THE CORRELATION BETWEEN THE ABILITY TO OVERCOMING INHIBITION IN LEARNING AND ENGLISH ACHIEVEMENTAT GRADE VIII SMP NEGERI 2 SIABU

A THESIS

Submitted to State Institute for Islamic StudiesPadangsidimpuanas APartial Fulfillment of the Requirementfor Graduate Degree of Education Scholar (S. Pd) in English

Written by

AISAH LESTARI
Reg. Number: 12 340 0085

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FORISLAMIC STUDIES
PADANGSIDIMPUAN
2017

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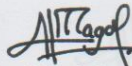
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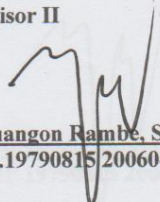
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Term : Sidang Skripsi   Padangsidimpuan, 16 March 2017
     a.n. Aisah Lestari   To:
Lamp : 6 (Six) Examplars   **Dean Tarbiyah and Teacher Training**
                                  Faculty
                                  In-
                                  Padangsidimpuan

Assalamu 'alaikum wr.wb.

     After reading studying and giving advice for necessary revise on the thesis belong to **Aisah Lestari** , entitled *"The Correlation between Students' Inhibition and English Achievement at Grade VIII SMP Negeri 2 Siabu"*, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S. Pd) in English Department of Tarbiyah and Teacher Training Faculty of IAIN Padangsidimpuan.

     Therefore, in a short time, we hope that the thesis will soon be examined in front of the Thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
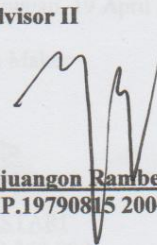
Wassalam 'alaikum wr.wb.

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Dr. Magdalena, M.Ag.   **Sojuangon Rambe, S.S.,M.Pd.**
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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name	:	**AISAH LESTARI**
Registration Number	:	12 340 0085
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/TBI-3
The Title of a Thesis	:	The Correlation between the Ability to Overcoming Inhibition in Learning and English Achievement at Grade VIII SMP Negeri 2 Siabu

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in students' Ethic Code of IAIN Padangsidimpuan, article 19 verses 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 19 April 2017

Declaration Maker

AISAH LESTARI
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iii

AGREEMENT PUBLICATION OF FINAL TASK FOR
ACADEMIC CAVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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Nim   : 12 340 0085

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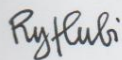
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iv

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION
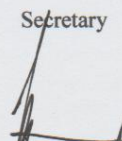
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Thesis   : **THE CORRELATION BETWEEN THE ABILITY TO OVERCOMING INHIBITION IN LEARNING AND ENGLISH ACHIEVEMENT AT GRADE VIII SMP NEGERI 2 SIABU**

Chief,   Secretary
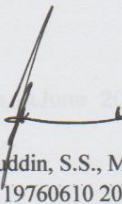
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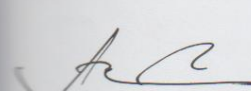
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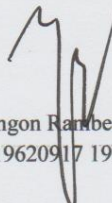
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Date   : June, 02th 2017
Time   : 09.00 WIB-finish
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LEGALIZATION

Thesis : THE CORRELATION BETWEEN THE ABILITY TO OVERCOMING INHIBITION IN LEARNING AND ENGLISH ACHIEVEMENT AT GRADE VIII SMP NEGERI 2 SIABU

Written by : AISAH LESTARI

Reg. No : 12 340 0085

The theses had been accepted as a partial fulfillment of the requirement for the degree

of Educational Scholar in English (S. Pd)

Padangsidimpuan, 02 June 2017
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Hj.Zulhimma,S.Ag.,M.Pd.
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Name   : **AISAH LESTARI**

Reg. No   : **12 340 0085**

Title   :**THE CORRELATION BETWEEN THE ABLITY TO OVERCOMING INHIBITION IN LEARNING AND ENGLISH ACHIEVEMENT AT GRADE VIII SMP NEGERI 2 SIABU**

ABSTRACT

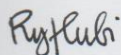This research discussed about the correlation between the ability to overcoming inhibition in learning and English achievement at grade VIII SMP Negeri 2 Siabu. This research intended to know the the ability to overcoming inhibition in learning and English achievement. The ability to overcoming inhibition influence to their achievement in learning English. This study the purpose to prove there is correlation of the ability to overcoming inhibition in learning and English achievement at grade VIII SMP Negeri 2 Siabu.

The researcher was conducted by correlation research. The method of this research is quantitative. Thepopulation are grade VIII SMP Negeri 2 Siabu, the total population was 150 population in 6 classes. The sample of research was 30 students taken by random sampling. Next, the instrument for collecting data, the researcher used 50 questionnaires for the ability to overcoming inhibition and 51 test for English achievement. To analysis the data the researcher used formulation product moment .

From result of the data analysis, it was found that r_{xy} was 0.435 while r_{table} was 0.374. it means that, $r_{xy} > r_{table}$ 0.435 > 0. 374. The hypothesis was accepted. So, there is correlation between the ability to overcoming inhibition in learning and English achievement. In this research is positive correlation and agree from the humanism theory. The theory stated that "the students will study good if learning is advanced organizers and showed good to students". The contribution the ability to overcoming inhibition in learning to English achievement was 19% and English achievement influenced the other variable was 81%.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Firstly, researcher would like to thank to Allah SWT Who has given researcher the healt, the knowledge and the strength to finish this thesis. *Secondly,* blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the darkness era to the lightness era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, in this opportunity the researcher the researcher would like to say thanks to them, this thesis can not be completed without guidance and motivation from many people. They are:

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3. Hj. Zulhimma, S.Ag., M. Pd as the Dean of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

4. Rayendriani Fahmei Lubis, M.Ag., as the Chief of English Education Department IAIN Padangsidimpuan.

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The last, researcher just wants to say thanks very much for their helping. I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for researcher to get criticisms and suggestions from the readers to make this thesis better. The researcher hopes that Allah bless them and says Alhamdulillah.

Padangsidimpuan, 16 March 2017
Researcher,

AISAH LESTARI
Reg. No. 12. 340 0085

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language. It is an important language which is studied by students at schools, collages, and universities. So, they can communicate by using English. It is used by many people in the world. They use is not only for trade association but also for scientific terminologies. English has mushroomed in every part of the worldand become a universal language because it is used by almolst all countries, even in some countries have become the primary language or has become the standard language used in every day life wether in goverment, social, and other formal institution.

The purpose of teaching English is to enable students to develop the four skills of English the are writing, speaking, listening and reading and to use English in daily communication.The effort to increase English achievement:(1)To develop the curriculum, it means that school need consider students current knowledge and development level learning difficulties, age, learningresources and learning strategy. (2) Teacher should be conducted many various efforts and endeavors to be able to upgrade the quality of the students ability in english. Such as workshop, applying, various method and strategy in teaching, completing the facilities of study.

Four skills of English that should be mastered by the students. It can be seeing by using the test and result of the report, there are many factors that influences the successfulness of the learners self. It means that many students' inhibition which come from the factors may affect to their english achievement. Based on the fact and reality above the students got in that school is still low categories.

The factors of English achievement: motivation, purpose of learning, and the situations to influences English achievement, such as: 1) student as unique individual, 2) situation of student and learning such as student's inhibition and etc, 3) process of learning, 4) teacher, 5)friend, 6) program of learning. In additional factors of English achievement : 1) Internal Factors: Physical, Psychological: motivation, interest, and learning discipline. 2) External Factors:Pysical:Condition of place learning, supply and medium learn, lesson items,condition of environment learn.

The condition of students' English achievement in SMP Negeri 2 Siabu, English as language of course many items that should be learned, but many of items sometimes can't be mastered that caused many of causes. And can be see the of the DKN (Daptar Kumpulan Nilai). From all of students that get average 66-75 for 90 students. And 76-80 for 40 students. And 81-85 are 20 students.[1]

English achievement in SMP Negeri 2 Siabu is still low based on Torkis Hasibuan said as English teacher:

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[1]DKN (Daftar Kumpulan Nilai), SMP Negeri 2 Siabu.

1. The students feel afraid for communication apprehension, the students feel afraid for communication when the student not able expressed the ideas and thinking of them, example many students feel afraid answer the questions on speaking form in the classroom, they are silent, but she/he knew the answer. It can be see if the teacher gave question in writing form, they could write and answer correctly.

2. They feel afraid to negative social evaluation, the students feel afraid if they speak and answer something because they afraid wrong so the other students is laugh. It is arise the necessary of students for positive assessment to other people.

3. They feel afraid to inhibition or apprehension over academic evaluation. Students' inhibition can be seen from when examination doing, they often saw the other students because he/she was not able to answer the test, they have a bad face, they feel tremble so he/she not knew what are he/she write or speak. So, they got low score.[2]

   Inhibition is activated by punishment, threat, and uncertainty. English is not easy for someone/student who does not have high self-confidence. Inhibitioncan be well-managed, eliminated, or better yet, effectively incorporated into someone's English events. Inhibition have affect to achievement. When student do not want to speak or feel anxious to speak a foreign language that they learn, it may become a problem for them. Maybe, they will fail in their proficiency.

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[2]Torkis Hasibuan Teacher English SMP Negeri 2 Siabu, *Interview* at 11 Mei 2016.

According to Colin M. Macleod that is the stopping or overriding of a mental process, in whole or in part, with or without intention. So, inhibition is when students can not doing something for learning, be silent and tremble.This inhibition to learn English can make the students get not maximal score in English subject. In terms of writing, speaking, reading, and listening the role of inhibition in the English achievement of students' at SMP Negeri 2 Siabu, the researcher finds that students with higher inhibition were inclined to have lower English achievement. Actually an inhibition will give negative effect for student to increase their ability in English.

Based on the theory of humanism learning is the process of learning have a source on human self which give the priority to content of process of learning and the theory come from Ausubel that meaningful learning meant the students will study good if learning is advanced organizers and showed good to students.[3]According to Pavlov and Watson, theory of conditioning is process of learning change because there are conditions and arise response.[4]

So, the researcher conclude that process of learning change because some exercises meant that many exercises so learning will be better easy. The condition is inhibition, where student have high inhibition change because the condition of learning. And the next, in theory of counseling rational emotion that human being have bad feeling or dislike for something do rational(do something

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[3]Hamzah B. Uno, M.Pd.,*Orientasi Baru dalam Psikologi Pembelajaran*, (Jakarta: Bumi Aksara, 2010), p. 12-13.
[4]Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2014), p. 91.

so the happening is repeated) and not rational (belief to self that there is trust is not rational and arise problem in learning. In this theory, thinking and feeling is near, so her/his thinking can became her/his feeling. Theories on following aspects of inhibition and the all internal factor of learning which have correlation to feeling.

Based on the problem above the researcher find that generally the inhibitions' student arise because the teacher but not the all, the negative experiences in the past is something unhappy or disappointed happened in the past time, example student ever failed in the test. So, student afraid happen again. And the other is the negative thinking that student worry or afraid failed before she/he doing something.

Based on the explanation above, the researcher interested in doing the research with the title about English achievement. This research entitled " **The Correlation between the Ability to Overcoming Inhibition in Learning and English Achievement"**.

B. **Identification of the Problem**

Achievement is gain or reaches something by effort and get something done. Achievement is activity result and assesment/effort which have been by which is expressed in the form of the letter or number and express reached result of certain someone within.

Based on the background above, the are many factors of English achievement: motivation, purpose of learning, and the situations to influences

English achievement, such as: 1) student as unique individual, 2) situation of student and learning such as student's inhibition, 3) process of learning, 4) teacher, 5)friend, 6) program of learning. So, the correlation of the students' inhibition and english achievement at garade VIII SMP Negeri 2 Siabu in acadmic year 2016/2017 are significant.

C. Limitation of the Problem

Further to focus the research directions the research that include the ability and time so the research is limited. The topic research at class VIII and semester I and II in academic year 2016/2017. Here, the researcher does not discuss all factors. The researcher focus one factor only that is inhibition. It is the important role in gain the students success in English schievement. In english achievement have 4 skills,, as speaking, reading, writing and listening. But the researcher used three skill, as speaking, reading and writing because the researcher can not make the listening test and the time was imposible.

D. Formulation of the Problem

Based on the identification of the problem above the researcher, the formulation of the problem in this research is "is there is correlation between the ability to overcoming inhibition in learning and English achievement of gradeVIII SMP Negeri 2 Siabu?"

E. Purpose of the Research

Based on the formulation of the problem above, the purpose of the research is to prove the correlation between the ability to overcoming inhibition in learning and English achievement of grade VIII SMP Negeri 2 Siabu.

F. Definition of the Operational Variable

To avoid ambiguity, the researcher clarify the operational variable in this research as follow:

1. The Ability to Overcoming Inhibition

Ability is the quality of being able to do something, especially the physical, mental, financial or legal power to accomplish something. Overcoming is to prevail in spite of adversity, to successfullly solve a problem or defeat an opponent.

