

**THE COMPARISON OF FIRST GRADE JUNIOR HIGH SCHOOL
STUDENTS' ENGLISH ACHIEVEMENT BASED ON THEIR ENGLISH
LEARNING EXPERIENCE IN ELEMENTARY SCHOOL
AT SMP NEGERI 5 KOTA JAMBI**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Educational Study Program**



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**ENGLISH EDUCATION STUDY PROGRAM
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BATANGHARI UNIVERSITY
JAMBI
2018**

APPROVAL

This thesis “THE COMPARISON OF FIRST GRADE STUDENTS’ ENGLISH ACHIEVEMENT BASED ON THEIR ENGLISH LEARNING EXPERIENCE IN ELEMENTARY SCHOOL AT SMP NEGERI 5 KOTA JAMBI”. Written by Tri Rahayu, students number 1400888203060 has been corrected and approved to be examined in front of the team of examiners.

Jambi, March 2018

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STATEMENTS OF WORK'S ORIGINALITY

Here I present my thesis entitled “THE COMPARISON OF FIRST GRADE STUDENTS’ ENGLISH ACHIEVEMENT BASED ON THEIR ENGLISH LEARNING EXPERIENCE IN ELEMENTARY SCHOOL AT SMP NEGERI 5 KOTA JAMBI”. I honestly declare that the thesis I wrote based on my research and does not contain the works of other people, except those cited in the quotations and bibliographies, as a scientific paper should.

Jambi, March 9th 2018

The Researcher

Tri Rahayu

MOTTO

“Doing something or not, we become older. Do something that you want to do when you can do it.”

(Tri Rahayu)

DEDICATION

This work is dedicated to:

- My beloved husband, Hasbi, who always give me support, advices, motivation, attention, and pray for me, my utmost gratitude for their affection and endless love.
- My children, Arsafiqri Ummati Aybi, Shafa Hafizah Aybi, Azzahra Zidni Aybi who have given me spirit during my confused and have given an amazing inspiration.
- My Advisors, Dra. Hj. Wennyta, M.Pd. and Nurul Fitri, S.S, M.Hum. who have guided and helped me to finish my thesis.
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- My brother, Anjar, who always help me and my Family when we are in the difficult time.
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ABSTRACT

Rahayu, Tri. 2018. *The Comparison of First Grade Students' English Achievement Based on Their English Learning Experience in Elementary School at SMP Negeri 5 Kota Jambi*. A Thesis. English Study Program of Teacher Training and Education Faculty. Batanghari University of Jambi. First Advisor : Dra. Hj. Wennyta, M.Pd. and The Second advisor: Nurul Fitri, S.S, M.Hum.

Keywords: English Achievement, English Learning Experience

This research is aimed to find out whether there is difference English achievement between students who have experience of studying English at elementary school for more than 4 years and students who do not have experience of studying English at elementary school. This research is quantitative research and comparative analysis technique. The subject of the research is the first grade students of SMP Negeri 5 Kota Jambi academic year 2017/2018. The sample of this research are fifty experienced students and fifty non-experienced students. The researcher gave the students interview sheet to classify the experienced student and non-experienced student. After classifying students' categorize, the researcher took the students' rapport score in first semester and gave test in order to design compare both students' groups with their English achievement. In analyzing the data, first step is finding average of experienced students and non-experienced students' score and standard deviation to do normality and homogeneity test. After doing homogeneity test, t-test is used to prove the significant data. The result of analysis data between variable X_1 and X_2 using SPSS 16 for Windows showed that the value of t_o (t-observation) was 3.36. In the t-table, score degree of significance of 5% is 1.98 and score degree of significance of 2.50% is 2.28. It can be concluded that t_o is higher than t-table ($3.36 > 2.28$). It means that experienced students and non-experienced students have significant difference in English achievement.

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I would like to warmly acknowledge a debt of gratitude to all people who have supported me in the process of writing this thesis, especially to:

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4. My beloved children, Arsa, Shafa, Azzahra who have given me spirit during my confused and have given an amazing inspiration.
5. All of lecturers in the Faculty of Teacher Training and Education Faculty, especially the lecturers of English Education Program who taught and gave me the knowledge in learning and teaching English, supported and

helped in conducting this study. Especially for Dr. Sri Marmoah, M.Pd who always support and guiding me in my education journey. Also mom Erisa Kurniati, M.Pd, who support me to be more confidence.

6. All of my friends in Faculty of Teacher Training and Education Faculty, especially: Tia, Kia, Lily, Khairani, Rawalsa, Ade, and all my friends of A class of English Department who support, help, and entertain me during my difficult time in writing this thesis.
7. All staff of Batanghari University especially for Mas Defri who helped to complete the procedures in writing my thesis.

I hope this thesis can provide valuable information especially for English Education Study Program of Batanghari University. Also, I fully realize that this thesis is far from being perfect, therefore, any suggestion and advice for the improvement of this thesis greatly appreciated.

Jambi, March 9th 2017

The researcher

Tri Rahayu

NPM:1400888203060

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STATEMENTS OF WORK'S ORIGINALITY

Here I present my thesis entitled “THE COMPARISON OF FIRST GRADE STUDENTS’ ENGLISH ACHIEVEMENT BASED ON THEIR ENGLISH LEARNING EXPERIENCE IN ELEMENTARY SCHOOL AT SMP NEGERI 5 KOTA JAMBI”. I honestly declare that the thesis I wrote based on my research and does not contain the works of other people, except those cited in the quotations and bibliographies, as a scientific paper should.

Jambi, March 9th 2018

The Researcher

Tri Rahayu

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TABLE 4.2
EXPERIENCED STUDENTS' SCORE

NO	NAME	TEST SCORE	RAPPOR SCORE	AVERAGE	CLASS
1	AFIFA SUCI NAHARA	77	82	79.5	7A
2	AHMAD ZAKY	84	90	87	7A
3	DZINUL ABDI WICAKSONO	90	93	91.5	7A
4	FATHIYA IZMI NAYALA	100	95	97.5	7A
5	FACHREZA ANANDA PUTRI	79	82	80.5	7A
6	NADIAH PURWANTO	91	95	93	7A
7	NAILA ZULFANA	91	86	88.5	7A
8	WULAN ZAHARANI	87	81	84	7A
9	RIZKA ARIANTI	70	81	75.5	7A
10	RIZKY YANTI AGUSTINA	94	92	93	7A
11	ADAM FIRMANSYAH	84	82	83	7B
12	AHDA ANSRI NABILA	87	82	84.5	7B
13	ANISA ULFA LUTHFIA	67	82	74.5	7B
14	ANDES SETIA	86	90	88	7B
15	ARWAN AL HAFIID DK	87	88	87.5	7B
16	ANGELICA PASARIBU	80	74	77	7B
17	APDHIYA MAHABAH AGTI	90	84	87	7B
18	FARHAN RAMADHAN	76	78	77	7B
19	FUJI DEWI PRATIWI	76	79	77.5	7B
20	GHEA CITRA NINGRAT	73	85	79	7B
21	KEISYA REGITA TRIANI	91	86	88.5	7B
22	LAURA PUTRI AZ-ZAHRA	66	74	70	7B
23	MAESA ZAHRA PUTRI	80	83	81.5	7B
24	MOULIA BEBY ZAFIRA	63	64	63.5	7B
25	M. SYEHAN	60	69	64.5	7B
26	NUR MARTIJAH	74	79	76.5	7B
27	RIPAK AFRIANATA	86	64	75	7B
28	SABRINA ANGGRAINI PUTRI	74	76	75	7B
29	SALMA NABILAH	80	74	77	7B
30	VIONI YAO	80	85	82.5	7B
31	ZIDAN ADHITYA DAFA	86	82	84	7B
32	ZOYA NAFISA CAHYANI	77	80	78.5	7B
33	ADITYA TRI WIDIANTO	80	84	82	7C
34	ARINI AULIA	77	82	79.5	7C
35	BAGAS	71	73	72	7C
36	DIVA ELIYAN ANANTA	74	82	78	7C
37	M. RANDI AFRIANSAH	77	82	79.5	7C
38	M. NABIL TAUHID	100	88	94	7C
39	NURIL IRDI NASHOHA SAGITA	70	82	76	7C
40	SHERLY YULIA CHANDYA	89	89	89	7C
41	SISKA AMELIA	91	84	87.5	7C
42	SHELA SANTIKA SIRAIT	97	86	91.5	7C
43	SUCI FEBRIYANI	87	81	84	7C
44	AJENG PRATIWI	71	74	72.5	7D
45	DIVA MARSHA ANANDA	66	76	71	7D
46	FERONICA ENJELINA	77	78	77.5	7D
47	GLADYS VETRICIA NOVRIANA	74	72	73	7D
48	JIHAN PUTRI NAZWA	83	84	83.5	7D
49	OLIVIA INDRIYANI	60	79	69.5	7D
50	RENDI MAULANA	77	79	78	7D
	TOTAL	3846	3900	3873	0
	AVERAGE	80.14	81.44	80.6875	
	MAX SCORE	100	95	97.5	
	MIN SCORE	60	64	63.5	

