	AST	5,5	55	80	4400	3025	6400
2.	ACM	5,8	58	79	4582	3364	6241
3.	ANS	7,60	76	80	6080	5776	6400
4.	CST	8,5	85	85	7225	7225	7225
5.	DVC	7,90	79	85	6715	6241	7225
6.	FWS	6,00	60	85	5100	3600	7225
7.	FHL	6,20	62	83	5146	3844	6889
8.	HMD	8,4	84	80	6720	7056	6400
9.	HAS	6,10	61	82	5002	3721	6724
10.	ISP	8,5	85	88	7480	7225	7744
11.	IF	6,90	69	81	5589	4761	6561
12.	LGS	5,20	52	84	4368	2704	7056
13.	MRA	5,7	57	71	4047	3249	5041
14.	NAT	7,8	78	83	6474	6084	6889
15.	NAR	7,00	70	85	5950	4900	7225
16.	OMD	7,9	79	85	6715	6241	7225
17.	FKN	5,20	52	73	3796	2704	5329
18.	PAH	8,8	88	83	7304	7744	6889
19.	REZ	5,30	53	82	4346	2809	6724
20.	RFZ	5,70	57	83	4731	3249	6889
21.	RHL	5,50	55	83	4565	3025	6889
22.	RLS	7,1	71	86	6106	5041	7396
23.	SHR	8,1	81	90	7290	6561	8100
24.	WHD	7,7	77	87	6699	5929	7569
25.	YSS	5,3	53	88	4664	2809	7744
26.	ARH	6,20	62	83	4108	3844	6889
27.	ASW	5,20	52	79	4108	2704	6241
28.	ARD	5,9	59	80	4720	3481	6400
29.	AHM	7,40	74	80	5920	5476	6400
30.	AHS	5,3	53	79	4187	2809	6241
31.	BAH	6,1	61	80	4880	3721	6400

32.	DWT	6,20	62	83	5146	3844	6889
33.	EKP	5,90	59	80	4720	3481	6400
34.	FEY	5,3	53	86	4558	2809	7396
35.	HDA	5,60	56	77	4312	3136	5929
36.	ISN	7,3	73	97	7081	5329	9409
37.	IRA	5,9	59	80	4720	3481	6400
38.	MML	6,00	60	83	4980	3600	6889
39.	MHI	5,70	57	86	4902	3249	7396
40.	MNG	6,6	66	81	5346	4356	6561
41.	MUS	5,7	57	76	4332	3249	5776
42.	NAL	5,70	57	77	4389	3249	5929
43.	PBR	8,3	83	75	6225	6889	5625
44.	PAH	4,90	49	81	3969	2401	6561
45.	PKH	6,20	62	82	5086	3844	6724
46.	RAS	5,3	53	82	4346	2809	6724
47.	RTP	5,8	58	80	4640	3364	6400
48.	RRS	5,9	59	80	4720	3481	6400
49.	RAB	6,90	69	83	5727	4761	6889
50.	SWS	6,6	66	82	5412	4356	6724
51.	SDL	6,1	61	80	4880	3721	6400
52.	SAT	5,70	57	80	4560	3249	6400
53.	TLH	6,10	61	81	4941	3721	6561
54.	ZFZ	5,9	59	84	4956	3481	7056
55.	ABM	5,30	53	82	4346	2809	6724
56.	ADK	6,20	62	82	5084	3844	6724
57.	AFN	5,9	59	72	4248	3481	5184
58.	AHA	7,00	70	85	5950	4900	7225
59.	AHS	5,50	55	79	4345	3025	6241
60.	ANA	5,7	57	85	4845	3249	7225
61.	ALK	7,3	73	83	6059	5329	6889
62.	BRG	6,0	60	79	4740	3600	6241
63.	DSH	5,5	55	79	4345	3025	6241
64.	DIH	5,60	56	80	4480	3136	6400
65.	EKO	5,80	58	75	4350	3364	5625
66.	ELS	5,4	54	81	4374	2916	6561
67.	EHD	6,30	63	81	5103	3969	6561
68.	ERA	6,60	66	83	5478	4356	6889