Inhibition is activated by punishment, threat, and uncertainty.[5] So, the ability to overcoming inhibition the quality of human being in finding solution in order can resolve their physical or mental anxiety.

2. English achievement

English achievement derivers from 'achieve' which means to succsess in teaching a particular goals status or standard especially by effort, skill, achievement refers to accomplishments and carries the connotation that accomplisments follow a period of study, training or practice.

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[5]Dacher Kelther, and friends;" *Power, Approach, and Inhibition*," in Article, Volume 26, No.2, 2002, p. 268

According to M. Atia English achievement is reached of someone to something that studying. English achievement language of English is ability of actual having the character of measured in consequences of process learn to teach language subject English.[6]

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

G. Outline the Thesis

The systematic of this proposal are divided into three chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one is introduction consist of background of the problem, identification of the problem, limitation of the problem, definition of the operational variable, formulation of the problem, purpose of the research, and significant of the research. All reasons why writer really interest in finding phenomena or realities of students' inhibition and English achievement.

Chapter two consist of theoretical description which explain about students' inhibition, English achievement and also review of related finding, conceptual framework, and hypothesis.

Chapter three discuss about research methodology, it is consist of place and time of the reserch, method of the research, population and sample,

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[6]M. Atia, *Bimbingan Pendidikan Pembelajaran*, (Jakarta: Bulan Bintang, 1978), p. 53.

instrument of the research, technique of collecting data, and the last technique of data analysis.

Chapter four, it consisted description of data, testing hypothesis, discussion and the threats of research.

Chapter five, it consisted of conclusion about the result of this research and suggestions that were given by the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Descriptions

1. The Ability to Overcoming Inhibition in Learning

a. Definition of the Ability to Overcoming Inhibition

Ability is the quality of being able to do something, especially the physical, mental, financial or legal power to accomplish something.[1] Overcoming is to prevail in spite of adversity, to successfullly solve a problem or defeat an opponent.[2]

Inhibition is "activated by punishment, threat, and uncertainty."[3] So, inhibition is the bad behavioral of the students arise someone feel afraid because trauma of punishment. Inhibition is "feeling of being unable to behave naturally."[4] So, inhibition is feeling of someone who he/she feel unable or can not doing process of learning naturally, meant she/he always feel anxious about the English learning.

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[1]A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 2.

[2]*Ibid*., p. 174.

[3]Dacher Kelter, and friends, *"Power, Approach, and Inhibition",* in Article Psychological Assosiation, Volume 26, no.2, 2003, p. 268.

[4]*Op. Cit.*, p. 1543.

According to Colin M. Macleod that is "the stopping or overriding of a mental process, in whole or in part, with or without intention."[5]So, inhibition is when students can not doing something for learning, be silent and tremble. So, student' inhibition is the component who has feeling unable, uncertainty, and stopping of a mental process in the learning process.

Based on the theory of humanism learning is the process of learning have a source on human self which give the priority to content of process of learning and the theory come from Ausubel that meaningful learning meant the students will study good if learning is advanced organizers and showed good to students.[6]According to Pavlov and Watson, theory of conditioning is process of learning change because there are conditions and arise response.[7]

So, the researcher conclude that the ability to overcoming inhibition the quality of human being in finding solution in order can resolve their physical or mental anxiety. process of learning change because some exercises meant that many exercises so learning will be better easy. The condition is inhibition, where student have high inhibition change because the condition of learning. The students have high inhibition And the next,

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[5] Colin M. Macleod, *The Concept of inhibition in Cognition,* in Article Discovery Grant, Volume 15, No. 1, 2001, p. 5.

[6]Hamzah B. Uno, M.Pd.,*Orientasi Baru dalam psikologi Pembelajaran*, (Jakarta: Bumi Aksara, 2010), p. 12-13.

[7]Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2014), p. 91.

in theory of counseling rational emotion that human being have bad feeling or dislike for something do rational (do something so the happening is repeated) and not rational (belief to self that there is trust is not rational and arise problem in learning. In this theory, thinking and feeling is near, so her/his thinking can became her/his feeling. Theories on following aspects of inhibition and the all internal factor of learning which have correlation to feeling.

For the people who learn about a foreign language, inhibition may impact in their acquisition of the language. Someone with high inhibition cancreate a negative effect especially in foreign language class. It is because, as weknow, to learn a foreign language we have to practice or perform the language inorder to show the ability that we have. If the inhibition is had by students, it may bethey will get low understand. Based on explain above, the researcher can conclude that the ability to overcoming in Learning inhibition have affect to English achievement.

b. Components of Inhibition

There are three components of inhibition that come from students when they learn about English, as:

1. Communication apprehension, arising from learner's in ability express mature thoughts and ideas.
2. Fear of a negative social evaluation, arising from a learner's need to make a positive social impression on others.

3. Testanxiety, or apprehension over academic evaluation.[8]

c. Kinds of Inhibition

There are two kinds of inhibition, as below:

1. Debilitative inhibition (harmfull inhibition) is ainhibition as a negative effect, something must avoid. Mean many inhibitions or high inhibition so someone do not something or be silent.
2. Fasilitative inhibition (helpfull inhibition) is a inhibition a positive effect, something must do. Mean only a little inhibition to something about learning so someone must plan about the lesson before she or he asked by teacher.[9]

d. The Characteristics of Students who have Inhibition

There are characteristics of students who have inhibition, such as:

1. Anxious Feeling
   a) Worry
   b) Bad presentiment
   c) Afraid
   d) Easy offended
2. Tension
   a) Taut
   b) Listless
   c) Easy to cry
   d) Trembling
   e) Nervous
3. Disturbance of Aptness
   a) Not concentrate
   b) Memory go down
   c) Forgetful
4. Depression Feeling
   a) Have not interest
   b) Less be happy for hobby
   c) Sad
   d) Changeable feeling
5. Behavior

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[8]H. Douglas Brown, *Prinsip Pembelajarandan Pengajaran Bahasa, Edisi Kelima*, (Jakarta: Pearson Education,Inc.,2007), p. 176
[9]*Ibid.*

a) Not calm
b) Finger is trembling
c) Brown is crinkling
d) The face is be taut
6. Autonomy Symptom
   a) Mouth is drying
   b) Face is be red
   c) Easy to perspire
   d) Headache[10]

e. The Influences of Students Inhibition

The influences of students inhibition there are two factors, as internal and external factors:

1. Internal factors, arise from self-individual, such as student not confidence.

2. External factors, arise of the other people or society, such as less attention or loving of the parents.[11]

f. The Relationship of Test, Inhibition and Achievement

The conclusion about of test, inhibition, and achievement are:

1. The inhibition is not low and not high usually push studying whereas the high inhibition offend studying.
2. The students who have the low inhibition make the students feel afraid than the smart students.
3. If students know kinds of the test so the inhibition will decrease.
4. For measure the memory, the students have high inhibition give good result than the students not feel afraid.
5. The anxiety or inhibition of the test will add if result of the test made to determine the ability of the students.[12]

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[10]Dadang Hawari, *Manajemen Stres, Cemas, dan Depresi*, (Jakarta :Fakultas Kedokteran Universitas Indonesia, 2016), p. 80-83.

[11]Nevid, dkk, *Psikologi Abnormal, Edisi Kelima, Jilid 1,* (Jakarta: Erlangga, 2005, p.15.

g. Omit the Inhibition of the Students

Effective teacher must arise motivation and interest of the students for good result. There are the suggestion to help the students have the motivation for doing test without feel afraid.

1. Test must meant for not punish the failing students to achieve the hoping of teacher and parents.
2. Avoid determining students success or not based on the only one test.
3. Make the private note on the page of the answer of the test which make suggestion for students to remove and search the better good.
4. Believe the question measure the point of learning which teach to students.
5. Avoid doing examination without information to students.
6. Make the private meeting with the students so reduce the inhibition of the students for studying.
7. Avoid to equal the students.
8. Say superiority of thestudent , don't say debility of the student.
9. Reduce the competition examination if the students not able.
10. Secret the price of the students of the other students.
11. Make to students for choosing the activities have value of the learning.[13]

2. English Achievement

a. Definition of English Achievement

Achievement isgain or reach something by effort and get something done. Achievement in other word we can say a skill orability.[14]

So, achievement is the result from something that we done.According to

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[12]Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi*, (Jakarta: Rineka Cipta, 2013), p. 186.

[13]*Ibid.*,p. 187-188.

[14]A. S. Hornby, *Oxpord Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 1344.

W. S. Winkel: "English achievement is ability of someone in learning activity, that ability is obtained because in the beginning that ability there is no."[15]

According to M. Atia: "English achievement is reached of someone to something that studying. English achievement language of Englishis ability of actual having the character of measured in consequences of process learn to teach language subject English."[16]

Achievement test are designed to provide information about how well test takers have learned what they have been taught in school. An individual's level of achievement on a standardized achievement test is usually determined by comparing norm, the performance of a national group of students' individual grade or age level who took the same test.[17]Based on the explanation above, the researcher conclude English achievement is ability that gotten as a gain or result in learning English.

b. Purpose of English Achievement

English achievement is ability that gotten by someone, well knowledge, attitude and skillful after she or he to accompany teaching learning process. In attempt to reach purpose English achievement necessary learn million conduces, knowledge, attitude and skillful. So,

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[15]W. S. Winkel,*Psikologi Pengajaran,* (Jakarta: Grasindo, 1996), p. 34.
[16] M. Atia, *Bimbingan Pendidikan Pembelajaran*, (Jakarta: Bulan Bintang, 1978), p. 53.
[17]L. R. Gay and Peter Airasian, *Educational Research,* United States of America: Prentice – Hall, 1992, p. 154.

purpose English achievement is to get knowledge, skillful. To reach

purpose learning it means, will to achieve learning.

The purpose of English achievement:
1) Stimulate interest and individual develop.
2) To measure advancement English achievement embrace in a rapport.
3) English achievement use as peed back to the teacher, later will to correct teaching and learning process appropriate with ability, aptitude, and interest.[18]

Based on the quotation above we can see there are three purpose of

English achievement, they are stimulate interest, to measure advancement

and as peed back to the teacher.

c.   The Factors to Influence English Achievement

The factors of English achievement:

1) Motivation for learning is the propulsion from human self for doing something. The effort in generally have the purpose to get something and can said achievement motive. Motivation of learning is something which push the student for doing something cause the act of learning.
2) Purpose of learning is the target gain a process of learning. The purpose as one factor in learning should arise and there is on the student self. So, the student studying and will get good achievement.
3) The situations to influences English achievement

Situation factors influences process of learning on student related

to students self,such as:

1) Student as unique individual, the situation student self is component the situation of learning. Mean the situation of learning between

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[18]Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Raja Grafindo Persada, 1990), p. 26.

students is difference. The implication to process of learning. Everystudentis not same in the all thing. The differences related with want, necessary, like, interest, trace, and ability.

2) Situation of student and learning, situation of student when studying is very influence to achievement. The situation of students are physical and mental. If the student is sick, the learning will not be nice and if mental in stress, fear, nervous, confuse and inhibition, so the learning is failure.

3) Process of learning, process of learning need method, technique, and time. Mean the different situation of someone also influence to material of learning.

4) Teacher is one component on situation of learning. Teacher is influence of learning. Cause that we need looking the situation of teacher related individual, so learning can gain be good until get the good achievement.

5) Friend, often the successful or failure of learning are influenced by friend. Cause that must be attention to choice friend so learning is not failure.

6) Program of learning, material of lesson in generally focus on education program. Cause that the material of learning should be motivate, interest based on trace of student self.[19]

According to MuhibbinSyah: success or failure of someone in learning to be caused by some factors influence attainment of result learning. Under this will be told factors influence achievement learn the following students.

1) Internal factors is the factors that come from students' selves.
   a. Physical factors
      1. Bodies' tonus is the equipment of parts of body.
      2. Eyes and ears.
   b. Psychological factors
      1. Intelegence is pshyco-physic ability to adapt with the environment rightly.
      2. Attitude is response tendency relatively to people or things positively or negatively.
      3. Interest is aspired to something.

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[19]Sumiati dan Asra, *Metode Pembelajaran*, (Bandung: CV. Wacana Prima, 2011), p. 59-61.

4. Talent is someone's potency to reach the successful in the future.
5. Motivation is internal situation that motivate to do something.
2) Externals factors is the factors that come from out side of students.
   a. Social environment is the condition of social of the students such as: family, teachers, society, and friends.
   b. Non social environment is the condition about students' environment such as: house, school, tools, and nature.[20]

From the quotation above the researcher concluded that there are many factor of students' achievement are generally factors, internal factors, and external factors.th internal are the factors that come from students' selves such as physical and psychological factors. And external factors that come from outside of students sucg as social environment or human factors.