EXPERIENCED STUDENTS' SCORE

NO	NAME	TEST SCORE	RAPPORT SCORE	AVERAGE	CLASS
1	DZINUL ABDI WICAKSONO	90	93	91.5	7A
2	ANISA ULFA LUTHFIA	67	82	74.5	7B
3	SABRINA ANGGRAINI PUTRI	74	76	75	7B
4	ANGELICA PASARIBU	80	74	77	7B
5	SALMA NABILAH	80	74	77	7B
6	FARHAN RAMADHAN	76	78	77	7B
7	KEISYA REGITA TRIANI	91	86	88.5	7B
8	APDHIYA MAHABAH AGTI	90	84	87	7B
9	RIPAK AFRIANATA	86	64	75	7B
10	ADAM FIRMANSYAH	84	82	83	7B
11	M. SYEHAN	60	69	64.5	7B
12	VIONI YAO	80	85	82.5	7B
13	GHEA CITRA NINGRAT	73	85	79	7B
14	MOULIA BEBY ZAFIRA	63	64	63.5	7B
15	AHDA ANSRI NABILA	87	82	84.5	7B
16	NUR MARTIJAH	74	79	76.5	7B
17	LAURA PUTRI AZ-ZAHRA	66	74	70	7B
18	MAESA ZAHRA PUTRI	80	83	81.5	7B
19	FUJI DEWI PRATIWI	76	79	77.5	7B
20	ZIDAN ADHITYA DAFA	86	82	84	7B
21	ANDES SETIA	86	90	88	7B
22	ARWAN AL HAFIID DK	87	88	87.5	7B
23	DIVA MARSHA ANANDA	66	76	71	7D
24	OLIVIA INDRIYANI	60	79	69.5	7D
25	FERONICA ENJELINA	77	78	77.5	7D
26	GLADYS VETRICIA NOVRIANA	74	72	73	7D
27	AJENG PRATIWI	71	74	72.5	7D
28	SISKA AMELIA	91	84	87.5	7C
29	RENDI MAULANA	77	79	78	7D
30	DIVA ELIYAN ANANTA	74	82	78	7C
31	JIHAN PUTRI NAZWA	83	84	83.5	7D
32	SUCI FEBRIYANI	87	81	84	7C
33	SHERLY YULIA CHANDYA	89	89	89	7C
34	BAGAS	71	73	72	7C
35	M. RANDI AFRIANSAH	77	82	79.5	7C
36	M. NABIL TAUHID	100	88	94	7C
37	NURIL IRDI NASHOHA SAGITA	70	82	76	7C
38	ADITYA TRI WIDIANTO	80	84	82	7C
40	NADIAH PURWANTO	91	95	93	7A
41	FATHIYA IZMI NAYALA	100	95	97.5	7A
42	AHMAD ZAKY	84	90	87	7A
43	FACHREZA ANANDA PUTRI	79	82	80.5	7A
44	NAILA ZULFANA	91	86	88.5	7A
45	WULAN ZAHARANI	87	81	84	7A
46	RIZKA ARIANTI	70	81	75.5	7A
47	RIZKY YANTI AGUSTINA	94	92	93	7A
48	AFIFA SUCI NAHARA	77	82	79.5	7A
49	ZOYA NAFISA CAHYANI	77	80	78.5	7B
50	SHELA SANTIKA SIRAIT	97	86	91.5	7C
	TOTAL	3930	3990	3960	0
	AVERAGE			80.81632653	

TABLE 4.2
NON-EXPERIENCED STUDENTS' SCORE

NO	NAME	TEST SCORE	RAPPORT SCORE	AVERAGE	CLASS
1	AHMAD RIVALDI	71	79	75	7A
2	AISYAH RAMADHANI	91	83	87	7A
3	ANANDA PUTRA RIFKIANDA	91	86	88.5	7A
4	CINDY SEPTILIANI	77	80	78.5	7A
5	DIAJENG LARASATI	94	90	92	7A
6	INDRI MUTIA RACHMADINI	87	87	87	7A
7	M. KEVIN RAMZHI	94	83	88.5	7A
8	MUHAMMAD ADI PRAJA	80	80	80	7A
9	NAZWA AULIA	60	70	65	7A
10	NUR AZIZAH	80	87	83.5	7A
11	RIDHO NUGRAHA	74	80	77	7A
12	SITI DHIA KHALISHAH HUMAIRAH	94	96	95	7A
13	ZHAFIRAH SARAH REVI	94	96	95	7A
14	ADE KURNIAWAN	57	76	66.5	7B
15	AYESHA URBAZANDA	86	79	82.5	7B
16	DESI YULIANA	66	81	73.5	7B
17	KAREN STEVEN MAHARAJA	71	86	78.5	7B
18	MAHESA FEBRIAN	66	80	73	7B
19	M. NUR YUSRIL	63	74	68.5	7B
20	M. DHANY	43	72	57.5	7B
21	NABILAH	77	83	80	7B
22	RESTU AJI SALAM	74	77	75.5	7B
23	ADRYAN FATURRAHMAN	69	78	73.5	7C
24	AGUNG RIZKI PERMANA	74	80	77	7C
25	AMANDA REZKY RAHAYU	54	80	67	7C
26	ANGGA SAPUTRA	54	68	61	7C
27	APRIZAL PURNOMO SANREV	71	77	74	7C
28	DIMAS M.P	71	79	75	7C
29	ISRA BUNGA C.	47	84	65.5	7C
30	MEISYA AMELIA	74	78	76	7C
31	RAHMAT TRI ANANDA PUTRA	71	74	72.5	7C
32	REVA AMANDA FABIOLA	60	72	66	7C
33	SELVIA DEBI ANANTA	57	74	65.5	7C
34	SUCI ARYANI	66	75	70.5	7C
35	ADHEKA DWI NADIA	91	90	90.5	7D
36	ANDREYANSYAH	57	71	64	7D
37	BELA NOPRIYANTI	46	72	59	7D
38	DAFFA N.S	74	77	75.5	7D
39	DELAILA	66	77	71.5	7D
40	DIKI AGUS EKO PUTRA	89	78	83.5	7D
41	INDAH ERIKA UTAMI	43	72	57.5	7D
42	MAISSY MONICA	66	79	72.5	7D
43	MEILANI ASHARI	57	76	66.5	7D
44	NAYLA SALSABHILA	86	89	87.5	7D
45	RAHMAT EKA PUTRA	69	72	70.5	7D
46	SEVA RIZKI AFRILIAN	86	83	84.5	7D
47	SHASABILA KHAIRUNNISA	57	73	65	7D
48	SILVI DWY SEPTIANY	46	68	57	7D
49	SYAKILLA	75	75	75	7D
50	TANIA PUTRI	66	77	71.5	7D
	TOTAL	3532	3953	3742.5	0
	AVERAGE	70.64	79.06	74.85	
	MAX SCORE	94	96	95	
	MIN SCORE	43	68	57	

GAIN SCORE	f	fx	X	$X-X$			
57	1	57	74.85	-17.85	2	318.6225	57
57.5	2	115	74.85	-17.35	2	301.0225	57.5
59	1	59	74.85	-15.85	2	251.2225	59
61	1	61	74.85	-13.85	2	191.8225	61
64	1	64	74.85	-10.85	2	117.7225	64
65	2	130	74.85	-9.85	2	97.0225	65
65.5	2	131	74.85	-9.35	2	87.4225	65.5
66	1	66	74.85	-8.85	2	78.3225	66
66.5	2	133	74.85	-8.35	2	69.7225	66.5
67	1	67	74.85	-7.85	2	61.6225	67
68.5	1	68.5	74.85	-6.35	2	40.3225	68.5
70.5	2	141	74.85	-4.35	2	18.9225	70.5
71.5	2	143	74.85	-3.35	2	11.2225	71.5
72.5	2	145	74.85	-2.35	2	5.5225	72.5
73	1	73	74.85	-1.85	2	3.4225	73
73.5	2	147	74.85	-1.35	2	1.8225	73.5
74	1	74	74.85	-0.85	2	0.7225	74
75	3	225	74.85	0.15	2	0.0225	75
75.5	2	151	74.85	0.65	2	0.4225	75.5
76	1	76	74.85	1.15	2	1.3225	76
77	2	154	74.85	2.15	2	4.6225	77
78.5	2	157	74.85	3.65	2	13.3225	78.5
80	2	160	74.85	5.15	2	26.5225	80
82.5	1	82.5	74.85	7.65	2	58.5225	82.5
83.5	2	167	74.85	8.65	2	74.8225	83.5
84.5	1	84.5	74.85	9.65	2	93.1225	84.5
87	2	174	74.85	12.15	2	147.6225	87
87.5	1	87.5	74.85	12.65	2	160.0225	87.5
88.5	2	177	74.85	13.65	2	186.3225	88.5
90.5	1	90.5	74.85	15.65	2	244.9225	90.5
92	1	92	74.85	17.15	2	294.1225	92
95	2	190	74.85	20.15	2	406.0225	95