69.	IFH	5,20	52	80	4160	2704	6400
70.	MAR	5,70	57	81	4617	3249	6561
71.	MPB	5,20	52	85	4420	2704	7225
72.	PAI	5,70	57	80	4560	3249	6400
73.	RAP	5,60	56	80	4480	3136	6400
74.	SYL	5,0	50	80	4000	2500	6400
75.	TPS	5,50	55	80	4400	3025	6400
Total		467,4	4674	6120	381349	298352	500524
N = 75			$\sum X =$ 4674	$\sum X =$ 6120	$\sum XY =$ 382385	$\sum X^2 =$ 298352	$\sum Y^2 =$ 500524

Where:

N = the total number of respondents

$\sum X$  = the total number of student's motivation in learning English

$\sum Y$  = the total number of English achievement score

$\sum X^2$  = the total number of square of student's motivation in learning English

$\sum Y^2$  = the total number of square of English achievement score

$\sum XY$  = the total number of multiplication between two scores of the student's motivation in learning English and their English achievement.

From the table above, the correlation between the variables can be calculated by using the product moment formula bellow:

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

The data were analyzed based on the table of correlation above. Based on the table above, it was found that:



$r_{xy}$  = correlation between x and y

$N$  = 75

$\sum XY$  = 382385

$\sum X$  = 4674

$\sum Y$  = 6120

$\sum X^2$  = 298352

$\sum Y^2$  = 500524

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

$$r_{xy} = \frac{75 (382385) - (4674)(6120)}{\sqrt{\{75 (298352) - (4674)^2\}\{75 (500524) - (6120)^2\}}}$$

$$r_{xy} = \frac{28678875 - 28604880}{\sqrt{\{22376400 - 21846276\}\{37539300 - 37454400\}}}$$

$$r_{xy} = \frac{73995}{\sqrt{\{530124\}\{84900\}}}$$

$$r_{xy} = \frac{73995}{\sqrt{45007527600}}$$

$$r_{xy} = \frac{73995}{212149,77633737}$$

$$r_{xy} = 0,3487866039$$

$$= \mathbf{0,34}$$

$$KP = r^2 \times 100\% = 0,348^2 \times 100\% = 12,165\%$$

From the calculating person's Product moment correlation above, the researcher got the result from  $r_{xy} = 0,348$  (it is between 0,200-0,400). According to simple interpretation above, we noticed that the correlation between X variable and Y variable is low. Thus, we can interpret that there is a positive correlation between Nilai Ujian Nasional (NUN) bahasa Inggris SMP/MTs (as X variable) and Student English Achievement (as Y variable).

According of calculation above, it can be seen that the value of  $r_{xy}$  was 0.348 Where the sample of this research was 75 and the total of variable are 2, so  $df (N-2) = (75 - 2) = 73$ . And the score of  $r_{table}$  at 5% significant level was 0.235, the score  $r_{table}$  at 1 % significant level was 0.306 Because the value of  $r_{xy}$  was greater than  $r_{table}$  so the hypothesis of the research was accepted  $r_{counted} > r_{table}$  (0.235 > 0.306),

The last step is determining Degree of freedom ( $df$ )

$$df = N - nr = 75 - 2 = 73$$

$$df = 73 \text{ (see table of "r" values of degree of significance 5\% and 1\%)}$$

$$\text{At the degree of significance 5\%} = 0.235$$

$$\text{At the degree of significance 1\%} = 0.306$$

$$5\% = r_o : r_t = 0,348 : 0,227$$

$$1\% = r_o : r_t = 0,348 : 0,296$$

And then to know there is significant correlation between Nilai Ujian Nasional (NUN) bahasa Inggris SMP/MTs and Student English Achievement used the formula :

$$t_{\text{hitung}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,348\sqrt{75-2}}{\sqrt{1-0,348^2}} = \frac{2,7323001211}{0,9374945333} = 3,1278050345$$

If  $t_{\text{hitung}} \geq t_{\text{table}}$  So, defenit Ho it means there is significant and if  $t_{\text{hitung}} \leq t_{\text{table}}$  So, receive Ho it means there is not significant. From count  $\alpha = 0.05$  and  $n = 75 - 2 = 73$  so can find  $t_{\text{table}} = 2.000$ . actually  $t_{\text{hitung}}$  more big in  $t_{\text{table}}$  or  $3.127 \geq 2.000$ , So. Ho define, it means there is significant between Nilai Ujian Nasional (NUN) bahasa Inggris SMP/MTs to Student English achievement.