B. Review of Related Finding

There are related finding about students' inhibition, as follows:

1. RosdianaDalimunthe in this thesis "The Correlation between of students' Interest and students' English Achievement at grade VIII of SMP Negeri 9 Padangsidimpuan." She conclude that correlation between students' interest and students' English achievement. Were $r_{xy} > r_{table}$ 0.980 > 0.284. So, there are correlation between students' interest and students' English achievement.[21]

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[20]MuhibbinSyah, *"Psikologi Belajar"*, (Jakarta: Raja Grafindo, 2003), p. 144-155.
[21]Rosdiana Dalimunthe, *"The correlation of Students' Interest and Students' English Achievement at Grade VIII of SMP Negeri 9 Padangsidimpuan"*, (IAIN Padangsidimpuan: Padangsidimpuan, 2015).

2. The research did by Azan Zuhri "The correlation between learning discipline and students' achievement at grade VIII SMPNegeri 1 Batang Toru. He concludethat correlation between learning discipline and English achievement. Were $r_{xy}>r_{table}$ 2.180 > 1. 697. So, there are correlation between learning discipline and English achievement.[22]

In summary, from the description above, the researcher conclude that there are correlation between variable X and variable Y. So, the researcher hopes that correlation between students' inhibition and English achievement and this research will complete and contribute previous findings. Moreover, the researcher wants to research about "The Correlation between students' inhibition and English achievement at grade VIII SMP Negeri 2 Siabu".

C. Framework of Thinking

English achievement is ability of ability of actual having the character of measured in consequence of process learn to teach language subject of English.

The ability to overcoming inhibition in learning are the effort someone who is studying at a collage university or school to overcome nervous feeling and prevented from expressing tour thoughts, emotion, or desire.

Overcoming inhibition is very important in teaching learning process because it is one of the factor influence in teaching learning process and student's

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[22]Azan Zuhri, *"The Correlation between Learning Discipline and Students' English Achievement in Learning English at Grade VIII SMP Negeri 1 Batangtoru*", (IAIN Padangsidimpuan: Padangsidimpuan 2014).

achievement. If there is the high inhibiton, achievement is low and if the low inhibition, the achievement is high. The students' inhibition should be decreased, in order that the score of english achievement is high. So that, it must be erect the goals of teaching learning and students' achievement with decision that decided in the school. The systematic performed, as below:

| The ability to overcoming inhibition in learning | → | English achievement |
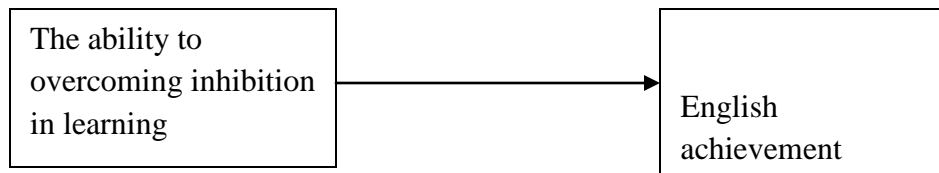
Based on the explanation above it can be assume that the ability to overcoming inhibition in learning have correlation to the English achievement.

D. The Hypothesis

In carrying out a research. It is a tentative answer. Therefore, it need testing. It will be accepted if the data can meet the hypothesis relevantly and it will be rejected when the data can 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".[23]SuharsimiArikunto stated hypothesis is an answers has provisional characteristics to problems of research until has proof base on data collection.[24]

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[23]Ari Jacob and Rajawiah, *"Introduction to Research in Education"*, (New York: Richart and WistonInc, 1979), P. 72.

[24]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), p. 62.

Based on the theory of humanism learning is the process of learning have a source on human self which give the priority to content of process of learning and the theory come from Ausubel that meaningful learning meant the students will study good if learning is advanced organizers and showed good to students.[25] According to Pavlov and Watson, theory of conditioning is process of learning change because there are conditions and arise response.[26]

Based on the theory above and the formulation of the research, the hypothesis is "there is the correlation between the ability to overcoming inhibition in learning and English achievement at Grade VIII SMP Negeri 2 Siabu. "

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[25]Hamzah B. Uno, M.Pd.,*Orientasi BarudalamPsikologiPembelajaran*, (Jakarta: BumiAksara, 2010), p. 12-13.

[26]NgalimPurwanto, *PsikologiPendidikan*, (Bandung: PT. RemajaRosdakarya, 2014), p. 91.

CHAPTER III

RESEARCH METHODOLOGY

Methodology is guite important in the research. It will discussed about the research design, the time and the place of the research, population and sample, instruments, data collection technique, and data analysis. All of those elements were discuss as follows:

A. Place and Time of the Research

This research was done at SMP Negeri 2 Siabu. That was located in Sihepeng, Kecamatan Siabu, Kabupaten Mandailing Natal. The researcher choose school as the place of the research because the researcher want to know situation in this school and that location of research is near from the writer' village. The research does from 11 Mei 2016 until 19 April 2017.

B. Research Design

This research use correlation research L.R. Gay said that "correlation is quantitative measure of the degree of correspondence between two or more variables. From the quotation above, writer concluded that the correlational quantitative is a kind of method in this research which has the aim to know the correlation of two   between two or more variables.

As has been noted in the previous chapter, the researcher wanted to describe a correlation between the X and Y variables. X variable is the ability to overcoming inhibition in learning (independent variable) and Y variable is English achievement (dependent variable).

C. Population and Sample

1. Population

Arcording to Sugiono and Ruslan, population is generalization area consisst of object/subject have special quantitya and characteristic which determine by researcher to get concluding.[1] Gay and Airasian stated that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.[2]

Based on quotation previously, the researcher tookall of the grade VIII SMP Negeri 2 Siabu in 2017 academic year. The population is 6 classes and consist 150 students. It can be seen in the following table:

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[1]
[2]R. Gay and Peter Airasian, *Educational Research, (New Jersey: Prentice Hall, 2000),* p. 122.

Table 1
Population of the Research

No	Classes	Male	Female	Total
1.	VIII-1	4	21	25
2.	VIII-2	8	19	25
3.	VIII-3	5	20	25
4.	VIII-4	5	20	25
5.	VIII-5	7	18	25
6.	VIII-6	10	15	25
Total				**150[3]**

Source from SMP N 2 Siabu

2. Sample

As mentioned above that the population of this research is the eight grade students of SMP Negeri 2 Siabu. Further, 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 they were selected".[4] Sample is presentative wole of population.[5]

According to Sugiyono sample is a part of total and characteristic population.[6]according to Suharsimi Arikunto "Apabila subjuknya kurang dari 100 lebih baik diambil semua hingga penelitiannya merupakan penelitian populasi, tetapi jika subjek nya

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[3] SMP Negeri 2 Siabu, DKN/Daftar Kumpulan Nilai, (Siabu, 2015/2016)
[4]L.R Gay & Peter Airasian, *Educational Research*, Op. Cit., p. 12.
[5]Suharsimi Arikunto, *Prosedure Penelitian,* Suatu Pendekatan Praktik, (Jakarta:Rineke Cipta, 2006), p.112.
[6]Sugiyono, Op. Cit., p. 56.

besar dapat diambil antara 10 -15 %, atau 20 – 25%, atau lebih. According to Suharsimi Arikunto "if the subject less than 100, it is better to take all subjects, but if the subject is bigger than 100, the ubject can taken about 10 – 15% or 20 – 25% or more.[7]

The researchertook one class from the population by random sampling are VIII consist of 30 students. The reason of research choosed sampling based on their knowledge, they are low in English achievement. In this research, research use a lottery technique based on the opinion above, so group of population was parallel, they are 6 classes. The class which is chosen sample is class VIII that consist of 30 students. The sample can be seen in the following table.

Table 2
Sample of the Research

No	Classes	Total Persons
1	VIII 1	5
2	VIII 2	7
3	VIII 3	3
4	VIII 4	4
5	VIII 5	3
6	VIII 6	8
	Total	30

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[7]Suharsi Arikunto, Op. Cit., p. 107

D. Defenition of Operational Variables

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

1. The ability to overcoming inhibition in learning is the ability of someone to omit a feel nervous and to get the gain knowledge (X Variable).

2. English achievement is ability that gotten as a gain or result from learning (Y Variable).

E. Instruments of the Research

Researcher need instrument for quarantine this research to be good and valid data. Instrument is the tools of collecting data. It will help researcher to find the validities data. Researcher hoped that the collecting with this instrument can give the best helping in finishing the research. Then the researcher take the data with two instruments:

1. **Questionnaire**

The first instrument which is employ in this research is questionnaire. Arikunto said questionnaire is the number of written questions that used to acquire information from

respondents.[8]Questionnaire in this research is question or statement about students' interest that given to the students to find out information about how far their interest in English learning.

The type of questionnaire use 6 indicators, it consist of 50statements in positive question andnegative question that respondents choose living. In this case used statement with three alternative answers in like scales form, namely always (3), sometimes (2), never (1) for positive questions and always (1), sometimes (2), never (3) for negative questions.The indicators of inhibition is shown as table below:

Table 3
Indicator of the Questionnaires (X)

No.	Indicators	Sub Indicator	Item	Total
1.	Anxious Feeling	1. Worry 2. Bad Presentiment 3. Afraid 4. Easy Offended	1,2,3,4,5,6,7,8,9	9
2.	Tension	1. Taut 2. Listless 3. Easy to cry 4. Trembling 5. Nervous	10,11,12,13,14,15,16,17,18,19	10
3.	Disturbance of Aptness	1. Not concentrate 2. Memory go down 3. Forgetful	20,21,22,23,24,25	6
4.	Depression Feeling	1. Not have interest 2. Less be happy for hobby	26,27,28,29,30,31,32,33	8

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[8]*Ibid.*, p.151.

		3. Sad 4. Changeable feeling		
5.	Behavior	1. Not calm 2. Finger is trembling 3. Brow is crinkling 4. The face is be taut	34,35,36,37, 38,39,40,41	8
6.	Autonomy Symptom	1. Mouth is drying 2. Face is be red 3. Easy to perspire 4. Headache	42,43,44,45, 46,47,48,49, 50	9
Total				**50**

2. Test

A test in simple terms is a method of measuring a person's ability, knowledge or performance in a given domain. Let's look at the component of this definition. A test it is first a method. It is an instrument a states of technique, procedure, or item that requires performance on the part of the test taker.[9]

To qualify as a test, the method must be explicit and structured: multiple-choice question with prescribed correct answer: a writing with a scorsing rubric: an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator. Based on syllabus there are many tests. The test are writing, speaking, and reading.

According to Brown speaking is a skill in language to communicative with the people to give some informations or ideas.

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[9]H.Dauglas Brown, *Language Assesment Principle and Classroom Practice,* (America: Longman, 2004), p. 3.

Speaking is as a productive skill that can be directly and empirically observed.[10] According to Henry Guntur Tarigan, reading ia the process that has done and it is used by the readers to get the information.[11]

Reading is means of a language acquisition, of communication, and sharing information and ideas. The people do not know anything about something happen without reading. According David Nunan writing is clearly complex process, and component writing is frequently accepted as being the last language skill to be acquired.[12]

The researcher made the test in form multiple choice based on indicator of vocabulary. The materials of the test: In multiple choice there are 75 questions and in the essay is 4 questions. So it consist of questions is 75. If the students can answer all the questions correctly, the score is 100. It means that the correct answer will given score 1 for item andthe wrong answer will be give 0 and to get score in essay test based on writing rubric. The writing rubric there 5 point to score the essay test, they are: content, organization, language use, vocabulary, and mechanics.

First, the score of content if students can supporting, relevant, carefully selected details and creative; an easily identifiable purpose. So, get good score and the score is 27-30. If students no clear development,

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[10]*Ibid*., p. 140.
[11]Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa, (*Bandung: Angkasa, 1990), p. 7.
[12]David Nunan, *Practical English Teachin*g, (America: the MC. Grow Hill Companies, 2003), p. 91.

too short to demonstrate the development of an idea, not related details, and lack of focus. So, score is 13-16.

Second, the score of organization if effective lead; effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is be easy to follow, a strong, inviting beginning that draws the reader in, a strong, satisfying sense of resolution or closure. Smooth, effective transitions among all elements = (sentences, paragraphs, ideas). Logical order (time-space-importance) effective connecting/transitional words, conclusion. So, the students get score is 18-20. If the students weak or no lead; a lack of transitions, or when present, in effective or overused transition get score 7-9.

Third, the score of language use sentence variety; extensive variation in sentence structure, length and beginning that add inhibition to the text. Sentence structure; that enhances meaning by drawing attention to key ideas or reinforcing relationship among ideas, complete sentences; strong control over sentence structure; fragment, if used at all, work well. Correct verb tense, correct word order, and agreement get score is 20-22. If some variety in the sentence structure, length, and beginning, although the writer falls into repetitive sentence pattern. Sentence structure; good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.

Incomplete sentences; largely phrase. Random verb tense, word order, agreement, articles, negatives. So, get score is 5-10.

Fourth, the score of vocabulary if specific and effective wording; idiomatic and no spelling error dull and repeat wording; occasional errors of word/idiom score is 18-25. If some relevant words found, but meaning incomprehensible get score is 7-9 meant..