1	63.5	57
1	64.5	57.5
1	69.5	57.5
1	70	59
1	71	61
1	72	64
1	72.5	65
1	73	65
1	74.5	65.5
2	75	65.5
1	75.5	66
1	76	66.5
1	76.5	66.5
3	77	67
2	77.5	68.5
2	78	70.5
1	78.5	70.5
1	79	71.5
3	79.5	71.5
1	80.5	72.5
1	81.5	72.5
1	82	73
1	82.5	73.5
1	83	73.5
1	83.5	74
3	84	75
1	84.5	75
2	87	75
2	87.5	75.5
1	88	75.5
2	88.5	76
1	89	77
2	91.5	77
2	93	78.5
1	94	78.5
1	97.5	80
		80
		82.5
		83.5
		83.5
		84.5
		87
		87
		87.5
		88.5
		88.5
		90.5
		92

95

95

57	63.5					
57.5	64.5	f				
57.5	69.5	1	57	1	63.5	57
59	70	2	57.5	1	64.5	57.5
61	71	1	59	1	69.5	57.5
64	72	1	61	1	70	59
65	72.5	1	64	1	71	61
65	73	2	65	1	72	64
65.5	74.5	2	65.5	1	72.5	65
65.5	75	1	66	1	73	65
66	75	2	66.5	1	74.5	65.5
66.5	75.5	1	67	2	75	65.5
66.5	76	1	68.5	1	75.5	66
67	76.5	2	70.5	1	76	66.5
68.5	77	2	71.5	1	76.5	66.5
70.5	77	2	72.5	3	77	67
70.5	77	1	73	2	77.5	68.5
71.5	77.5	2	73.5	2	78	70.5
71.5	77.5	1	74	1	78.5	70.5
72.5	78	3	75	1	79	71.5
72.5	78	2	75.5	3	79.5	71.5
73	78.5	1	76	1	80.5	72.5
73.5	79	2	77	1	81.5	72.5
73.5	79.5	2	78.5	1	82	73
74	79.5	2	80	1	82.5	73.5
75	79.5	1	82.5	1	83	73.5
75	80.5	2	83.5	1	83.5	74
75	81.5	1	84.5	3	84	75
75.5	82	2	87	1	84.5	75
75.5	82.5	1	87.5	2	87	75
76	83	2	88.5	2	87.5	75.5
77	83.5	1	90.5	1	88	75.5
77	84	1	92	2	88.5	76
78.5	84	2	95	1	89	77
78.5	84			2	91.5	77
80	84.5			2	93	78.5
80	87			1	94	78.5
82.5	87			1	97.5	80
83.5	87.5					80
83.5	87.5					82.5
84.5	88					83.5
87	88.5					83.5
87	88.5					84.5
87.5	89					87
88.5	91.5					87
88.5	91.5					87.5

90.5	93
92	93
95	94
95	97.5

88.5
88.5
90.5
92
95
95

**DATA NILAI RAPORT MATA PELAJARAN BAHASA INGGRIS
SEMESTER GANJIL KELAS VII A**

NO	NAMA SISWA	NILAI BAHASA INGGRIS	
		PENGETAHUAN	KETRAMPILAN
1	AFIFAH SUCI NAHARA	80	82
2	AHMAD RIVALDI	79	80
3	AHMAD ZAKY	90	88
4	AISYAH RAHMADANI	83	82
5	ANANDA PUTRA RIFKIANDO	86	86
6	ANDINI FEBRI	81	82
7	BEBY MARSHA SHAKIRA	87	84
8	BUNGA CAHYA KHALISA	83	85
9	CINDY SEPTILIANI	80	82
10	DIAJENG LARASSATI	90	88
11	DZIHNUL ABDI WICAKSONO	93	90
12	FACHREZA ANANDA PUTRI	82	82
13	FATHIYA IZMI NAYALA	95	95
14	HENGKY PRATAMA	83	80
15	INDRI MUTIA RACHMA	87	84
16	M. RAFLI ARIANSYAH	82	85
17	MUHAMMAD ADI PRAJA	80	85
18	MUHAMMAD BAGAS ARYA PANGEST	86	85
19	MUHAMAD KEVIN RAMZHI	83	82
20	NADIAH PURWANTO	95	95
21	NAILA ZULFANA	86	85
22	NAJWA AULIA	70	78
23	NOVIATI	88	85
24	NUR AZIZAH	87	82
25	PUTRA PRATAMA	76	80
26	REVI DWINANTI PRIDIA NINGRUM	81	82
27	RIDHO NUGRAHA	80	80
28	RISKA ARIANTI	81	86
29	RISKA DWI WULANDARI	86	85
30	RIZKY YANTI AGUSTINA	92	93
31	SITI DHIA KHALISHA HUMAIRAH	96	95
32	SYABILA AURA RAMADHANI	90	85
33	WULAN ZAHARANI	81	82
34	YOLANDA ATIKAH	88	88
35	ZHAFIRA SARAH REVI	96	95
36	ZULDARMAINI	84	82

SUMBER : LEGER PENILAIAN AKHIR SEMESTER GANJIL SMP NEGERI 5 KOTA JAMBI

TELAH DIPERIKSA, DINYATAKAN SESUAI DENGAN ASLINYA

**DATA NILAI RAPORT MATA PELAJARAN BAHASA INGGRIS
SEMESTER GANJIL KELAS VII B**

NO	NAMA SISWA	NILAI BAHASA INGGRIS	
		PENGETAHUAN	KETRAMPILAN
1	ADAM FIRMANSYAH	82	86
2	ADE KURNIAWAN A	76	82
3	AHDA ANSRI NABILA	82	82
4	ALVITO RAVI DANISWARA	86	86
5	ANDES SETIA	90	90
6	ANGELIKA PASARIBU	74	82
7	ANGGIE	75	82
8	ANISA ULFA LUTHFIA	82	80
9	APHDIYA MAHABAH AGTI	84	82
10	ARWAN AL HAFID	88	88
11	AYESHA URBAZANDA	79	82
12	DESI YULIANA	81	82
13	FARHAN RAMADHAN	78	82
14	FUJI DEWI PRATIWI	79	82
15	GHEA CITRA NINGRAT	81	82
16	JANUARDI DIR PRATAMA PUTRA	73	70
17	KAREN STEVEN MAHARAJA	86	85
18	KEISYA REGITA TRIANI	86	88
19	LARA ANJANI	83	82
20	LAURA PUTRI AZZAHRA	74	82
21	M ASKAR ABIYADHU	74	82
22	M NUR YUSRIL	74	75
23	M SYEHAN	69	75
24	MAESA ZAARA PUTRI	82	86
25	MAHESA FEBRIAN	80	82
26	MAOLIA BEBY ZAFIRA	64	70
27	MUHAMMAD DHANY	72	82
28	NABILAH	83	86
29	NELI VALENT ARITONA	89	88
30	NUR MARTIJAH	79	82
31	PUTRI RAMADHANI	74	82
32	RESTU AJI SALAM	77	82
33	RIPAK AFRIYANATA	64	70
34	SABRINA ANGGRAINI PUTRI	76	84
35	SALMAA NABILAH	74	82
36	SATRIO SURYA DINATA	76	84
37	TIA RAYA SUNDARI	62	70
38	VIONI YAO	85	86
39	ZIDAN ADITYA DAFA	82	85
40	ZOYA NAFISA CAHYANI	80	85

SUMBER : LEGER PENILAIAN AKHIR SEMESTER GANJIL SMP NEGERI 5 KOTA JAMBI

TELAH DIPERIKSA, DINYATAKAN SESUAI DENGAN ASLINYA

**DATA NILAI RAPORT MATA PELAJARAN BAHASA INGGRIS
SEMESTER GANJIL KELAS VII C**

NO	NAMA SISWA	NILAI BAHASA INGGRIS	
		PENGETAHUAN	KETRAMPILAN
1	ADITYA TRI WIDIANTO	84	85
2	ADJRIL RAFI	65	70
3	ADRYAN FATURRAHMAN	78	84
4	AGUNG RIZKI PERMANA	80	82
5	AMANDA REZKY RAHAYU	80	82
6	ANGGA SAPUTRA	68	75
7	APRIZAL PURNOMO SANREY	77	85
8	ARINI AULIA H. WP	81	86
9	AZRIEL REBAHI	77	82
10	BAGAS ADITYA KUSNANDA	73	82
11	BETA TRIYUNI APRIDA	63	70
12	CERRY NOVIYANTI	87	86
13	DIMAS MAHESA PUTRA	79	82
14	DIVA ELIYAN ANANTA	82	84
15	DYESTYSALSAZILLA	83	82
16	FERIANUS MANALU	75	84
17	FITRI AGUSTINA	87	86
18	HENDY	80	84
19	ISRA BUNGA CEBDRAWASI	84	82
20	KHANIA RHAMADANI	76	82
21	M NABIL TAUHID	88	86
22	M RANDI AFRIANAH	82	85
23	M SYAHMI	86	88
24	MEISYA AMELIA MARTURIA M	78	84
25	NURIL IRDI NASHOHA SAGITA	82	84
26	RAHMAT AKBAR	73	82
27	RAHMAT TRI ANADA PUTRA	74	80
28	RD ALFITO	88	90
29	RESTI AMELIA	60	70
30	REVA AMANDA FABIOLA	72	82
31	SELVIA DEBI ANANTA	74	82
32	SENO AJI	71	78
33	SEPMI MAULANA	69	78
34	SHELA SANTIKA SIRAIT	86	88
35	SHERLY YULIA CHANDYA	89	88
36	SISKA AMELIA	84	86
37	SUCI ARYANI	75	85
38	SUCI FEBRYANI	81	84
39	TIWI BIBIOLA	79	86
40	TYUAN ANTONI PRATAMA	76	80