## B. The Test of Hypothesis

After calculating  $r_{xy}$  the result of  $r_{xy}$  is 0,348. There researcher determined degree of freedom (df) to get  $r_t$  ( R- table).  $df = 75-2 = 73$ . After looking at the table, df (73) get significance 5% is 0,227 and get significance 1 % is 0,296 (see appendix). The writer concluded that  $r_{xy}$  is bigger than  $r_t$  or  $r_{xy}$  is less than  $r_t = 0,348 > 0,235 > 0,306$ , so that  $H_0$  is rejected (  $H_a$  is accepted).

### C. The Interpretation of Data

**Table 9**  
The Criteria Score of Coefficient Correlation of Interpretation Product Moment<sup>51</sup>

<b>N</b>	<b>Product moment</b>	<b>Interpretation</b>
1	0,000 – 0,200	very low
2	0,200 – 0,400	Low
3	0,400 – 0,600	Enough
4	0,600 – 0,800	High
5	0,800 – 1,000	Very high

So, interpretation coefficient correlation to  $r_{xy} = 0.348$  located between 0,200 – 0,400 it means low correlation. So that hypothesis nihil ( $H_0$ ) dividend, and there is correlation between Nilai Ujian Nasional (NUN) bahasa Inggris SMP/MTs and English achievement in SMA (Senior High School).

From the calculation computation, we can interprete that there is a positive correlation between Nilai Ujian Nasional (NUN) bahasa Inggris SMP/MTs (as X variable and Student English Achievement (as Y variable). From the calculation Person's Product moment correlation above, the researcher got the result from  $r_{xy} = 0,348$  (it is between 0,200-0,400) According to simple interpretation above, we noticed that the correlation between X variable and Y variable is low and it is considered there is a significance correlation between x varible (Nilai Ujian Nasional “NUN” bahasa Inggris SMP/MTs) and y variable (Student English Achievement).

---

<sup>51</sup> Hartono, *Statistik*, ( Yogyakarta : Pustaka Pelajar, 2004 ), P. 78.

## CHAPTER V

### THE CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data that has been described in the previous chapters, the writer concludes that the null hypothesis rejected is and alternative hypothesis is accepted. It can be seen from the result of  $r_{xy}$  is 0,348 with the degree freedom is 73. The result of  $t_t$  on degree of significance 5% = 0,227 and in 1 % = 0,296. So small than  $t_t$  or  $r_{xy} < t_t = 0,348 > 0,229 > 0,296$ , it means that conclusion of this “skripsi” is there is significant correlation between Nilai Ujian Nasional “NUN” bahasa Inggris SMP/MTs and Student English Achievement. The conclusion shows that the students with lower Nilai Ujian Nasional (NUN) bahasa Inggris SMP/MTs can do lower score to student English Achievement and the student with higher Nilai Ujian Nasional (NUN) bahasa Inggris SMP/MTs can do guarantee that they will get higher score to student English Achievement.

**B. Suggetion**

The research outcomes shows that there is positive correlation between Nilai Ujian Nasional (NUN) bahasa Inggris SMP/MTs and student English Achivement. So the teachers shold give more encouragement to students beside giving and tranvering knowledge. Teacher should be more cretive in giving a lesson and using various teaching methode, in order the students can be more comfortable and more intersted in learning English. Teacher can show prospect of student in the the knowlage baground level and should let students like learning and find academic activities satisfied, so they can be more interested in learning English.