The last is score mechanics if students mastery of spelling, capitalization, and punctuation, strong control of conventions. So, get good score is 5. And if dominate by errors in spelling, capitalization, and punctuation, end-of-sentence punctuation is get 2

Table 4
Indicator of the Test (Y)

Variable	English Skill	Indicator	Number of Item	To tal
Students' English Achievement	Speaking	1. Greeting	1,2,3,6,7,8	6
		2. Prohibition	9,10,12,13	4
		3. Instruction	4,11,14,15,16, 17	6
		4. Asking and giving information and opinion	5,18,19,20,21, 30,34	7
		5. Thank you, forgive	22,23,24,25,31	5
		6. Clarification	26,27,28	3
		7. Expressing like and dislike	29,32,33	3
		8. Congratulation	35,36,37	3
		9. Announcement	38,39,40	3
		10. Shopping list	41,42,43	3
	Reading	1. Prohibition	44,45,46	3
		2. Instruction	47,48,49,50,51	5
		3. Congratulation	52,53,54,75	4

		4. Announcement	55,56,57,59,60	5
		5. Shopping list	61,62,63,64,65 ,66	6
		6. Procedure text	67,68,69,70	4
		7. Descriptive text	71,72,73,74	4
	Writing	1. Descriptive text	1	1
		2. Mention thing vocabulary	2	1
		3. Arrange the word about instruction	3	1
		4. Greeting and congratulation	4	1
Total				**75**

3. Normality test

The funtion of the normality test is to know wether the data of research is normal or not. The data is normal. The researcher used*Chi-Quadrate* formula. The formula is as follow:

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

Where:

x^2 = Chi-Quadrate

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

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

The researcher found that x^2 count $= 1.4137$ while x^2 table $= 1.998$ cause X^2count $< x^2$ table ($1.4136 < 1.998$) with the degree of freedom dk $= 7 - 3 = 4$ and significant level $\alpha= 5\%$. So distribution sample was normal.

4. **Homogeneity Test**

Homogeneity test was used to know wether value of analysis research have the same variant or not. If the both of population are same , it is can be called homogeneous. To find the homogeneity, the researcher used*Harley test*. The formula is as follow:

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

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

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

Hypothesis is rejected if $F \leq F\frac{1}{2} a(n_1\text{-}1)$ $(1= n_2\text{-}1)$, while if $F_{count}>F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was $(n_1\text{-}1)$, while dkdetominators is $(n_2\text{-}1)$.

After doing the calculation, researcher found that $F_{count}= 1.50 \propto$ 5% and dk $= 15$ from the distribution list F, researcher found that $F_{table}= 2.40$, because $F_{count}<F_{table} = 1.50 < 2.40$, so there is no difference the variant between the VIII-1 and VIII-2 classes. It means that variant is homogenous.

F. Validity and Reliability Instrument

1. **Validity**

SuharsimiArikunto said validity is the chances which show the level of instrument about measurement something.[13] There are two validity of instrument:

a. Logical validity is the instrument which done by analysis logically; it is comfort to the content.

b. Empirical validity is the instrument had comfortable to aspect empirically.[14]

   a) Validity of Questionnaire

   Before the researcher given the questionnaire to the sample, The researcher gives the questionnaires to students in the same grade with sample but different school on Tuesday 22 November 2016. The sample use in questionnaires validity from SMP Negeri 2 Batangtoru.Thequestionnaire will be done 30 students. And the all of students in researcher environment.

   To know what the items of questionnaire are valid, the researcher used the SPSS. If $r_{xy}>r_{table}$, so the items are valid. But if $r_{xy}<r_{table,}$so the items are not valid. The school

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[13]Suharsimi Arikunto, *Op. Cit*.,p. 167.
[14]*Ibid.*

of students in SMP Negeri 2 Batangtoru. Try out of validity questionnaire. From the 50 questionnaire was given to students, the all items are valid.

b) Validity of Test

Before the researcher gives the test to the sample, the researcher gave the test to other students that homogeneitywith the sample, the place and time different with location research. The test will be done 30 students on Saturday 26 November 2016. The all of students in researcher environment.The school of students in SMP Negeri 2 Batangtoru.Based on the 79 questions, the 55 questions was valid. They were 51 for multiple choice and 4 for essayand the questionnaires were not valid 24 questions. In below is the table result of the test validity.

Table 5
The Result of the Test Validity (Y)

Variable	English Skill	Indicator	Number of Item	Total
Students' English Achievement	Speaking	11. Greeting	1,2,3,6,7	5
		12. Prohibition	10,12,13	3
		13. Instruction	4,14,15,17	4
		14. Asking and giving information and opinion	18,20	2
		15. Thank you, forgive	22,23,24,31	4
		16. Clarification	26,28	2

		17. Expressing like and dislike	29,32	2
		18. Congratulation	35,37	2
		19. Announcement	39	1
		20. Shopping list	41,42	2
	Reading	8. Prohibition	44,46	2
		9. Instruction	47,49,50,51	4
		10. Congratulation	54,75	2
		11. Announcement	55,57,60	3
		12. Shopping list	62,63,65,66	4
		13. Procedure text	67,68,69,70	4
		14. Descriptive text	71,72,73,74	4
	Writing	5. Descriptive text	1	1
		6. Mention thing vocabulary	2	1
		7. Arrange the word about instruction	3	1
		8. Greeting and congratulation	4	1
Total				**51**

To know what the items of instrument is valid, the researcher used the SPSS. Then, the result of Product Moment is compared with r_{xy} and r_{table} to know the items of instrument too. If $r_{xy} > r_{table}$ so the item is valid. But if $r_{xy} < r_{table}$ so the items not valid. In Pearson Product Moment formulated on the degree of freedom 5% significant is 0.374.

2. Reliability

The reliability of questionnairewere analyzed by using specific technique. This technique was done by making remeasure to the respondent. The respondent was asked to answer all questions in different time, the result of the first measure and the second would be correlated by using correlation technique "product moment". If the result of the first and second questionnairewas same it meant that the data was consistent. Because of the data was consistent it meant that the test was reliable.

G. Technique of Data Analysis

The process of data analysis involve making sense out of the text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.

Quantitative data is uses to analyze the score of students. The quantitative data is collect and analysze by computing the score of inhibition by using by speaking test. To know the difference between the groups, the writer uses-test formula as the follows:

1. Examine the Hypothesis

Based on the hypothesis, the researcher get to the result of data analyze and the hypothesis to get the answer the result of the

researcher. In correlation of the research, the most suitable analysis is used the statistical process. It means that all the data are collected and analyze by using "r" Product Moment formulation.

$$rxy = \frac{(N.\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{(N.\sum_X 2 - (\sum Y)2)(N.\sum_Y 2) - (\sum Y)2\}}}$$

Where :

r_{xy} = Coefficient correlation

$\sum x$ = The total scores of X

$\sum y$ = The total score of Y

$\sum XY$ = The score in X, times the score in Y

N   = Number of sample[15]

The researcher used this research to see the correlation between two variables. To know the different the two group, the writer used formula as the follow:

a. The Interpretation Hypothesis

Table 6
The Interpretation of Hypothesis

No.	Interpretation
1.	$r_{xy} \leq r_{(table)}$ hypothesis is accepted
2.	$r_{xy} \geq r_{(table)}$ hypothesis is rejected

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[15]Ahmad Nizar Rangkuti, *Statistic untuk Penelitian*, (Bandung:CitaPustakaMedia, 2014) p. 92.

b. The Interpretation of Correlation

Table7

Criteria Score Interpretation

Percentage	Criteria
0.00 - 0.20	Very low
0.20 - 0.40	Low
0.40 - 0.70	Enough
0.70 - 0.90	High
0.90 - 1.00	Very high[16]

To know the of variable X and Y, it can be define with the formula:

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

Where :

KP = Define correlation

r = Coefficient variable

c. The Significant of Testing

Testing used to know the significant correlation between X and Y variable, the formula is:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

Where:

t = t score

r = coefficient correlation score

n = total sample[17]

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[16]Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarata: PT Raja Grafindo Persada, 2000). p.180.

[17]Riduwan,*Belajar Mudah Penelitian,* (Bandung: Alfabeta, 2011) , p. 138

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

In this chapter the researcher discussed the result of testing the research instrument in the form of a questionnaries and a test the result of of the research on the correlation between the ability to overcoming inhibition in learning and English achievement at grade VIII SMP N 2 Siabu. The researcher wanted to describe the data, by seeing to the research, it's find early that this reasearch to find out the mean score of the students to both variables namely the ability to overcoming inhibition in learning as X variable and English achievement as Y variable.

1. The Ability to Overcoming Inhibition in Learning

Based on the result of analyze the respondent answer by using questionnaries. The result of variabel for the the ability to overcoming inhibition is described on the table below and the research that forward X variable namely the ablity to overcoming inhibition which proposed was 50 items questionnaries for the students. So that, the students score drawn as table below :

Table 8
The Resume of Score the Ability to Overcoming Inhibition

Highest score	**140**
Lowest score	88
Range	52
Many class	6
Interval	8
Mean	115
Median	116
Modus	117
Standard deviation	121,01

After applying the instrument of the research, the researcher found the students' score in variable X as shown in appendix.

Based on the table above the result of quetionnaries of 30 samples students, the calculation of how to get it can be seen in the appendix. The highest score was 140 and the lowest score was 88, range was 52, many class was 6, mean was 115, median was 116, modus was 117, and standard deviation was 117,37. Then, based on the computation of the frequency distribution of the students' inhibition, it had been applied into table frequency distribution as follows :

Table 9
The Frequency Distribution of the Ability to Overcoming Inhibition

Interval	Frequency	Mid Point	Percentages
88 – 96	2	92	6.66%
97 – 105	5	101	16.66%
106 – 114	7	110	23.33%
115 – 123	9	119	30%
124 – 132	5	128	16.66%
133 - 141	2	137	6.66%
Total	30	687	100%

Based in the table above it can be drawn at histogram as below :
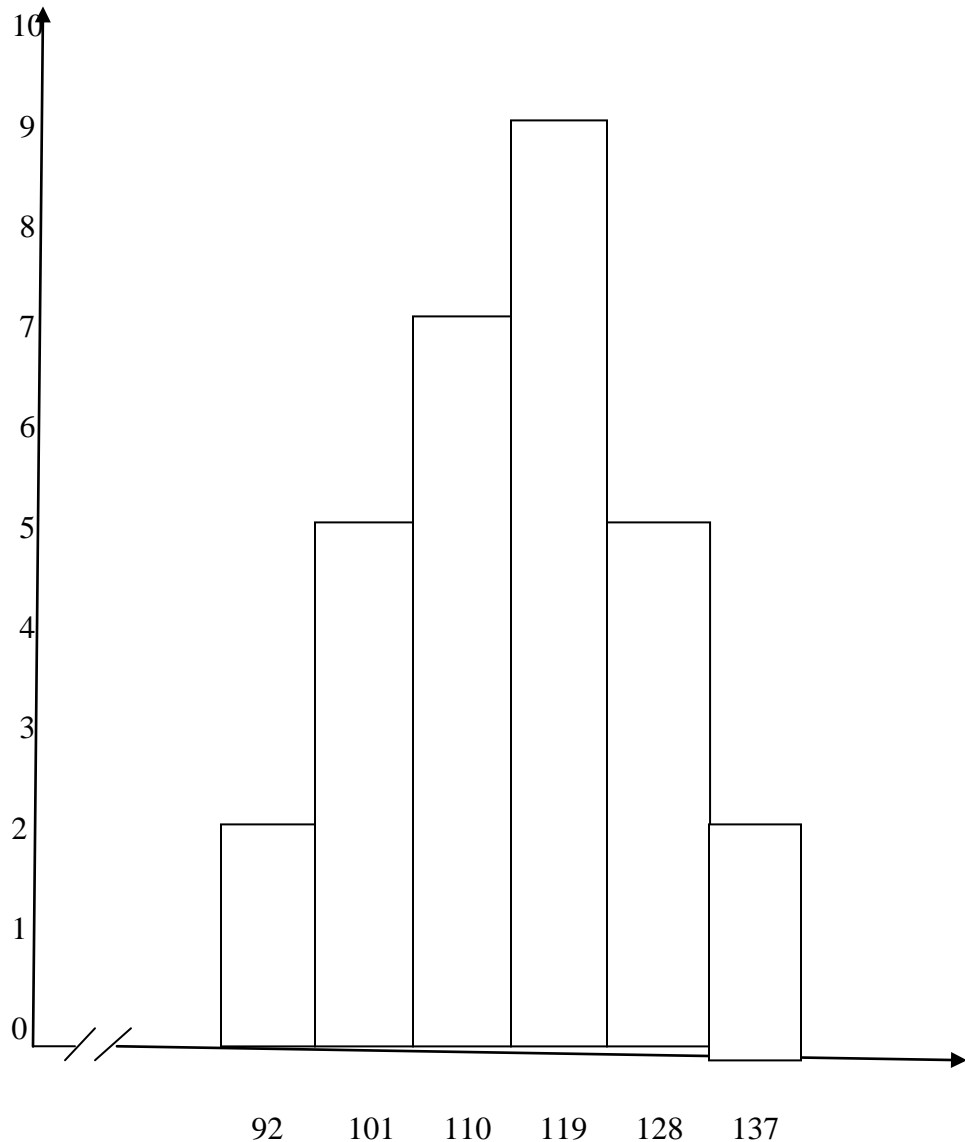
Figure 1 : The Histogram of the Ability to Overcoming Inhibition in
Learning at SMP N 2 Siabu

From the previous ditribution of frequency, student who gets scores

133 – 141 are 2 students, 124 – 132 are 5 students, 115 – 123 are 9 students, 106 –

114 are 7 students, 97 – 105 are 5 students, and 88 – 96 are 2 students. Based on the

calculation of the data it can be concluded that the score which is almost arose are 115 - 123.