SUMBER : LEGER PENILAIAN AKHIR SEMESTER GANJIL SMP NEGERI 5 KOTA JAMBI

TELAH DIPERIKSA, DINYATAKAN SESUAI DENGAN ASLINYA

**DATA NILAI RAPORT MATA PELAJARAN BAHASA INGGRIS
SEMESTER GANJIL KELAS VII D**

NO	NAMA SISWA	NILAI BAHASA INGGRIS	
		PENGETAHUAN	KETRAMPILAN
1	ADHEKA DWI NADIA	90	84
2	ADI SURYADI	89	82
3	ADITIA MAULANA	76	83
4	AJENG PRATIWI	74	82
5	AJI NUGRAHA RAMADAN	66	74
6	ALVIN	79	83
7	ANDREYANSYAH	71	75
8	BELA NOPRIYANTI	72	80
9	DADANG NURYAMAN	81	83
10	DAFFA NUGROHO SAHPUTRO	77	78
11	DELAILA	77	80
12	DIKI AGUS EKA PUTRA	78	81
13	DIVA MARSHA ANANDA	76	82
14	FERONICA ENJELINA	78	82
15	FIKRI SAPUTRA	64	69
16	GLADIS VETRICIA M	72	83
17	HARRY MUSA LUBIS	76	84
18	INDAH ERIKA UTAMI	72	82
19	JIHAN PUTRI NAZWA	84	81
20	M IRFAN	70	75
21	M ZAHREND JAVIANDRA	86	85
22	MAISSY MONICA	79	82
23	MEILANI ASHARI	76	80
24	NAYA SALSHABILA PRAMADANI	89	85
25	NURLAILA HASANA	74	83
26	OLIVIA INDRIYANI	79	84
27	PUTRA REZA PRATAMA	66	68
28	RAHMAT EKA SAPUTRA	72	75
29	RENDI MAULANA	79	82
30	REZKI SAPUTRA	72	75
31	SEVA RIZKI	83	85
32	SHALSABILA KHAIRUNNISA	73	82
33	SILVY DWI SEFTIANY	68	79
34	SYAKILLA	68	79
35	TANIA PUTRI	77	80
36	WIKRANA WARDANA PUTRA	77	79
37	WILDAN RIZKI SAPUTRA	75	77
38	YANI RAMADHAN	73	83
39	ZIKRY KURNIAWAN	83	82

SUMBER : LEGER PENILAIAN AKHIR SEMESTER GANJIL SMP NEGERI 5 KOTA JAMBI

TELAH DIPERIKSA, DINYATAKAN SESUAI DENGAN ASLINYA

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CHAPTER I INTRODUCTION

1.1. Background of the Study

Language is a means of communication of human beings. Language can be in written, spoken, or signal forms. Santrock (2011; 58) states that language is a form of communication---whether spoken, written, or signed-- that is based on a system of symbols. From those symbols, it is combined to be the words then those words are combined become sentences that usually spoken by human to convey the meaning which is called a language. According to Santrock (2011; 58) language consists of the words used by a community (vocabulary) and the rules for varying and combining them (grammar and syntax). Language helps people communicate easily in their community. In each community, they have their own language. However, when one community would like to communicate with other communities from different language backgrounds, they need to use a language which each of them can speak with.

English is a language widely used in the world. Many people from different countries are able to speak English. English has an important role in many aspects of life. English is used in technology, education, science, career, and also as a primary means in communication. English is one of foreign languages that it is taught in Indonesia. The objective of teaching English in Indonesia schools is as follows: (a) develop communicative skills in oral and written form. The skills are listening, reading, writing and

speaking, (b) build the importance of learning English as one of foreign language to be main learning material, and (c) develop an understanding about interrelation between language and culture and expanded sight, so the students have cross cultural sight and involve in. (Depdiknas, 2003; 14).

English in Indonesia is an important subject. English subject in Indonesia is taught from kindergarten until the university. This subject in kindergarten and elementary level is a local content. Meanwhile in junior and senior high school, English is a compulsory subject and also is examined in national Examination. In college level, English subject is a complementary subject in order to help students' access references in English.

English for elementary school becomes one interesting topic to discuss in Indonesia. Elementary School has the freedom to include English as part of its course or not. English is a kind of local content only and a choice in school so that if the school does not want to teach it does not matter. Based on the researcher's observation about English learning and teaching at elementary school in Jambi city, there have been differences in the implementation of English language learning in elementary schools. Some public schools do not include English language as their learning subject at the school, but most private schools choose to include English as their learning subject at the school.

The differences in the implementation of English teaching and learning in elementary lead to differences students' English learning experience when entering the level of education in junior high school. There are some students

who had been studying English for about 6 years. There are some students who had been studying English for three years. Even there are some students who have not studied English when they go to the junior high school. It means that there are some students begin to study English earlier than others students do.

Because of the differences in the implementation of English teaching and learning in elementary school, making a difference students' English learning experience when entering the level of education in junior high school. There are some students who had been studying English for about 6 years. There are some students who had been studying English for three years. Even there are some students who have not studied English when they go to the junior high school. It means that there are some students begin to study English earlier than others students do. The widespread belief that "*the younger the better*" in second or foreign language learning is partly grounded on observations of many English teachers and experts all over the world.

There are several studies which have demonstrated the positive effect of introducing a second foreign language in primary schools on students' acquisition of the second language at early ages. In general, it is believed that young children learned better than older children did. Bialystok & Hakuta (1999) in Alkhauzay (2015) demonstrates as the explanation of the critical period hypothesis in language acquisition related to age differences that they believed that children learn second languages better than adults do.

As Gawi (2012) states that there is significant difference between students who start learning English at age five or six in private schools as compared with the students who start learning English at age twelve or thirteen in public schools. These differences tend to be in their performance and in their English speaking fluency in Saudi Arabia schools.

When looking to the same program in different studies in many countries, the researcher can see that there are advantages to young learners. Through this research, the researcher would like to know whether the earlier start in learning and length time of study influence to the students' English learning achievement in junior high school or not. Based on the background of the study, the researcher would like to conduct a study entitle:

“THE COMPARISON OF FIRST GRADE JUNIOR HIGH SCHOOL STUDENTS' ENGLISH ACHIEVEMENT BASED ON THEIR ENGLISH LEARNING EXPERIENCE IN ELEMENTARY SCHOOL AT SMP NEGERI 5 KOTA JAMBI”

1.2. Limitation of the research

This research focuses on the concerning of the students' English learning experiences in elementary school as the one of the factors that influences of the students' English learning achievement in junior high school.

1.3. Formulation of the problems

According to the background of the study above, the problem can be identified as follows;

- 1) Is there any significant difference of junior high school students' English achievement between students who have experience of studying English for 4 years or longer and the students' who do not have any experience of studying English in elementary school?

1.4. Purpose of the Study

Based on the problem statement, the researcher has the purpose of the study:

- 1). To find out the differences of junior high school students' English achievement between students who have experience of studying English for 4 years or longer and the students' who do not have any experience of studying English in elementary school?

1.5. Benefits of the Study

This study has some uses as follows:

Theoretical benefits:

- The result of the research use to offer the review of the benefit of English teaching and learning at the elementary school.
- The result of the research use to confirm the previous theory about language acquisition and learning.

Practical benefits:

- The result of the research will be use as an information for the reader about the influences of studying English at the elementary school.

- The result of the research use to compare students' English learning achievement between students who studied English and the students who did not study English at the elementary school.

1.6. Research Variable

Fraenkel et al. (2012) define that a variable is any characteristic or quality that varies among the members of a particular group.

1.6.1. Kinds of variable

Fraenkel et al. (2012; 80) state that a common and useful way to think about variables is to classify them as *independent* or *dependent*.

- Independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable.
- Dependent variable is the variable that the independent variable is presumed to affect.