For further researcher it is expected that other researcher will conduct the same study on wider area. So it will be more advantageous and benefit to the development of English education.

## REFERENCES

- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006.
- Anas Sudjono, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, 2005.
- Atia, M., *Bimbingan Pendidikan dan Pembelajaran1*, Jakarta: Bulan Bintang, 1978.
- Creswell, John W., *Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4<sup>th</sup> Edition University of Nebraska–Lincoln*, United States of America 2012.
- David, Johson, W, *The Social Psychology of Education*, New York: Holt Rinehart and Winston Inc, 1970.
- Gay, L. R. and Peter Airasian. *Educational Research: Copeteciese for Anaysis and Application-6<sup>th</sup> ed*, New Jersey: Prentice Hall, 2000.
- Hayati, Mardia, M.Ag, *Desain Pembelajaran*, Pekanbaru, Yayasan Pustaka Riau, 2009.
- Hamalik, Prof. Dr.Oemar, *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*, Jakarta, PT.Bumi Aksara 2009.
- Hamalik, Prof. Dr. Oemar, *Kurikulum Dan pembelajaran*, Jakarta Bumi Aksara 2011
- Hornby, A. S., *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 2000.
- Hartono, *Statistik*, Yogyakarta, Pustaka Pelajar 2004.
- Jacob, Ari and Rajawiah, *Introduction to research in education*, New York: Richart and Wiston Inc, 1979.
- Mulyasa, Dr. E., M.Pd, *Kurikulum Tingkat Satuan Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2006.
- L . R. and Peter Airasian, *Education Research*, New Jersey : Prentice Hall, 2000.
- Neil, Mc. and John D. 1977. *Curriculum A Comprehensive Introduction*. Boston: Little, Brown and Company.
- Soedijarto, Prof., DR, , M A. 1993a. *Menuju Pendidikan Nasional Yang Relevan dan Bermutu*. Jakarta: Balai Pustaka 1993.

- Sanjaya, Dr. Wina, M.Pd, *Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi*, Kencana Prenada Media Group Jakarta 2005.
- Sudjana, Nana, *Pembinaan Dan Pengembangan Kurikulum Disekolah* Bandung: Sinar Algesindo, 1996.
- Senafiah, Faisal, *Methodology Penelitian Pendidikan*, Surabaya: Usaha Nasional, 1982.
- Winkel, W. S., *Psikologi Pengajaran*, Jakarta: Gramedia, 1991.
- Suharsimi Arikunto. *Manajemen Penelitian*, Jakarta: Rineka Cipta, 1995.
- Yosuda, Amiruddin and Zainal Arifin, *Penelitian dan Statistik Pendidikan*, Jakarta: Bumi Aksara, 1993.
- Pusat Pengembangan Kurikulum. 2003. Kurikulum 2004 Kerangka Dasar (draft). Jakarta: Departemen Pendidikan Nasional.
- Afrianti, Siska., Pasaribu, “The correlation between clauses mastery and student an dstudent ability A study at eleventh grade of SMA Nurul ‘Ilmi Padangsidimpuan”, (Unpublished thesis: Padangsidimpuan, STAIN Paadangsidimpuan 2011)
- Nurliani, “The Correlation Learning Motivation English and Achievement (A Study To The Grade VIII At SMP Negeri 3 Siabu)”, (Unpublished thesis: Padangsidimpuan, STAIN Paadangsidimpuan 2014).
- Yanti, Lina., Siagian, Comparative of Speaking Achievement between Grade XI Boarding School and Full Day School Student of SMA Nurul Ilmi Padangsidimpuan”, (Unpublished thesis: Padangsidimpuan, STAIN Paadangsidimpuan 2012).
- Fauziyah, A’yunuls, “The Correlation between Multiple Intelligences Score and English National Examination Score of the ninth graders of SMP Muhammadiyah 9 Surabaya”, English Language Department, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel Surabaya).
- Zainal Abidin, *Evaluasi Pembelajaran* file pdf.
- Indra Akuntono, <http://edukasi.kompas.com/read/2013/09/27/1334144/> Ini.Dia.27.  
Poin.Hasil.Konvensi.UN/Acssesed 16 Januari 2014 17:03:21
- <http:// Ujian Nasional - Wikipedia bahasa Indonesia, ensiklopedia.htm>, accssesed: 24  
March 2015 19:28:30