2. English Achievement

After the above table and histogram, it had been known that variable of the students' English achievement indicate that respondent there were data collectedfrom the research of Y variable namely students' English achievement that used speaking, reading and writing test to get the result of the students English achievement. So that, the students' score has in the table below :

Table 10
The Resume of Score Students' English Achievement

Highest score	**51**
Lowest score	4
Range	47
Many class	6
Interval	8
Mean	18
Median	31
Modus	34
Standard deviation	32,17

After applying the instrument of the research, the researcher found the students score in variable Y variable as shown in appendix 2 and 6. From the data appendix, it had been that the high score was 51, low score was 4, range was 47, many class was 6, mean was 18, median was 31, modus was 34, and standard deviation was 32,17.. Then, based on the computed of the frequency distribution of the students' English

achievement, it had been applied into table frequency distribution as follows :

Table I1
The Score Variable Distribution of Students' English Achievement

Interval	Frequency	Mid Point	Percentages
4 – 11	2	7,5	6.66%
12 – 19	4	15,5	13.33%
20 – 27	6	23,5	20%%
28 – 35	8	31,5,5	26.66%
36 – 43	7	39,5	23.33%
44 - 51	3	47,5	10%
Total	30	165	100%

Based on the table above, it can be drawn at histogram as below :
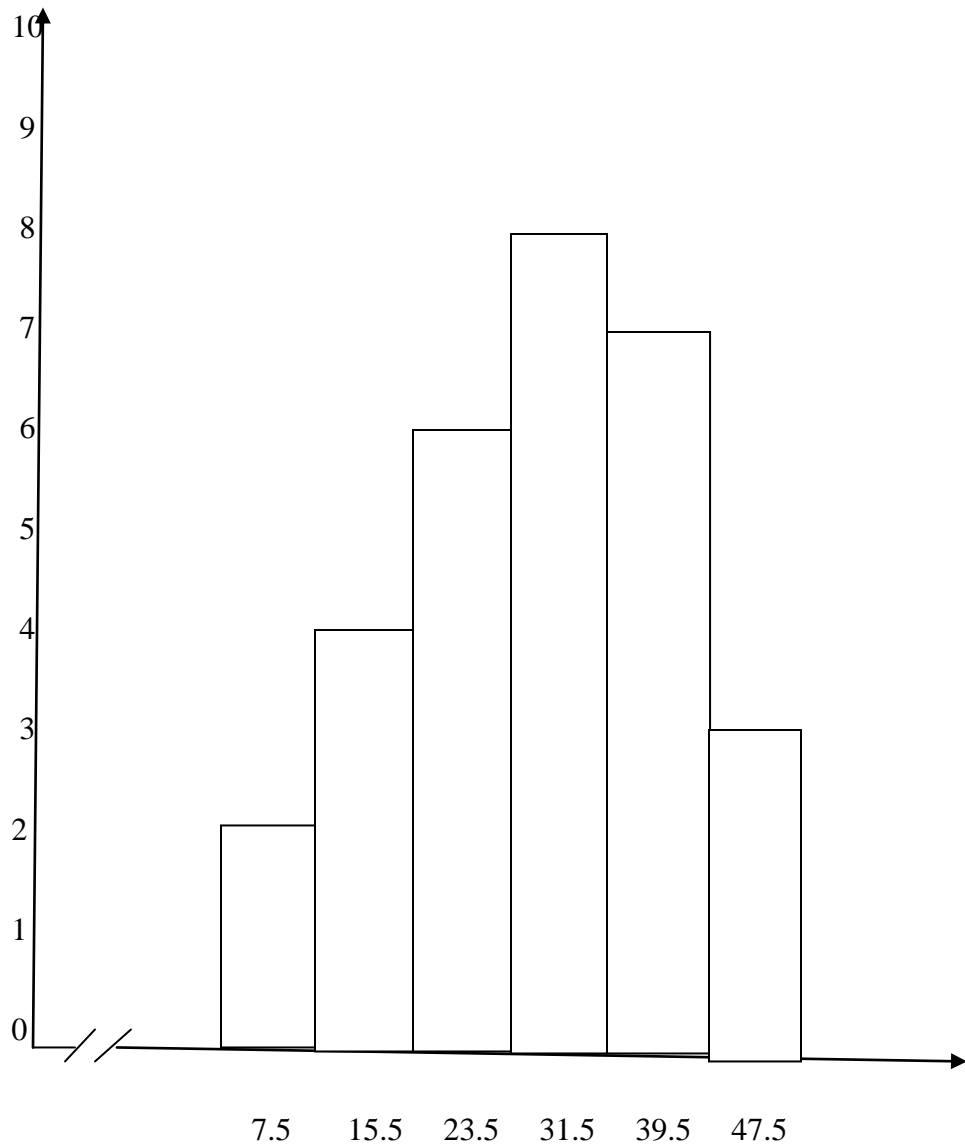
Figure 2 : The Histogram of English Achievement

From the above table and histogram, it had been known that variable revelation of students' English achievement indicate that respondent who gets scores 44 – 51 are 3 students, scores 36 – 43 are 7 student, scores 28 – 35 are 8 students, scores 20 – 27 are 6 students, scores 12 – 19 are 4 students, and

scores 4 − 11 are 2 students. Based on the calculation of the data it can be concluded that the score which is almost arose are 28 − 35..

B. Testing Hypothesis

The hypothesis in the research is there is the correlation between the ability to overcoming inhibition in learning and English achievement at grade VIII SMP Negeri 2 Siabu. After collecting and calculating the data, the data are processed and analyzed by applying correlation of" r " product moment by Pearson because the researcher want to describe the correlation between two variables or X variable (the ability to overcoming inhibition) and Y variable (English achievement). The statistis calculation of testing hypothesis research of the correlation the ability to overcoming inhibition and English achievement at grade VIII SMP N 2 Siabu.

The researcher has to test the hypothesis are there is a correlation between the ability to overcoming inhibition and English achievement at grade VIII SMP N 2 Siabu. Based on the calculation of Product moment formula, it had been known that the value of r_{xy} was 0,435. The researcher used the significant in 5 % level with 30 samples. The researcher found that the score of 5 % significant level is 0,374. So, the score of r_{xy} is higher than r_{table} ($r_{xy} > r_{table}$) 0,435> 0,374. So, null hypothesis is rejected and alternative hypothesis is accepted. It can be categoryzed into enough categories based on the criteria score interpretation of product moment.

Based on the value of r_{xy} was 0,435, it meant that X variable to Y variable had correlation . So, X variable (the ability to overcoming inhibition) influenced to Y variable (English achievement) which categorized enough from the value r_{xy} of. It shown in the table of interpretation of product moment.

The next, To know the contribution of the ability to overcoming inhibition (X variable) to English achievement (Y variable) in identifying were KP: r^2X 100%. Based on the calculating of contribution the result was 19%. It can be seen appendix 10. So, 100% - 19% = 81%. It means English achievement influenced contribution other variable.

The last, to know the significant correlation between the ability to overcoming inhibition and English achievement, the researcher used the formula $t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$. Based on the calculating, the result was 2,6. It can be seen appendix 9. If $r_{xy} > t_{table}$= the hypothesis was accepted. So, the hypothesis was accepted, because 2,6 > 0,374. It meant there are the correlation between the ability to overcoming inhibition and English achievement.

C. Discussion

Based on the theory of humanism learning is the process of learning have a source on human self which give the priority to content of process of learning and the theory come from Ausubel that meaningful learning meant the students will study good if learning is advanced organizers

and showed good to students.[1] So, the ability to overcoming inhibition have correlation to English achievement based on the theory humanism. Where, If process of learning is advanced organizer and good so achievement is high, and if process of learning is broken so achievement is low. Process of learning here mean students' inhibition. So, the research agree to the theory not oppose. According to Pavlov and Watson, theory of conditioning is process of learning change because there are conditions and arise response.[2] So, in this theory same with the theory humanism. Where if there are good conditions in the process of learning so achievement is high and if there are bad conditions so achievement is low. So, this research agree with the theory.

Based on the theory, the researcher get positive correlation and agree from the theory. After analyzing the collecting data, it was gotten two another thesis that are significant correlation. The researcher discussed the result of this research and compare with related finding

The first, Rosdiana Dalimunthe in this thesis "The Correlation between of students' Interest and students' English Achievement at grade VIII of SMP Negeri 9 Padangsidimpuan." She conclude that correlation between students' interest and students' English achievement. Were $r_{cy} > r_{table}$ 0.980 >

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[1]Hamzah B. Uno, M.Pd., *Orientasi Baru dalam Psikologi Pembelajaran*, (Jakarta: Bumi Aksara, 2010), p. 12-13.

[2]Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2014), p. 91.

0.284. So, the hypothesis was accepted and there are correlation between students' interest and students' English achievement.[3]

The second, the research did by Azan Zuhri "The correlation between learning discipline and students' achievement at grade VIII SMP Negeri 1 Batang Toru. He conclude that correlation between learning discipline and English achievement. Were $r_{xy\ t} > r_{table}$ 2.180 > 1. 697. So, the hypothesis was accepted and there are correlation between learning discipline and English achievement.[4]

Then, the research is the correlation between the ability to overcoming inhibition and English achievement. The researcher used the significant in 5 % level with 30 samples. In df = 30-2 = 28. The researcher found that the result was $r_{xy} > r_{table}$ 0.435 > 0. 374. So, there is correlation between the ability to overcoming inhibition and English achievement. It means that the hypothesis was accepted.

Based on explanations above, it is prove that this research about the the ability to overcoming inhibition and English achievement was rather same with the other although it was in this different location. Variable X and Y prove positive correlation based on this score, the fist the research did Azan Zuhri, he got score $r_{xy} > t_{table}$ 2.180 > 1.697 and the second, the research did Rosdiana Dalimunthe, she got score $r_{xy} > r_{table}$ 0.980 > 0.284 and the next in

[3]Rosdiana Dalimunthe, *"The correlation of Students' Interest and Students' English Achievement at Grade VIII of SMP Negeri 9 Padangsidimpuan"*, (IAIN Padangsidimpuan: Padangsidimpuan, 2015).

[4]Azan Zuhri, *"The Correlation between Learning Discipline and Students' English Achievement in Learning English at Grade VIII SMP Negeri 1 Batangtoru"*, (IAIN Padangsidimpuan: Padangsidimpuan 2014).

the research with my thesis, the researcher got score $r_{xy} > r_{table}$ 0.435 > 0. 374. So, the researcher concluded that hypothesis was accepted and there is correlation between the ability to overcoming inhibition and English achievement.

D. The Threat of the Research

In applying the research, the researcher has many limitations. The step of the researcher was done to get the result of the research objectively and systematically, such as:

1. Researcher has given 50 questionnaires and 51 tests to the student, where questionnaires have 6 indicators and every indicator have different sub indicator, but the test have 3 skill as speaking, reading and writing. Every skill have indicators. In here, the researcher has limitation time, so speaking skill did not interpretation in front of classroom.

2. Researcher has ordered the students to fill their data about 3 minutes. But in here, many students still not to fill that.

3. Researcher ordered the students answered questionnaires and test with the cross correct answer about 60 minutes. But, some of students not finished to answer that, so still the test was blank.

4. The researcher submitted their answers that hoped regularly. But the students submitted randomly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data, the researcher has conclusions was based on the result of the research, the researcher made the conclusions that there is correlation of the ability to overcoming inhibition in learning and English achievementat grade VIII SMP Negeri 2 Siabu. It means that hypothesis was accepted because the value of r_{xy} was 0,435, while the value of r_{table} in Pearson Product Moment formulated on the degree of freedom 5 % significant is 0,374. It shows that r_{xy} is higher than r_{table}. It can be categoryzed into enough categories based on the criteria score interpretation of product moment. In this research is positive correlation and agree from the humanism theory. The theory stated that ”the students will study good if learning is advanced organizers and showed good to students”. The contribution the ability to overcoming inhibition to English achievement was 19 % and English achievement influenced the other variable was 81 %.