1.6.2. Variables on the research

Fraenkel et al. (2012; 87) state that independent variables may be either manipulated or selected. A manipulated variable is created by the researcher. A selected variable is one that already exists that the researcher

locates and then chooses to study. In this research, the researcher chooses the selected variables are already exist, those are defined as follow:

Two independent variables:

1. Experienced Students' English achievement
2. Non-Experienced Students' English achievement.

Table 1.1 Research variables

GROUP	INDEPENDENT VARIABLE
I	Experienced students' English achievement
II	Non-experienced students English achievement

Notes:

- Experienced students: students who have experience of studying English in elementary school for four years or longer.
- Non-Experienced students: students who do not have any experience of studying English in elementary school.

2.5. Basic Assumption

In general, it was believed that young children learned better than older children did. Bialystok & Hakuta (1999) in Alkhauzay (2015) demonstrate as the explanation of the critical period hypothesis in language acquisition related to age differences that they believe that children learn second

languages better than adults do. As Gawi (2012) finds that there is significant difference between students who start learning English at age five or six in private schools as compared with those who start learning it at age twelve or thirteen in public schools. Shizuka (2007) also states that experiencing English for three years or longer was more effective for developing listening skills than doing so for less than three years.

Based on some explanations above the researcher believes that the students who have experience of studying English in elementary school for four years or longer would have better achievement in junior high school level than students who do not have any experience of studying English in elementary school.

2.6. The Research Hypothesis

Fraenkel et al. (2012; 83) explain the term *hypothesis*, as used in research, refers to a prediction of results usually made before a study commences. Based on the basic assumption above, the hypothesis is formulated as follow:

Ho = There is no significant differences of the students' English learning achievement at the SMP Negeri 5 Kota Jambi Grade VII between students who have experience of studying English for four years or longer (Experienced students) and the students who do not have any experience of studying English in the elementary school (Non-experienced students).

H_a = There is significant differences of the students' English learning achievement at the SMP Negeri 5 Kota Jambi Grade VII between students who have experience of studying English for four years or longer (Experienced students) and the students who do not have any experience of studying English in the elementary school (Non-experienced students).

In this study, the alternative hypothesis is used. It is needed to test in order to prove the notion about the comparison.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theories of Language Learning

Fauziati (2013; 30) summarizes that there are four major theories of language acquisition and language learning which many psycholinguists and applied linguistics are familiar with, namely: Behaviourism, Cognitivism, Humanism, and Constructivism.

Behaviourism has significant influence on foreign language teaching. It provides the learning theory, which underpins the existence of Audiolingual Method of the 1950s and 1960s. This method has laid down a set of guiding teaching Watson (1913), deriving from Pavlov's finding has named this theory Behaviourism and adopted classical conditioning theory to explain all types of learning. He rejects the mentalist notion of innateness and instinct. Instead, he believes that by the process of conditioning we can build a set of stimulus-response connections, and more complex behaviour are learned by building up series of responses. B.F. Skinner (1938) in Fauziati (2013) followed Watson's tradition and added a unique dimension to Behaviourism; he created a new concept called Operant conditioning. According to skinner, Pavlov's classical conditioning (Respondent Conditioning) is a typical form of learning utilized mainly by animals and slightly applicable to account for human learning. Skinner's Operant Conditioning tries to account for most of human learning and behaviour. Operant behaviour is behaviour in which one operates on the environment.

Within this model the importance of stimuli is de-emphasized. More emphasis, however, is on the consequence of stimuli. So, reinforcement is the key element. Therefore, the teaching methodology based on skinner's view rely the classroom procedures on the controlled practice of verbal operant under carefully designed schedules of reinforcement. Operant conditioning, then, is a mechanistic approach to learning. External forces select stimuli and reinforce responses until desired behaviour is conditioned to occur. In sum, we can say that learning is basically viewed as a process of conditioning behaviour. From this tenet comes the definition of learning as "a change in behaviour". In accordance with Skinner's theory, Brook (1964: 46) defines learning as "a change in performance that occurs under the conditions of practice". principles such as learning a language is habit formation.

Fauziati (2013: 30) states that cognitive psychology underpins the rise of a foreign language teaching methodology called Cognitive Approach or Cognitive Code Learning. It emphasizes on studying a foreign language as a system of rules and knowledge, rather than learning it as a set of skills. The role of the teacher is to recognize the importance of the students' mental assets and mental activity in learning. Chomsky (1966) in Fauziati (2013) states much of language use is not imitated behaviour but is created a new from underlying knowledge of abstract rules. Sentences are not learned by imitation and repetition but 'generated' from the learner's underlying 'Competence'.

Cognitivism believes that people are rational beings that require active participation in order to learn, and whose actions are a consequence of thinking. Changes in behaviour are observed, but only as an indication of what is occurring in the learner's head. Cognitivism focuses on the inner mental activities (the processes of knowing) such as thinking, memory, knowing, and problem-solving. Knowledge can be seen as schema and learning is a change in a learner's schemata. The mind just like a computer: information comes in, is being processed, and leads to certain outcomes. Sternberg (1996) states that learning is considered as an active, constructive, cumulative, and self-directed process that is dependent on the mental activities of the learner.

Cognitive psychology, together with Chomsky's transformational grammar, gave rise to its own method of language learning called Cognitive Approach or Cognitive Code Learning. The role of the teachers is to recognize the importance of the students' mental assets and mental activity in learning. Their task is also to organize the material being presented in such a manner that what is to be learned will be meaningful to the learners. The classroom procedures emphasize understanding rather than habit formation (cf. Audiolingual Method). All learning is to be meaningful. In so doing, the teacher can (1) build on what the students already know; (2) help the students relate new material to themselves, their life experiences, and their previous knowledge; (3) avoids rote learning (except perhaps in the case of vocabulary); (4) use graphic and schematic procedures to clarify

relationships; (5) utilize both written and spoken language in order to appeal to as many senses as possible; (6) attempt to select the most appropriate teaching-Learning situation for the students' involvement.; and use inductive, deductive, or discovery learning procedures as the situation warrants.

Humanistic principles have important implications for education. According to this approach, the focus of education is learning and not teaching. The goal of education is the facilitation of learning. Learning how to learn is more important than being taught by the superior (teacher) who unilaterally decides what will be taught. What needed, then, is real facilitator of learning. Brown (1980) in Fauziati (2013) states that a teacher as a facilitator should have the following characteristics: (1) He must be genuine and real, putting away the impression of superiority; (2) He must have trust or acceptance from his students as valuable individuals; and (3) He needs to communicate openly and emphatically with his students and vice versa. Fauziati (2013: 30) explains that humanism focuses on a conducive context for learning, a non-threatening environment where learners can freely learn what they need to. In non-threatening environment learners can learn freely and willingly.

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. In other words, it refers to the idea that learners construct knowledge for themselves. This is in consonant with Holzer

(1994: 2) who states that the basic idea of constructivism is that knowledge must be constructed by the learner. It cannot be supplied by the teacher. Each learner individually and/or socially constructs meaning as he or she learns. The construction of meaning is learning; there is no other kind. The dramatic consequences of this view are twofold, namely: (1) we have to focus on the learner in thinking about learning (not on the subject/lesson to be taught); and (2) There is no knowledge independent of the meaning attributed to experience (constructed) by the learner, or community of learners.

Based on Piaget's definitions of knowledge, Bringuier in Holzer (1994: 2) provides clue of how learning can be nurtured or developed. He states that learning is an interaction between subject and object. It is a perpetual construction made by exchanges between thought and its object. Thus, the construction of knowledge is a dynamic process that requires the active engagement of the learners who will be responsible for ones' learning, while, the teacher only creates an effective learning environment.

Cunningham (1991) in Fauziati (2013) states that current conception of constructivism tends to be more holistic than traditional information-processing theories. It has extended the traditional focus on individual learning to address collaborative and social dimensions of learning. Constructivism views learning centres on the active learner. This emphasis on the individual during instruction has drawn attention to the prior beliefs, knowledge, and skills that individuals bring with them. Constructivist's

greatest contribution to education may be through the shift in emphasis from knowledge as a product to knowing as a process.

Karjalainen et al. (2006) explain in their book about theories of learning briefly, they revealed that there are three kinds of theory in learning most researched and most widely applied theory groups from the point of view of time needed for learning:

1. Behaviouristic theory

According to behaviouristic theory, learning takes place by the learner reacting to stimuli and by strengthening the correct reaction in the learner. The teacher's task is to expose the student to clear and carefully planned stimuli. A teacher shows, explains and emphasises things and can also put the students in performance situations, where they react in different ways and the teacher then rewards the right reactions (e.g. the right answers). Learning results are improved with repeats and by allowing more time for practice. The best result could be achieved if the students would continue practising for weeks and even months after they had already learned something. The message of the behaviouristic teaching model from the viewpoint of study time calculation is that students need time for repetition and continuous practising: the more time it is possible to use, the better learning results will be achieved.