<http://Nilai Ujian Nasional - Wikipedia bahasa Indonesia, ensiklopedia.htm>, accessed: 24 March 2015 19:18:04

Mohammad Nuh <http://www.kemdiknas.go.id/kemdikbud/sites/all/themes/kemdiknas/favicon.ico>, accessed : 24 March 2015 19:22:38

<http://www.hilman.web.id/posting/blog/827/pengertian-fungsi-dan-prosedur-evaluasi-pembelajaran.html>, accessed: 25 March 2015 20:03:45

<http://www.tuanguru.net/2012/01/komponen-evaluasi-pembelajaran.html>, accessed: 25 March 2015 20:12:14

<http://nasuprawoto.wordpress.com/2011/01/26/jenis-jenis-penilaian.html>, accessed: 25 March 2015 20:17:23





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : In. 19/E.4c/TL.00/1908/2015

Padangsidimpuan, 10 Juli 2015

Hal : **Mohon Bantuan Informasi  
Penyelesaian Skripsi.**

Kepada  
Yth. Kepala SMP Negeri 5  
Padangsidimpuan

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidimpuan menerangkan bahwa :

Nama : Abdul Rahman Harianja  
NIM : 083400040  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Padangsidimpuan

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between NUN (Nilai Ujian Nasional) Bahasa Inggris SMP/MTs and the Students' English Achievement at Grade X SMAN 5 Padangsidimpuan"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih

a.n. Rektor



S. Ag., M.Pd

021997032003 7



**PEMERINTAH KOTA PADANGSIDIMPUAN**  
**DINAS PENDIDIKAN DAERAH KOTA PADANGSIDIMPUAN**  
SEKOLAH MENENGAH ATAS ( SMA ) NEGERI 5 PADANGSIDIMPUAN  
Jln. Melati No. 90. Telp. (0634) 21239 Padangsidempuan Selatan 22725

## SURAT KETERANGAN

Nomor : 423.4 / 160 / SMA.5 / MH-2015

Sehubungan dengan surat Rektor Institut Agama Islam Negeri (IAIN) Padangsidempuan dengan No. In.19/E.4c/TL. 00/1808/2015, tanggal 10 Juli 2015, tentang Permohonan Bantuan Informasi Penyelesaian Skripsi, bersama ini kami sampaikan bahwa :

Nama : **ABDUL RAHMAN HARIANJA**  
NIM : 083400040  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Padangsidempuan

Adalah benar telah melaksanakan riset di SMA Negeri 5 Padangsidempuan dalam menyelesaikan skripsinya yang berjudul :

**“THE CORRELATION BETWEEN NUN (NILAI UJIAN NASIONAL) BAHASA INGGRIS SMP/MTs AND THE STUDENTS ENGLISH ACHIEVEMENT AT GRADE X SMAN 5 PADANGSIDIMPUAN”**

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 13 Juli 2015  
Kepala Sekolah,  
  
**Drs. H. SALADIN AMAS MUDA HUTASUHUT**  
NIP. 19660805 199403 1 007

# CURRICULUM VITAE

## 1. Personal Data

Name : ABDUL RAHMAN HARIANJA  
Registration Student Number : 08 340 0040  
Place/Date of Birthday : Padangsidempuan/ 09 Jule 1987  
Sex : Male  
Religion : Islam  
Address : Padangsidempuan Batunadua

## 2. Parents Data

Father's Name : Mustaman Harianja  
Mother's Name : Asniah Nasution

## 3. Educational Background

Primary School : SDN 142421 Sitamiang ( 2001 )  
Junior High School : MTsS Musthagfawiyah ( 2004 )  
Senior High School : MAS Musthafawiyah ( 2007 )  
Institute : IAIN Padangsidempuan ( 2015 )