B. Suggestion

Based on the conclusion and implication of the research that have been mention previously, the writer offer some suggestion as follows :

1. English teacher should improve their English teaching by using attractive method and suitable approach in learning process especially to students who have inhibition and the students' English achievement at grade VIII SMP Negeri 2 Siabu.

2. For the students should avoid for do not the tasks and homeworks were given by the teacher so the teacher was not be angry and finally the students are not afraid or worried.

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CURRICULUM VITAE

A. Identity

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C. Education Background

1. Elementary School at SD Negeri 146942 Aekmual, Siabu, 2006

2. Madrasah Tsanawiyah Negeri Siabu, 2009

3. Madrasah Aliyah Negeri Siabu, 2012

4. Student of English Section at State Institute for Islamic Studies (IAIN) Padangsidimpuan 2012-2017.

Result of Validity Instrument Questionare

No	Scoreof r_{xy}		Official Statement
1.	0,778		Valid
2.	0,778		Valid
3.	0,778		Valid
4.	0,701		Valid
5.	0,76		Valid
6.	0,788		Valid
7.	0,709		Valid
8.	0,767		Valid
9.	0,734		Valid
10.	0,787		Valid
11.	0,753		Valid
12.	0,698		Valid
13.	0,602		Valid
14.	0,655		Valid
15.	0,458		Valid
16.	0,405		Valid
17.	0,189		Valid
18.	0,402		Valid
19.	0,366		Valid
20.	0,484		Valid
21.	0,523		Valid
22.	0,477		Valid
23.	0,515	The significant	Valid
24.	0,657		Valid
25.	0,665	5 % (0,374)	Valid
26.	0,661		Valid
27.	0,661		Valid
28.	0,697		Valid
29.	0,763		Valid
30.	0,738		Valid
31.	0,67		Valid
32.	0,677		Valid
33.	0,688		Valid
34.	0,773		Valid
35.	0,744		Valid
36.	0,825		Valid
37.	0,78		Valid
38.	0,655		Valid

39.	**0,73**		Valid
40.	**0,657**		Valid
41.	**0,658**		Valid
42.	**0,762**		Valid
43.	**0,77**		Valid
44.	**0,693**		Valid
45.	**0,815**		Valid
46.	**0,769**		Valid
47.	**0,808**		Valid
48.	**0,83**		Valid
49.	**0,782**		Valid
50.	**0,754**		Valid

The Result of the Ability to Overcoming Inhibition in Learning

RS	IN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	X	X2
1	AG	3	3	3	3	3	3	1	1	1	3	3	2	2	2	2	2	1	1	1	1	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	2	2	2	2	1	1	1	3	3	3	3	3	3	3	3	115	13225
2	AN	2	2	2	3	3	1	1	3	3	3	3	1	1	3	3	3	3	3	2	2	2	2	1	1	3	3	3	3	1	1	1	2	2	2	3	3	3	3	3	2	2	2	2	2	3	3	3	3	3	3	114	12996
3	AZ	3	3	3	3	3	2	2	2	2	2	1	1	1	1	3	3	3	3	3	3	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	1	1	1	1	3	3	104	10816
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9	FD	3	3	2	3	3	2	2	2	2	2	1	1	1	1	2	2	2	3	3	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	2	3	3	2	1	1	1	1	3	3	3	98	9604
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11	JE	3	3	3	3	3	3	3	3	3	3	2	2	2	2	1	1	1	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	130	16900
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13	LS	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	140	19600
14	LA	1	1	1	1	1	1	1	2	2	2	2	2	2	2	1	2	2	1	3	3	3	2	2	3	3	3	3	3	3	3	3	3	2	1	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	110	12100
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19	RO	2	3	2	3	3	2	2	2	2	2	1	1	1	1	2	2	2	3	3	1	1	1	2	2	1	2	2	2	2	2	2	3	2	2	2	2	2	3	3	2	3	3	2	1	1	2	1	3	2	3	97	9409
20	SA	2	2	2	2	2	3	3	2	3	3	3	3	3	2	3	2	1	2	1	2	3	2	3	2	3	3	2	3	3	2	3	1	3	2	3	2	2	3	2	3	2	2	3	2	3	2	2	3	2	2	118	13924
21	SD	2	2	2	2	2	3	3	2	3	3	3	3	3	2	3	2	1	2	1	3	2	3	2	3	2	3	3	2	3	3	2	3	1	3	2	3	2	2	3	2	3	2	2	3	2	3	2	2	3	2	118	13924
22	SN	3	3	2	3	3	2	2	2	2	2	1	1	1	1	2	2	2	3	3	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	2	3	3	2	1	1	1	2	1	3	99	9801
23	SW	2	2	2	2	2	3	3	2	3	3	3	3	3	2	3	2	1	2	1	2	3	2	3	2	3	3	2	3	3	2	3	3	2	3	3	2	2	1	2	2	3	2	2	2	3	2	3	2	2	2	116	13456
24	WA	3	3	3	3	3	3	3	2	2	2	2	2	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	3	3	3	3	3	3	3	2	2	2	2	2	3	3	117	13689
25	WK	3	3	3	3	3	3	3	2	2	2	2	2	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	3	3	3	3	3	3	3	2	2	2	2	2	3	3	117	13689
26	YI	3	3	3	3	3	2	2	2	2	2	1	1	1	1	3	3	3	3	3	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	3	3	2	1	1	1	1	1	3	3	2	102	10404
27	YG	3	3	3	3	3	2	2	2	2	2	1	1	1	1	3	3	3	3	3	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	2	1	1	1	2	3	3	3	106	11236
28	ZF	3	3	3	3	3	2	2	2	2	2	1	1	1	1	3	3	3	3	3	3	1	1	1	1	2	2	2	2	3	2	2	2	3	2	2	2	2	2	3	3	3	3	3	3	2	1	2	1	3	3	108	11664
29	ZD	3	3	3	3	3	2	2	2	2	2	1	1	1	1	3	3	3	3	3	3	1	1	1	1	2	2	2	2	2	2	3	2	2	2	3	2	3	2	3	3	3	3	3	2	1	2	1	3	3	3	109	11881
30	ZN	3	3	3	3	3	3	3	2	2	2	2	2	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	3	3	3	3	3	3	3	2	2	2	2	2	3	3	117	13689
																										TOTAL SCORE																										3415	393173

Key Answer of the Test

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

Essay Test
1. Peter is fourteen years old.
2. Your words.
3. I am watering the flower in the garden.
4. Yours words.

Appendix 6

ITEM TEST

RS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	1	46	47	48	49	50	51	(Y)	Y2
1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	47	2209
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	48	2304
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	50	2500
4	1	0	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	11	121
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	49	2401
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	51	2601
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	50	2500
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	51	2601
9	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	49	2401
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	48	2304
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	45	2025
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	51	2601
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	48	2304
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	47	2209
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	51	2601
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	49	2401
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	50	2500
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	40	1600
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	49	2401
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	47	2209
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	48	2304
22	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	47	2209
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	50	2500
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	51	2601
25	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	2500
26	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	16
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	44	1936
28	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	1	1	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	1	1	0	1	0	18	324
29	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	1	0	0	16	256
30	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	48	2304
BENAR R(∑X)	27	26	26	26	27	26	26	29	25	26	26	26	28	26	28	26	26	26	26	27	26	29	27	26	26	27	26	28	27	27	28	26	27	25	26	27	25	24	26	25	24	26	25	23	24	28	23	23	23	25	21	20	1307	61743
SALAH	3	4	4	4	3	4	1	5	4	4	4	2	3	4	2	4	4	4	3	4	1	3	4	3	4	2	4	3	3	2	5	4	3	5	6	4	5	6	4	5	7	6	2	7	7	7	7	5	6	9	10	10		
r xy	0.541902114	0.970950394	0.970950394	0.970950394	0.858084871	0.970950394	0.375278169	0.380604971	0.970950394	0.412873531	0.970950394	0.761938957	0.541902114	0.970950394	0.635183862	0.970950394	0.970950394	0.970950394	0.875650058	0.374118193	0.580775993	0.875650058	0.970950394	0.753920503	0.875650058	0.970950394	0.709124334	0.858084871	0.875650058	0.709124334	0.875509268	0.467131004	0.559467823	0.910859575	0.839201734	0.583397017	0.910859575	0.839201734	0.800426908	0.712897856	0.766042127	0.826027453	0.413362447	0.504439586	0.535544225	0.734893762	0.703745396	0.423025339	0.426054834	0.389393076	0.378214327		
r tabel	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374		
ket	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid		

SKOR TERTINGGI	51
SKOR TERENDAH	4

Appendix 7

Result of Validity Instrument Test

No	Scoreof r_{xy}		Official Statement
1.	0,9453451		Valid
2.	0,9453451		Valid
3.	0,9453451		Valid
4.	0,3814635		Valid
5.	0,1218681		Invalid
6.	0,9453451		Valid
7.	0,9453451		Valid
8.	0,3697943		Invalid
9.	0,1218681		Invalid
10.	0,9453451		Valid
11.	-0,004288		Invalid
12.	0,9453451		Valid
13.	0,3814635		Valid
14.	0,9453451		Valid
15.	0,9453451		Valid
16.	0,3814635		Valid
17.	0,9453451	The significant	Valid
18.	0,1218681		Invalid
19.	0,9453451	5 % (0,374)	Valid
20.	0,1920734		Invalid
21.	0,9453451		Valid
22.	0,9453451		Valid
23.	0,9453451		Valid
24.	0,1987814		Invalid
25.	0,9453451		Valid
26.	-0,247286		Invalid
27.	0,9453451		Valid
28.	0,9453451		Valid
29.	-0,110236		Invalid
30.	0,9453451		Valid
31.	0,9453451		Valid
32.	0,2359447		Invalid
33.	-0,072662		Invalid
34.	0,9453451		Valid
35.	-0,110236		Invalid
36.	0,9453451		Valid
37.	0,0260301		Invalid
38.	0,9453451		Valid

39.	**-0,072662**		Invalid
40.	**0,9453451**		Valid
41.	**0,9453451**		Valid
42.	**0,0260301**		Invalid
43.	**0,9453451**		Valid
44.	**-0,072662**		Invalid
45.	**0,0260301**		Invalid
46.	**0,9453451**		Valid
47.	**-0,209468**		Invalid
48.	**0,9453451**		Valid
49.	**0,9453451**		Valid
50.	**0,9453451**		Valid
51.	**-0,072662**		Invalid
52.	**0,0260301**		Invalid
53.	**0,9453451**		Valid
54.	**0,9453451**		Valid
55.	**-0,112403**		Invalid
56.	**0,1325239**	The significant	Invalid
57.	**0,5505083**		Valid
58.	**0,2091047**	5 % (0,374)	Invalid
59.	**0,5505083**		Valid
60.	**0,0579127**		Invalid
61.	**0,5961206**		Valid
62.	**0,4424856**		Valid
63.	**0,3242762**		Invalid
64.	**0,3900574**		Valid
65.	**0,5994746**		Valid
66.	**0,9453451**		Valid
67.	**0,5994746**		Valid
68.	**0,5994746**		Valid
69.	**0,9453451**		Valid
70.	**0,9453451**		Valid
71.	**0,9453451**		Valid
72.	**0,9453451**		Valid
73.	**0,9453451**		Valid
74.	**0,9453451**		Valid
75.	**0,9453451**		Valid

Choose the correct answer by crossing A, B, C, D !

1. Sinta   : Good afternoon, sir ?
   Mr. Budi   : …………………….., Sinta.
   A. Good afternoon
   B. Nice to meet you too
   C. I'm fine
   D. How do you do

2. Alex : How do you do?
   Boy : ………………………….
   A. How do you do
   B. I'm fine. Thank you
   C. I am reading a novel
   D. My name is Boy

3. Reza : I will go to the bed now.
   Faris : Ok. …………………….
   A. Good afternoon
   B. Good night
   C. Good morning
   D. Good evening

4. Mr. Zacky: Well, today we will learn how to operate about Photoshop
   program. First,................
   The students: Yes sir
   A. Please turn on the computer
   B. Thank you so much
   C. You are welcome
   D. That's a good idea

5. Sarah : Good morning, Rara?
   Rara : …………………….., Sarah.
   A. Good morning
   B. Good afternoon
   C. Good morning
   D. Good night

6. Farah : Nice to meet you, Reihan.
   Reihan : …………………….., Farah.
   A. Nice to meet you too
   B. I'm fine, thank you.

C. Good bye

D. See you later

7. Teacher : ...., cause there will a punishment !
   Student : all right mam.
   A. Dont be late
   B. Be late
   C. Be confident
   D. Keep smiling.