2. Experiential learning

Experiential learning theories see learning as a process stemming from human problem solving activities. According to this line of thought, learning happens when the learner

- 1) counters (experiences) a problem,
- 2) thinks about (reflects on) this experience, considers what knowledge and know-how he or she is missing in order to manage the situation, improves his or her knowledge and
- 3) makes assumptions as conclusions and
- 4) tries to solve the problem on the basis of the assumptions. The problem-solving trial gives the student a new experience and the cycle of studying and learning will continue. The teacher's task is to organise the assignments to facilitate the learning process and to arrange situations that will help to clarify the experience. The teacher is also responsible for guiding the learning process in its different stages.

In other words, experiential learning is learning in action where the progress is measured in terms of the student's insight. The process is a slow one and requires a great deal of thinking. The teacher's task is to by offering guidance save the student's time in situations where the student would otherwise get stuck. If the student does not receive any support, the learning through experience method will be very slow.

3. Constructive theories

Constructive theories explain learning as the construction of a personal cognitive model. What has been learned before (prior knowledge) operates as a basis for the learning of the new. Even great efforts and generous study time allocation cannot compensate inadequate prior knowledge, which will cause the student to not do that well in learning. For this reason, the teacher has the important task of assessing the students' previous knowledge and linking the new subject matter to it. The teacher is more of a facilitator of learning and uses multiple tools, assignments, concept maps, disputations, lectures etc. when needed.

From the explanation above the researcher see that the concept of the significance of time consumption in learning can be seen in all of the above discussed learning theories. Time is a quality factor in learning, needed both before and after the actual contact teaching situation. Learning theories also reiterate the fact that the objective of teaching is to promote and motivate the learner towards deep learning rather than towards a superficial approach.

2.1.1 The Understanding of Learning

Each scientist has their own theory about what is learning. Schunk, (2012: 2) defines the learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviours. It means that learning is not only getting knowledge, but also modifying the knowledge itself and elaborates it into skills, attitudes and so on. Learning is an enduring change in behaviour, or in the capacity to behave in a given fashion, which results

from practice or other forms of experience (Schunk, 2012; 3). Students need to bring out what they have learned into the real world to use and apply in their daily lives. So learning is the process that involves not only the practice but also other forms of experiences. It is described by Schunk as follows;

Three criteria of learning;

a. Learning involves change—in behavior or in the capacity for behavior.

People learn when they become capable of doing something differently.

b. Learning endures over time.

c. Learning occurs through experience (Schunk, 2012: 4).

Clark (1987) in Richard (2001; 117) states that the education “as a mean of providing children with learning experiences from they can learn by their own efforts. Learning is envisaged as a continuum which can be broken up into several broad developmental stages..... Growth through experience is the key concept.” Roberts (1998) in Richard (2001; 117) states that all learning is seen to involve re-learning and reorganization of one’s previous understanding and representation of knowledge. Both of these perspectives emphasize that learning involves active construction of the previous knowledge and experience through the stages continuum development process. The learner growth in the learning process. The learner’s effort will influence the result in learning.

According to Phye (1997; 3) learning is viewed as a relatively permanent reorganization of cognitive structures, such as in the integration

of existing schema, or the development of new schema. Learning occurs as a result of an individual's experience and the active construction of knowledge and processing of information. Accordingly, the kind of cognitive reorganization called *learning* would not simply be the result of maturation or development. Experiences that result in learning can be either internally initiated (e.g., reflection, thinking) or externally driven (e.g., the result of instruction, interaction with other students).

It means that learning is not a simple process. Learning has to make the changing in the person. Learning must make the learner being able to do what they have learned. Learning needs time to make the successful learning can be achieved. The researcher deduces that the learning has to be able to make the learners have their new experiences, knowledge and construct their knowledge integrated with their experiences. Then these new parts of learning also have to be modified by the learner. The modifying means that the learners are able to apply their knowledge in any condition because they really understand it.

2.1.2 The Understanding of Achievement

To know how far the students have learned in their learning where they were exposed, the teacher can see it through their achievement test. Gregory (2011) in Santrock (2011; 521) states that an achievement test is intended to measure what the student has learned or what skills the student has mastered. From this statement, the researcher concludes that achievement test is the way to measure the students' progress in their

learning and assess the students' current status. With achievement test, the teachers get the evidence of the students' progress result from their class that they have taught.

According to Russel and Airasian (2002; 58) achievement refers to school-based learning, while ability and aptitude refer to broader learning acquired mostly through non school sources. In the reality we can see that most of the school follow the curriculum which is described by the government focuses.

Ur (2009; 44) states that an achievement test measures how much the material taught in a given course, or part of one, has in fact been learned. It is same with Oosterhof (2003; 228) who states that achievement tests measure students' present status with a set of skills. Achievement test are used to evaluate the effectiveness of instructional programs and to identify students with learning disabilities. That means achievement test is the measurement tool that teachers give to their students in order to see the effectiveness of the learning process is going in their students. Also with this test, the teachers can see what difficulties that the learners have in their learning process. Phye (1997; 4) also helps the researcher to know deeper what achievement is in his book as follows; One definition of achievement can be found in the Dictionary of Education (which is currently undergoing its first revision in over two decades). In this reference, achievement is defined as "(1) accomplishment or proficiency of performance in a given skill or body of knowledge; (2) progress in school."

Based on some definition above, researcher concludes that academic achievement is defined as "knowledge gained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both". That mean achievement is the proficiency that students have in their learning process. This achievement is also as indicator that what students get in their learning. The achievement commonly is designed in the scores by test scores or teachers' marks. With these theories, the researcher concludes that achievement is the accumulative result of learning process.

From the explanation above, the researcher has the understanding for this variable that English learning achievement is a result of students learning progress in class. This achievement appears as the score that can be as description of their successful in learning. If the students get 95 in their test, it can be concluded that they are really successful in the learning. This assuming also can be used in opposite words. English learning achievement in this study can be described as the result of English learning process that students get from the teachers in form of score. The score is getting through test that teachers' made or a kind of standardized test.

In this study, the researcher uses the achievement scores to help the researcher to describe how are the students' ability in English. The achievement scores also come from the calculation of some tests that teachers have made for their students. The researcher uses the students'

grade point average of English learning achievement to measure the students' attainment in English learning.

2.2. Experience and Education

Roth & Jornet (2014) state that experience is one of the most-used terms in (science) education, and it is recognized as being related to learning (education). Dewey (2004; 346) explains that education is shown to be a process of renewal of the meanings of experience through a process of transmission, partly incidental to the ordinary companionship or intercourse of adults and youth, partly deliberately instituted to effect social continuity. This process was seen to involve control and growth of both the immature individual and the group in which he lives. The school is the example of the educational process. The teachers accompany the students and transmit knowledge attain the goals of education.

The school is one of the formal education. Education process in the school usually involve the teaching and learning process. Learning involves active construction of the previous knowledge and experience through the stages continuum development process. The learner growth in the learning process. As Roberts (1998) in Richard (2001; 117) states that all learning is seen to involve re-learning and reorganization of one's previous understanding and representation of knowledge. So, it means that previous knowledge and experience will influence to the result of teaching and learning process in education.

Based on some explanations above, the researcher concludes that there is a continuity of experience in the education process. Education process in the school usually involve the teaching and learning process. Learning involves active construction of the previous knowledge and experience through the stages continuum development process.

In this research, the researcher would like to know more whether the students with the differences English learning experience in will have different achievement when they are put together in the same place and the same learning process or not.

2.3. Students' English Achievement based on English Learning Experience

Roberts (1998) in Richard (2001; 117) states that all learning is seen to involve re-learning and reorganization of one's previous understanding and representation of knowledge. This perspective emphasizes that learning involves active construction of the previous knowledge and experience through the stages continuum development process. It means that we have to consider students' experience as one of the factors that influence to the students' achievement.

Shizuka (2007) explores the relationship between English learning experiences in EFLES and English proficiency and attitude toward learning English in high school with 630 students studying in one a standard studies course or an English studies course at a Super English Language High school (SELHi). In his research, Shizuka concludes that (a) Experienced students tended to be more motivated toward learning English in high

school; (b) studying English for three or more years before junior high school was more effective for developing the students' overall proficiency than programs lasting for less than three years; (c) the Experienced students' advantage over the Non-experienced students resided in their higher abilities in listening and reading skills; no advantage existed regarding vocabulary or grammar knowledge; (d) experiencing English for three years or longer was more effective for developing listening skills than doing so for less than three years.

Ho (2004) explores the effects of pre-junior high English learning experience on students' English achievement in junior high school. In his research, he reveals that learning English early was positively related to students' English achievement and learning interests. Yin (2006) finds out that there is positive or negative relationship between student's English learning experience and their English writing competence and writing anxiety.

The researcher comes with the notion that students' English learning experience in elementary school would influence to the students' English achievement in junior high school and learning English language at early ages always benefits students, but the researcher also found that there are studies that argue against that as showed in literature review. Since in Indonesia has not tried this research in this area, we cannot know if it goes work or not unless we actually test it in that area.