8. Mr. Emir : ....
   Gilang : thank you sir

   A. Please, come in

   B. Dont be noisy

   C. Dont cheating

   D. Dont smoking

9. Mother :.........
   Siska : i will not speak a loud
   A. Dont be noisy
   B. Dont close the door
   C. Dont go there
   D. Dont be angry

10. Father : come in , please !
    Andi :...............
    A. Dont mention it
    B. You are welcome
    C. All right , thanks
    D. Never mind

11. Rudi : .... away !
    Tomy : okay
    A. Write
    B. Go
    C. Read
    D. Speak

12. Father : Andi, study hard okay !
    Andi : ...., dad
    A. That is a good idea

B. All right
C. Be confident
D. Be lazy

13. Sari   : What do you think about taking a guitar lesson?
   Ayu   : <u>I think it is a good idea for our achievement.</u>
          The underlined sentence expresses . . .
   A. Asking for item
   B. Giving opinion
   C. Giving permission
   D. Asking for opinion

14. X : We'll have a long holiday next month.
   What are you going to do?
   Y : ....
   X : I hope you have a nice trip.
   A. I am thinking of going to Bali
   B. Sorry, I can't tell you
   C. It's not your business
   D. I have nothing to do

15. Rono : I apologise for my mistake.
   Ami   : ....
   A. Thank you
   B. My pleasure
   C. It doesn't matter
   D. You are welcome

16. A   : Can I borrow your novel please?
   B   : Sure,here you are
   A   : ....
   A. Absolutely no
   B. Thank you
   C. I'm sorry
   D. I'm sorry to hear that

17. Rani : what a nice poem do you have retno
   Retno : ....
   A. Thank you
   B. I am really sad
   C. I am drinking tea
   D. I am confused

18. Laila : Hai, John. Are you alright?
John : ....
Laila : I said "are you alright?"
John : Oh, yeah. I'm fine. Thanks
A. Sorry, What did you say?
B. I am dizzy
C. I am happy
D. I am eating banana

19. Andy : Excuse me; I don't think we have met. I'm Andy. What's your favorite meal, please?
Sari : S A TE
Andy : **...........................**
Sari : SATE
A. Can you say that again?
B. Nice
C. I like it
D. You are great

20. A : Which do you prefer , camping for fishing ?
B : …………..
B : I prefer fishing
A. I had better prepare the tent
B. I like camping better than fishing
C. I think that is my best fishing equipment
D. I prepare my fishing equipment before camping

21. Budi : you may take arest now Santi
Santi : ....
A. Thanks a lot
B. Mention it
C. I dont like it
D. You are welcome

22. A : I like being a teacher better than a businesswoman
B : on the contrary, I prefer being a businesswoman to a teacher
A : so………......................
A. our like is different
B. I dislike you and you dislike me
C. we have different preference
D. I am not similar to you

23. Situation:

Siti has just got the first prize in the "Bakiak race" to celebrate Indonesia Independence day.

Beni congratulates her.

What does Beni say to congratulate Siti?

Beni　: "_____."

Siti　　: "Thank you."

A.　Sure, Good luck.

B.　Congratulate to Siti

C.　Congratulations, Siti.

D.　Thanks, I will do my best

24. Wendi : You are a great student,......................,,, i am so proud of you my loder brother

Gandi : thanks my brother

A.　Dont be lazy

B.　Congratulation

C.　Get the spirit

D.　Try to be the best

25. Manager : ...., please, inform to the others

Assistant : sure, i will boss

A.　The meeting will be delayed this afternoon

B.　Good goverment

C.　Strive harder

D.　I will call you

26. Mother : Ratih, go to the market then buy some .... !

Zeniadil :　sure mam

A.　Apples, potatoes, grapes, and onions

B.　Be carefull

C.　Dont be too long

D.　Be fast

27. Father : you should buy .... to repair this cycle

Son : all right dad

A.　Oil, tire, lamp and cable

B.　Noodle, grape and date

C.　Tomato, chili, onion

D.　Sate, soto and fried rice

28. Don't <u>enter</u> the room!

The antonym of the underline word is.....

A.　Go out of

B. Quit
C. Run
D. Stay

29. Don't <u>shout</u>!
The synonym of the shout is...........
A. Happy
B. Sad
C. Sweep
D. Scream

30. Teacher : turn on the computer please !
Student : all right sir
Teacher : then open the application that we have studied
Student : yes sir
The word " open" means ....
A. Apply
B. Quit
C. Close
D. Stop

31. Randi : throw down the manggo Dian !
Dian : okay
The word "throw " has the close meaning with................
A. Pelt
B. Take
C. Make
D. Put

32. Sukma : clean the floor well sister !
Santi : all right
The the antonym word of " clean " is................
A. Make dirty
B. Stop
C. Sweep
D. Brush

33. Ratih : close the door please 1
Sasa : sure
The antonym of the word " close " is.................
A. Open
B. Quit
C. Floor

D. Knock

The following text is for questions 52 and 53.
Dear Esther

CONGRATULATIONS

Ever since I heard about your success as the first winner of singing contest of FLS2N. I know how long and how hard you practiced. We are all very proud of you. We wish you all the best in pursuing your dream to be a popular singer some day.

Rudy
Chair person of Class 9 A

34. The following sentence are expression of congratulation, except ....
A. I congratulate you on your success
B. Nice work
D. How poor you are
D. That's great
Announcement

There will be a holiday camp next month. All scout must join this camp. The activity will take place at Bangunharjo camping sie and last for three days. for further information, please contact Mr. Arkan.

Banyumas, May 12th,2009

The Chief of Scout Organization

35. When will the activity be held ?
A. In May
B. In June
C. In July
D. In August

36. Who must join the activity ?
A. All students
B. All scouts
C. All chiefs
D. All Banyumas people

Announcement

English Conversation Club (SCC) is opening registration for new members join us and improve your English!
Every Thursday from 16.00 to 17.00 at the school hall

For registration, please contact
Wayan (VIIA)

Anissa (VIIB)

37. When do the members have meeting ?
    A. In the morning.
    B. On Thursday afternoon.
    C. On Thursday morning.
    D. In the afternoon at three o'clock.

38. How long does the meeting last ?
    A. One and a half hours.
    B. One hour.
    C. One and a quarter hours.
    D. Two hours.

    Read the text below to answer the questions

    20 ballon

    A big tart

    3 bottle syrup

    2 pads of biscuits

    5 m ribbon

    40 paper trumpets

    40 paper hats

39. How many tarts does the writer want to buy ?

    A. one
    B. Two
    C. Three
    D. Four

40. What kind of hats does he want to buy ?

    A. Bamboo hats
    B. Plastic hats
    C. Fabric hats
    D. Paper hats

41. From the text we know that the writer wants to buy to invite stores, except …

    A. Bakery
    B. The butcher's
    C. Grocer's
    D. Stationer's

42. How many rulers does the writer wants to buy ?

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

How to make egg and lemon soup

To make egg and lemon soup, you need all the ingredients below:

3 quarts chicken broth
lemon juice 2
1/2 kg Rice
salt and pepper
4 eggs, well beaten
And here are the steps to make egg and lemon soup :
Add the stock to the pan and heat until boiling.
Add the rice and cook over low heat for fifteen minutes.
Mix the eggs and lemon juice.
Add three tablespoons of stock to the mixture and stir.
Stir this mixture into the remaining stock in the pan.
Add a little salt and pepper.
Cook over low heat for three minutes

43. In the text included in the text?
   A. Narrative Text
   B. Procedure Text
   C. Recount Text
   D. Text Advertisement

44. What is the materials that need to make egg and lemon soup?
   A. two
   B. three
   C. four
   D. five

45. How many liters of chicken broth in need?
   A. 3 liters
   B. 4 liters
   D. 5 liters
   E. 8 liters

46. How many steps in making egg and lemon soup in the text above?
   A. 7 step
   B. 8 step
   C. 4 step
   D. 10 steps

Read the following text
Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.
Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

47. How old is Peter? He is … years old.
   A. Four
   B. Fourteen
   C. Forty
   D. Ten

48. The writer is … years old.
   A. Fourteen
   B. Sixteen
   C. Eighteen
   D. Nineteen

49. Which of the following statement is not true about Peter?
- A. He has long and straight hair.
- B. He has bright eyes.
- C. He is interested in sports.
- D. He plays football and tennis.

50. According to the passage, we know that Peter is ….
- A. The writer's youngest brother
- B. The writer's elder brother
- C. A naughty boy
- D. A friendly boy

51. Rani have won the competitions,,,what the best expression to his achievement
?
- A. Congratulation on your sickness
- B. Get Well Soon, my friend
- C. Why are you sick?
- D. Don't be sick

ESSAY TEST
Answer the following question correctly !

Peter is the youngest in our family. He is fourteen years old and four years younger than me.   He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.
Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is peter ?
2. Mention three names of fruits !
3. Rearrange this random word into a good sentence !

> am - watering- I- flower – the – garden – in – the

4. Write one greeting card in your practice book !

Padangsidimpuan, Nopember 2016
Validator

Sojuangan Rambe, S.S, M. Pd
NIP. 19790815 200604 1 003

The Result of Students' English Achievement

Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	(Y)	Y2
AG	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	49	2401
AN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	51	2601
AX	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	44	1936
AL	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	43	1849
DZ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	42	1764
DP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	0	1	1	1	41	1681
DO	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	0	0	1	0	1	0	1	1	39	1521
EH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	1	1	38	1444
FD	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	0	1	0	37	1369
HP	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	1	36	1296
JE	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	35	1225
KZ	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	34	1156
LS	1	1	1	0	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	31	961
LA	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	1	0	34	1156
MN	0	1	1	0	1	1	0	0	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	1	0	30	900
NZ	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	1	0	34	1156
RS	0	1	0	1	1	1	0	0	1	0	0	1	0	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	28	784
RL	1	1	1	1	0	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	27	729
RO	1	1	1	0	0	1	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	25	625
SA	1	1	1	1	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	24	576
SD	1	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	1	22	484
SN	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	21	441
SW	1	1	1	1	1	0	1	1	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	20	400
WA	1	1	1	1	0	0	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	19	361
WK	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	289
YI	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	16
YG	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	1	34	1156
ZF	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	12	144
ZD	1	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	1	15	225
ZN	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	11	121
TOTAL OF SCORE																																																				910	30767

APENDIX 10

tion between the Ability to Overcoming Inhibition in Learning and English A

NO	X	Y	X2	Y2	XY
1	115	49	13225	2401	5635
2	114	51	12996	2601	5814
3	104	44	10816	1936	4576
4	117	43	13689	1849	5031
5	113	42	12769	1764	4746
6	112	41	12544	1681	4592
7	125	39	15625	1521	4875
8	128	38	16384	1444	4864
9	98	37	9604	1369	3626
10	135	36	18225	1296	4860
11	130	35	16900	1225	4550
12	91	34	8281	1156	3094
13	140	31	19600	961	4340
14	110	34	12100	1156	3740
15	127	30	16129	900	3810
16	124	34	15376	1156	4216
17	120	28	14400	784	3360
18	88	27	7744	729	2376
19	97	25	9409	625	2425
20	118	24	13924	576	2832
21	118	22	13924	484	2596
22	99	21	9801	441	2079
23	116	20	13456	400	2320
24	117	19	13689	361	2223
25	117	17	13689	289	1989
26	102	17	10404	289	1734
27	106	34	11236	1156	3604
28	108	12	11664	144	1296
29	109	15	11881	225	1635
30	117	11	13689	121	1287
TOTAL SCORE	3415	910	393173	31040	104125

N   : 30

$\sum X$: 3415

$\sum Y$: 910

$\sum X^2$: 393173

$\sum Y^2$: 31040

$\sum XY$: 104125

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

$$= \frac{30.104125 - (3415)(910)}{\sqrt{\{30.393173 - (3415)^2\} - \{30.31040 - (910)^2\}}}$$

$$= \frac{3123750 - 3107650}{\sqrt{\{11795190 - 11662225\} - \{931200 - 828100\}}}$$

$$= \frac{16100}{\sqrt{\{132965\}\{103100\}}}$$

$$= \frac{16100}{\sqrt{13667451500}}$$

$$= \frac{16100}{36969,6}$$

$$= 0,435$$

There is the contribution of variable X to variable Y as drawn below :

KP $= r^2$ X 100%

$= 0,435^2$ X 100%

$= 0,189225$ X 100%

$= 18,9225$

= 19

To know the significant correlation between X and Y variable as drawn below :

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

$$= \frac{0,435\sqrt{30-2}}{\sqrt{1-(0,435)2}}$$

$$= \frac{0,435\sqrt{28}}{\sqrt{1-0,189225}}$$

$$= \frac{0,435 \times 5,291}{\sqrt{0,810775}}$$

$$= \frac{2,301585}{0,90}$$

$$= 2,6$$

APPENDIX 11

The Calculation Of Statistic Mean,Median, Modus, Standard Deviation And Trend Quality Score Of X Variable (The Ability to Overcoming Inhibition in Learning)

1. The minimum and maximum score found with arrange score of variable from lower to higher.

88	91	97	98	99	102	104	106	108	109
110	112	113	114	115	116	117	117	117	117
118	118	120	124	125	127	128	130	135	140