2.4. Previous study

Shizuka (2007) conducts the research entitled “Effects of Learning English in Elementary School Days on the Proficiency of, and the Attitude towards, the Language in High School Years (III).” Shizuka explores the relationship between English learning experiences in EFLES and English proficiency and attitude toward learning English in high school with 630 students studying in one a standard studies course or an English studies course at a Super English Language High school (SELHi). Shizuka concludes that (a) Experienced students tended to be more motivated toward learning English in high school; (b) studying English for three or more years before junior high school was more effective for developing the students’ overall proficiency than programs lasting for less than three years; (c) the Experienced students’ advantage over the Non-experienced students resided in their higher abilities in listening and reading skills; no advantage existed regarding vocabulary or grammar knowledge; (d) experiencing English for three years or longer was more effective for developing listening skills than doing so for less than three years.

The similarities of his research with this research is in using the English learning experience in elementary school and the effect in the high school level as the variable of the research. The differences between his research with this research are:

- a. The sample of his research 630 students meanwhile in this research researcher uses 24 students as the sample.

b. Shizuka explains the students' ability of the students on the listening and reading tests, the vocabulary test grammar test, or the total score as the separated component were measured, meanwhile in this research researcher uses the English learning achievement as a component which measured in this case involve reading test, the vocabulary test, grammar test in the summative test.

Gawi (2012) conducts the research to investigate the effect of age on learning English in Saudi Arabia. The results show that start learning English at an earlier age is an important factor in enhancing the skills of English language learners. He indicates that there are significant differences between students who start learning English at age five or six in private schools as compared with those who start learning it at age twelve or thirteen in public schools. These differences tend to be in their performance and in their English speaking fluency in Saudi Arabia schools.

The similarities of his research with this research is to find out the differences performance of the students who begin learning language at an earlier age. The differences between his research with this research is in his research, Gawi compares the students' English performance between elementary school students and intermediate school students who have studied English for four years, meanwhile in this research, researcher compares the students English learning achievement between the students in the junior high school in the same grade but have different experience in studying English at the elementary school.

Shigeo Uematsu (2012) conducts an investigation of the effect of English as a Foreign Language at Elementary Schools (EFLES) in Japan on students' later English language learning in junior high school. In this research Shigeo Uematsu concludes that: first, English as a Foreign Language at Elementary Schools can exert a powerful effect on fostering the foundation of communication skills in English when an English class focusing on communication is continued in junior high school. Second, the 2009 cohort which started the EFLES program earliest, from grade 4, was the most successful in developing their overall English proficiency measured by JACE test scores for vocabulary and grammar, reading, and listening when compared with 2008 and 2007 students, but they did not reach a statistically significant level.

The similarities of his research with this research is in using an investigation of the effect of English as a Foreign Language at Elementary Schools (EFLES) on students' later English language learning in junior high school. The differences between his research with this research are: the participants were a total of 2,000 public junior high school students in grades 7, 8, and 9 (about 220-260 students in each grade for a three-year research period), meanwhile in this research, the participants are 24 students in grade 7, and the research is conducted in one research period.

CHAPTER III RESEARCH METHODOLOGY

3.1 Method of the Research

The method of this research is causal-comparative analysis. Salkind (2010: 124) explains that a causal comparative design is a research design that seeks to find relationships between independent and dependent variables after an action or event has already occurred. The researcher's goal is to determine whether the independent variable affected the outcome, or dependent variable, by comparing two or more groups of individuals. Fraenkel et al. (2012; 366) state that in causal-comparative research, investigators attempt to determine the cause or consequences of differences that already exist between or among groups of individuals. It can be used to test hypotheses concerning about whether there is difference or not between variable tested. This is aimed to know whether the students who studied English for more than 4 years and who did not study English at elementary school have difference achievement in junior high school level on their English achievement.

This research is quantitative non-experimental. Belli (2008;60) states that quantitative non-experimental is the research which involves variables that are not manipulated by the researcher and instead are studied as they exist. McMillan & Schummacher (2006; 24) state that quantitative non-experimental research describes things that have occurred and examine relationship between things without any direct manipulation of condition.

The first step in doing this research is giving interview to the students

of the first year students to get the data about their experience of studying English at elementary school, and then got their report score from their teacher as the secondary data and the students are tested by the researcher to get the score as the primary data. Both of data will be sum up to get student's average score, and will be analyze statistically to compare the students' English learning achievement.

3.2 Setting of the Research

The research is conducted at SMP Negeri 5 Kota Jambi at Jl. M. Yamin, Payo Lebar, Kec. Jelutung Kota Jambi. This place is chosen because the researcher lives near of the school and already knows some teachers who teach in this school that make it easy to get the data. The researcher conducted this research on February 26th – March 1st 2018 in the 2017/2018 academic year.

3.3. The Population and the Sample

1. Population

The population target in this research is ten classes of the first year students of SMP N 5 Kota Jambi which consist of 395 students; VII A, VII B, VII C, VII D, VII D, VII E, VII F, VII G, VII H, VII I, VII J.

2. Sample

The sample is used in this research is purposive sample by classified only students have experience of studying English at elementary school for 4 years or longer and students who do not have experience of studying English at elementary school and those became the sample. Fraenkel et al. (2012);

100) state that in the purposive sampling the researchers use their judgement to select a sample that they believe, based on prior information, will provide the data they need. In this research, the researcher chooses the samples; there are 50 students who have experience of studying English at elementary school for 4 years or longer and 50 students who do not have experience of studying English at elementary school.

Table 3.1
Sample of the research

GROUP	SAMPLE	CRITERIA	NUMBERS OF STUDENTS
I (X ₁)	Experienced students	Students who have experience of studying English at elementary school for 4 years or longer	50 students
II (X ₂)	Non-experienced students	Students who do not have experience of studying English at elementary school	50 students

3.4. Technique of Data Collection

In collecting the data from the respondents, the researcher uses three instruments. First, the researcher uses interview sheet is administered to the grade VII students of SMP Negeri 5 Kota Jambi. This interview is aimed to know whether the students studied English at the elementary school or not. Second, the researcher uses the documentation to know the students' English

learning achievement, the researcher uses their English scores in the report as the documentation. The data is collected from the English teacher. The detail score can be seen in the appendix. Third, the researcher conduct test to get the score as the primary data of the data research.

Firstly, the interview sheet is spread to the grade VII students of SMP Negeri 5 Kota Jambi. Secondly, after the interview sheet already answered by the students, the researcher choses fifty students who studied English at elementary school and fifty students who did not study English at elementary school as the sample to be tested. Thirdly, the result of the test is collected and the data from teacher are summed up then divided by two to get grade point average of the students' English learning achievement. The results of data are analyzed by t-test to find out whether there is any difference of the data or not.

3.4.1. The Documentation

To know the students' English learning achievement, the researcher uses their rapport scores as the secondary data. The data is collected from the English teacher. The detail score can be seen in the appendix.

Table 3.2
Specification of documentation

Document	Source	Data
Students' rapport score	Teacher	Secondary data

3.4.2. Test

The researcher gives test that taken from the summative test to know the students' learning achievement. The researcher uses the summative test as the source of test instrument because the summative test is a standardized test which usually used to measure the students' understanding of material that learned by the students.

Table 3.3
Specification of test

Aspect Subject	Vocabulary (%)	Reading com- prehension. (%)	Grammar (%)	Total (100%)
Junior high schools' English test grade 7	25	50	25	100

Test instrument is adapted from summative test for 7th grade junior high school. The detail of test instrument can be seen at the appendix.

3.5. The Technique of Analysis Data

First of all, the students are given interview to determine students' experiences of studying English at elementary school, and then calculate the English learning achievement score of both students' experience of studying English in elementary school with statistic count. The two groups; Experienced students and Non-experienced students and each score of English learning achievements are clearly distributed as the single data distribution into two tables.

Fraenkel et al. (2012; 234) state that the t-test for independent means is used to compare the mean scores of two different, or independent, groups. In this research, researcher would like to compare two independent means, therefore researcher uses the formula:

1. Calculate Mean of both variables' score:

$$\text{Mean of variable } X_1 \quad \bar{X}_1 = \frac{\sum X_1}{n_1}$$

$$\text{Mean of variable } X_2 \quad \bar{X}_2 = \frac{\sum X_2}{n_2}$$

Notes:

$\sum X_1$ = The total scores of experienced students

$\sum X_2$ = The total scores of non-experienced students

n_1 = The numbers of experienced students

n_2 = The numbers of non-experienced students

\bar{X}_1 = Mean of experienced students

\bar{X}_2 = Mean of experienced students

2. Calculate Standard Deviation of both variables:

$$\text{Standard deviation of variable } X_1 \quad SD_1 = \sqrt{\frac{f(X_1 - \bar{X}_1)^2}{n_1 - 1}}$$

$$\text{Standard deviation of variable } X_2 \quad SD_2 = \sqrt{\frac{f(X_2 - \bar{X}_2)^2}{n_2 - 1}}$$

Usman & Akbar (2008; 145) state that independent sample t-test can be done when the data normally distributed and homogeneous. The researcher uses the following steps to qualify the requirements, they are:

Normality Test

In this study, the researcher will use a Kolmogorov-smirnov test to measure the normality of the samples. Moreover in this study the researcher will use SPSS 16 to find out the normality of the data. A low significance value less than 0.05 indicate that the distribution of the data differs significantly from a normal distribution. If the significance value exceeded the value of 0.05, so the data could be categorized as normal.