2. From the data above, the higher score = 140, and lower score = 88
3. **Range**

    R = higher score − lower score
    = 140 − 88
    = 52
4. **Many Class (K)**

    K = 1 + (3,3) Log n
    = 1 + (3,3) **1,477**
    = 1 + 4,8741
    = 1 + 5
    = 6
5. **Interval (i)** $= \dfrac{range}{many\ clas}$

    $= \dfrac{52}{6}$

    $= \dfrac{52}{6}$

    = 8,66
    = 9

6. **Mean**

Interval	fi	xi	fi.xi
88 – 96	2	92	184
97 – 105	5	101	505
106 – 114	7	110	770
115 – 123	9	119	1071
124 – 132	5	128	640
133 – 141	2	137	274
Total	30	687	3444

$$\text{Mean} = \Sigma \frac{FiXi}{Fi}$$
$$= \frac{3444}{30}$$
$$= 114,8$$
$$= 115$$

7. **Median**

Interval	F	F
88 – 96	2	2
97 – 105	5	7
106 – 114	7	14
115 – 123	9	23
124 – 132	5	28
133 – 141	2	30
Total	N = Σf 30	104

Median $= Bb + \{\frac{1}{2}\frac{n-F}{f}\}9$

$$= 114,5 + \{\frac{1}{2}\frac{n-F}{f}\}9$$

$$= 114,5 + \{\frac{1}{2}\frac{30-14}{9}\}9$$

$$= 114,5 + \{\frac{15-14}{9}\}9$$

$$= 114,5 + \{0,1\}9$$

$$= 114,5 + 1$$

$$= 115,5$$

$$= 116$$

8. **Modus**

Interval	F_1	F_2
88 – 96	2	2
97 – 105	5	7
106 – 114	7	14
115 – 123	9	23
124 – 132	5	28
133 – 141	2	30
Total	N = $\sum$f 30	104

Modus $= Bb + \{\frac{F1}{F1+F2}\}9$

$$= 114,5 + \{\frac{9-7}{(9-7)+(9-5)}\}9$$

$$= 114,5 + \{\frac{2}{2+4}\}9$$

$$= 114,5 + \{0,3\}9$$

$$= 1145 + 2,7$$

$$= 117$$

9. Standard Deviation

Interval	fi	xi	fi.xi	xi^2	$f.xi^2$
88 – 96	2	92	184	8464	16928
97 – 105	5	101	505	10201	51005
106 – 114	7	110	770	12100	84700
115 – 123	9	119	1071	14161	127449
124 – 132	5	128	640	16384	81920
133 – 141	2	137	274	18769	37538
Total	30	687	3444	80079	399540

$$S = \frac{\sqrt{\sum f.xi2}}{\sum f - 1}$$

$$= \sqrt{\frac{399540}{30 - 1}}$$

$$= \sqrt{\frac{399540}{29}}$$

$$= \sqrt{13777,24}$$

$$= 117,37$$

APPENDIX 12

e Scores of the Ability to Overcoming Inhibit

NO.	NAME	SCORE
1	AG	115
2	AN	114
3	AZ	104
4	AL	117
5	DZ	113
6	DP	112
7	DO	125
8	EH	128
9	FD	98
10	HP	135
11	JE	130
12	KZ	91
13	LS	140
14	LA	110
15	NE	127
16	NZ	124
17	RS	120
18	RL	88
19	RO	97
20	SA	118
21	SD	118
22	SN	99
23	SW	116
24	WA	117
25	WK	117
26	YI	102
27	YG	106
28	ZF	108
29	ZD	109
30	ZN	117
TOTAL		3415

APPENDIX 13

The Calculation Of Statistic Mean,Median, Modus, Standard Deviation And Trend Quality Score Of Y Variable (English Achievement)

1. The minimum and maximum score found with arrange score of variable from lower to higher.

4	11	12	15	17	19	20	21	22	24
25	27	28	30	31	34	34	34	34	35
36	37	38	39	41	42	43	44	49	51

2. From the data above, the higher score = 51, and lowest score = 4

3. **Range**

   R = higher score – lower score
   = 51– 4
   = 47

4. **Many Class (K)**

   K = 1 + (3,3) Log n
   = 1 + (3,3) **1,477**
   = **1 + 4,8741**
   = **1 + 5**
   = **6**

5. **Interval** (i) = $\frac{range}{many\ clas}$

   $= \frac{47}{6}$

   $= 8$

6. **Mean**

No	Interval	Frequency	Cumulative Frequency	fi.xi
1.	4 – 11	2	2	4
2.	12-19	4	6	24
3.	20 – 27	6	12	72
4.	28 – 35	8	20	160
5.	36– 43	7	27	189
6.	44– 51	3	30	90
	Total	30	97	539

$$\text{Mean} = \frac{\sum FiXi}{Fi}$$
$$= \frac{539}{30}$$
$$= 17{,}96 = 18$$

7. **Median**

No	Interval	f	F
1.	4 – 11	2	2
2.	12-19	4	6
3.	20 – 27	6	12
4.	28 – 35	8	20
5.	36– 43	7	27
7.	44– 51	3	30
	Total	**30**	**97**

$$\text{Median} = Bb + \{\tfrac{1}{2}n - \tfrac{F}{f}\}\, 8$$
$$= 27{,}5 + \{\frac{15 - 12}{8}\}8$$
$$= 27{,}5 + \{\frac{3}{8}\}8$$
$$= 27{,}5 + (0{,}37)8$$
$$= 27{,}5 + 3$$
$$= 30{,}5 = 31$$

8. **Modus**

No	Interval	Frequency
1.	4 – 11	2
2.	12-19	4
3.	20 – 27	6
4.	28 – 35	8
5.	36– 43	7
6.	44– 51	3
	Total	**30**

$$\text{Modus} = Bb + \left\{\frac{F1}{F1+F2}\right\} 8$$

$$= 27,5 + \left\{\frac{8-6}{(8-6)+(8-7)}\right\} 8$$

$$= 27,5 + \left\{\frac{4}{4+1}\right\} 8$$

$$= 27,5 + \left\{\frac{4}{5}\right\} 8$$

$$= 27,5 + (0,8) 8$$

$$= 27,5 + 6,4 = 34$$

9. Standard Deviation

No	Interval	fi	xi	fi .xi	xi²	f.xi²
1.	4 – 11	2	7,5	15	56,5	112,5
2.	12-19	4	15,5	62	240,25	961
3.	20 – 27	6	23,5	141	552,25	3313,5
4.	28 – 35	8	31,5	252	992,25	7938
5.	36– 43	7	39,5	276,5	1560,25	10921,75
6.	44– 51	3	47,5	142,5	2256,25	6768,75
	Total	30	165	889	5657,5	30015, 5

$$S = \frac{\sqrt{\sum \text{f.xi2}}}{\sum \text{f} - 1}$$

$$= \frac{\sqrt{30015}}{30 - 1}$$

$$= \frac{\sqrt{30015}}{29}$$

$$= \sqrt{1035,5}$$

$$= 32,17$$

APPENDIX 14

The Scores of English Achievement

No.	Name	Score
1	AG	49
2	AN	51
3	AZ	44
4	AL	43
5	DZ	42
6	DP	41
7	DO	39
8	EH	38
9	FD	37
10	HP	36
11	JE	35
12	KZ	34
13	LS	31
14	LA	34
15	NE	30
16	NZ	34
17	RS	28
18	RL	27
19	RO	25
20	SA	24
21	SD	22
22	SN	21
23	SW	20
24	WA	19
25	WK	17
26	YI	17
27	YG	34
28	ZF	12
29	ZD	15
30	ZN	11
TOTAL		910

Appendix 15

The Calculation Of Statistic Mean, Median, Modus, Range, Total of Classes, Interval, Standard Deviation and result of the normality

The minimum and maximum score found with arrange score of variable from lower to higher.

22	23	25	26	28	29	31	32	34	35
36	38	38	40	40	41	41	42	43	43
44	45	46	48	49	50	53	54	55	56

1. From the data above, the higher score = 56, and lowest score = 22
2. **Range**

   R = higher score – lower score
   = 56– 22
   = 34
3. **Total Classes** (BK)

   K = 1 + (3,3) Log n
   = 1 + (3,3) **1,477**
   = 1 + 4,8741
   = 1 + 5
   = 6
4. **Interval** (i) = $\frac{range}{many\ clas}$

   $$= \frac{34}{6}$$
   $$= 5,6$$
   $$= 6$$

5. **Mean**

No	Interval	Frequency (fi)	Cumulative Frequency (xi)	fi.xi
1.	22-27	4	24.5	98
2.	28-33	4	30.5	122
3.	34-39	5	36.5	182.5
4.	40-45	9	42.5	382.5
5.	46-51	4	48.5	194
6.	52-57	4	54.5	218
	Total	30	237	1197

Mean = $\frac{\sum FiXi}{Fi}$
$$= \frac{1197}{30}$$
$$= 39,9$$

6. **Median**

No	Interval	Fi	Fkb	Fka
1.	22-27	4	30	4
2.	28-33	4	26	8
3.	34-39	5	19	13
4.	40-45	9	10	22
5.	46-51	4	6	26
6.	52-57	4	2	30
Total 30				

$$\text{Median} = B + p\{\tfrac{1}{2}n - \tfrac{\text{fkb}}{fi}\}$$
$$= 33{,}5 + 6\,\{\frac{15 - 10}{9}\}$$
$$= 33{,}5 + 6\,\{\frac{5}{9}\}$$
$$= 33{,}5 + 6(0{,}6)$$
$$= 33{,}5 + 3{,}6$$
$$= 37{,}1$$

7. **Modus**

No	Interval	Fi
1.	22-27	4
2.	28-33	4
3.	34-39	5
4.	40-45	9
5.	46-51	4
6.	52-57	4
Total		30

$$\text{Modus} = Bb + p\{\frac{F1}{F1+F2}\}$$
$$= 39{,}5 + 6\,\{\frac{9 - 5}{(9 - 5) + (9 - 5)}\}$$
$$= 39{,}5 + 6\{\frac{4}{(4) + (4)}\}$$

$$= 39{,}5 + 6\{0{,}5\}$$
$$= 39{,}5 + 3$$
$$= 42{,}5$$

8. Standard Deviation

No	Interval	Frequency	Cumulative Frequency (xi)	fi .xi	xi²	f.xi²
1.	22-27	4	24.5	98	600.25	9604
2.	28-33	4	30.5	122	3721	14884
3.	34-39	5	36.5	182.5	11.990	33360.25
4.	40-45	9	42.5	382.5	218.556	146306.25
5.	46-51	4	48.5	194	235.225	37636
6.	52-57	4	54.5	218	297.025	47524
	Total	30	237	1197	766517	289314.5

$$S = \frac{\sqrt{\sum f.xi2}}{\sum f - 1}$$

$$= \frac{\sqrt{289314.5}}{30 - 1}$$

$$= \frac{\sqrt{289314.5}}{29}$$

$$= \frac{\sqrt{357.8796}}{29}$$

$$= \frac{23{,}1922}{29}$$

$$= 0{,}7997$$

$$= 0{,}8$$

APPENDIX 16

Table of Normality Data with Chi Kuadrat Formula

Interval Score	Real upper limit	Z-Score	Limit of Large Area	fh	F0	$\frac{(f0\text{-}fh)}{fh}$
52-57	57.5		0.2656	0.26549		
		-8.92			3	0.1327
46-51	51.5		0.00011	-0.09329		
		-3.72			11	-0.046
40-45	45.5		0.0934	-0.3089		
		1.35			10	-0.154
34-39	39.5		0.4023	-0.1277		
		6.49			10	-0.063
28-33	33.5		0.53	0.1206		
		11.6			9	0.603
22-27	27.5		0.4094	0.1883		
		16.7			4	0.941
						1.4137

Based on the table above, the researcher found that x^2 count = 1.4137 while x^2 table = 1.998 cause X^2 count < x^2 table (1.4136 < 1.998) with the degree of freedom dk = 7 − 3 = 4 and significant level α= 5%. So distribution sqample was normal.

APPENDIX 17

HOMOGENEITY

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

$$S2 = \frac{n\sum xi2 - (\sum xi)}{n(n-1)}$$

Hyphotesis :

H0   : $\delta_1{}^2 = \delta_2{}^2$

H1   : $\delta_1{}^2 \neq \delta_2{}^2$

1. Class VIII-1

No.	Xi	Xi^2
1.	64	4096
2.	62	3844
3.	64	4096
4.	38	1444
5.	33	1089
6.	53	2809
7.	56	3136
8.	61	3721
9.	54	2916
10.	59	3481
11.	55	3025
12.	47	2209
13.	22	484
14.	64	4096
15.	61	3721
total	$\sum$Xi = 732	$\sum$Xi^2 = 44167

n   = 15
$\sum$Xi   = 732
$\sum$Xi^2 = 44167

R-TABLE OF PRODUCT MOMENT

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

| 25 | 0,396 | 0,505 | 49 | 0,281 | 0,364 |
| 26 | 0,388 | 0,496 | 50 | 0,279 | 0,361 |