Table 3.4. Criteria for Testing Normal Distribution

Qualifications	
$P < 0.05$	The data distribution is not normal
$P > 0.05$	The data distribution is normal

Homogeneity test

To test the Homogeneity of variance among the group, the lavene's test of Equality of error was conducted. Based on the Lavene statistics test, the variance of the groups is considered as homogeneous if the significance level more than 0.05. If the significance value less than 0.05 it means that the groups will be not homogeneous.

Table 3.5. Criteria for Homogeneity Data

Qualifications	
$P < 0.05$	The data distribution is not homogeneous

P>0.05	The data distribution is homogeneous
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Analysis Hypothesis

Sugiyono (2015; 214) states that to test the comparative hypothesis of two independent samples if the data in nominal form is used statistical techniques: a. Fisher Exact probability; b. Chi square statistical technique.

At this stage the use of the independent sample t-test analysis, the researcher uses SPSS 16, intended to draw conclusions with statistical hypothesis testing. To evaluate the research hypothesis, the researcher uses SPSS 16 to make the analysis easier to find out the t -value (the test statistic). The result will explain how the results either support or refuse the hypothesis or answer the research question.

3.6. Statistical Hypotheses

Significant critical value: 0.05 and 0.025. To prove the hypothesis, the data obtained from both groups is calculated by using the t-test formula with the assumption as follows:

Ho is accepted if $-t \text{ table} < t_o < t \text{ table}$

Ho is rejected if $-t_o < -t \text{ table}$ or $t_o > t \text{ table}$

Based on probability:

Ho is accepted if P value $> 0,05$

Ho is rejected if P value < 0.05

The hypotheses of the research describe how the research must be answered.

Ho = There is no significantly difference between students who have experience of studying English in elementary school for 4 years or longer and students who do not have experience of studying English in elementary on their English learning achievement score.

Ha = There is significantly difference between students who have experience of studying English in elementary school for 4 years or longer and students who do not have experience of studying English in elementary on their English learning achievement score.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

The following two tables are the students who have been categorized into the students who have experience of studying English in Elementary school more than 4 years and the students who do not have experience of studying English in elementary school. They are samples which had been chosen by purposive sampling and the following are their English achievement taken from their rapport and tested by the researcher. Both of the scores are sum up then divided by two to get the score average.

The 100 students are the first grade junior high school students who have experience of studying English at elementary school for 4 years or longer and the students who do not have experience of studying English at elementary school. From the total number of students of the first grade SMP Negeri 5 Kota Jambi, only 160 students who participated to fill the interview sheet of students' experience of studying English at elementary school. The other 60 students belong to the other categorize; they studied English for 2 or 3 years.

The researcher collected the first grade students' English achievement as the data of this research that will be categorized: students who have experience of studying English for four years or longer are grouped as 'experienced students' (X_1) and students who do not have any experience of studying English at elementary school are grouped as 'non-experienced students' (X_2). Both of groups

are independent variable research that already exist are chosen by the researcher.

In this research, the researcher finds the data about the participants. Fathiya Izmi Nayala is the student with the highest score of English achievement in this research. Her test score in the test that the researcher conducted in the research is 100, and her score in her rapport is 95. The mean of her score is 97,5. According the data which the researcher collected, the researcher knows that Fathiya has experience of studying English in elementary school for 6 years. In this case, the researcher finds that the experience of studying English at elementary school influences to the achievement in the first grade junior high school. Fathiya is able to reach the highest score, it means that she can understand English lesson better than other students.

Silvia Dwi Septiany is the student who got the lowest score in this research. Her test score in the test that the researcher conducted in the research is 46, and her rapport score is 68. The mean of her score is 57. Based on the data which the researcher collected, the researcher knows that Silvi does not have any experience of studying English at elementary school. In this case, the researcher find that the experience of studying English at elementary school influences to the achievement in the first grade junior high school. Silvi is not able to understand well in English lesson, because she does not have any experience of studying English at elementary school.

The median of the experienced students' score is 79.5. There are two students who got 79.5 as the median score of the experienced students, they are Arini Aulia and M Randi Afriansah. Arini's test score is 77 and her rapport score

is 82. Randi's test score is 77 and his rapport score is 82. Their average score is 79.5. Based on the data collected, Arini Aulia has experience of studying English at elementary school for six years. Meanwhile Randi Afriansah has experience of studying English at elementary school for four years.

The median of non-experienced students' score is 74.5, this is 4.0 lower than the median of experienced students. The students who got the middle score of non-experienced students are Aprizal Purnomo and Ahmad Rivaldi. In the test conducted by the researcher, Aprizal Purnomo got score 71 in the test and 77 in the rapport score. The mean of his score is 74.0. Ahmad Rivaldi's test score is 71 and his rapport score is 79, so his score average is 75.0. Based on the data collected by the reseaher, both of them do not have any experience of studying English at elementary school.

The complete data of the research be presented in the following tables:

The 100 students are the first grade junior high school students who have experience of studying English at elementary school for 4 years or longer and the students who do not have experience of studying English at elementary school. From the total number of students of the first grade SMP Negeri 5 Kota Jambi, only 160 students who participated to fill the interview sheet of students'

experience of studying English at elementary school. The other 60 students belong to the other categorize; they studied English for 2 or 3 years.

From the table above, the researcher has got the first grade students' English achievement as the data of this research that will be categorize: students who have experience of studying English for 4 years or longer are grouped as 'experienced students' (X_1) and students who did not study English at elementary school are grouped as 'non-experienced students' (X_2), the data will be presented in this table below:

TABLE 4.3
THE FIRST GRADE STUDENTS' ENGLISH ACHIEVEMENT OF
SMP N 5 KOTA JAMBI

NO	EXPERIENCED STUDENTS (X_1)		NON EXPERIENCED STUDENTS (X_2)	
	F	SCORE	F	SCORE
1	1	63.5	1	57.0
2	1	64.5	2	57.5
3	1	69.5	1	59.0

4	1	70.0	1	61.0
5	1	71.0	1	64.0
6	1	72.0	2	65.0
7	1	72.5	2	65.5
8	1	73.0	1	66.0
9	1	74.5	2	66.5
10	2	75.0	1	67.0
11	1	75.5	1	68.5
12	1	76.0	2	70.5
13	1	76.5	2	71.5
14	3	77.0	2	72.5
15	2	77.5	1	73.0
16	2	78.0	2	73.5
17	1	78.5	1	74.0
18	1	79.0	3	75.0
19	3	79.5	2	75.5
20	1	80.5	1	76.0
21	1	81.5	2	77.0
22	1	82.0	2	78.5
23	1	82.5	2	80.0
24	1	83.0	1	82.5
25	1	83.5	2	83.5
26	3	84.0	1	84.5
27	1	84.5	2	87.0
28	2	87.0	1	87.5
29	2	87.5	2	88.5
30	1	88.0	1	90.5
31	2	88.5	1	92.0
32	1	89.0	2	95.0
33	2	91.5		
34	2	93.0		
35	1	94.0		
36	1	97.5		

4.2 Discussion

To begin the data analysis, first step is finding the average of the experienced students and non-experienced students.

The way to find the average of the experienced students and non-

experienced students' score is by the following calculation. The average in statistics is known by mean (M). The pattern of Mean is

$$\bar{x} = \frac{\sum fX}{n}$$

Description

\bar{x} : Mean

$\sum fX$: the total of students' score

n : a number of students

This pattern is to find Mean from single data of which scores are more than one frequency; whether they are for some data or whole of them. The following is the calculation for x_1 or the experienced students.

$$\bar{x}_1 = \frac{\sum fX_1}{n_1}$$

$$\bar{x}_1 = \frac{4039}{50}$$

$$\bar{x}_1 = 80.79$$

After having the first Mean, and the next step is forward to the second Mean.

It is for the non-experienced students. The calculation is as follows:

$$\bar{x}_2 = \frac{\sum fX_2}{n_2}$$

$$\bar{x}_2 = \frac{3742.5}{50}$$

$$\bar{x}_2 = 74.85$$

Next step is finding the Standard Deviation of the experienced students and the non-experienced students.

Standard Deviation of experienced students is as follows:

$$SDx_1 = \sqrt{\frac{\Sigma(x_1 - \bar{x})^2}{n_1 - 1}} = \sqrt{\frac{2829.55}{49}} = \sqrt{57.75} = \mathbf{7.60}$$

Standard Deviation of non-experienced students is as follows:

$$SDx_2 = \sqrt{\frac{\Sigma(x_2 - \bar{x})^2}{n_2 - 1}} = \sqrt{\frac{4820.63}{49}} = \sqrt{98.38} = \mathbf{9.92}$$

The calculation and the results of the mean and standard deviation is explained on the following tables

TABLE 4.4
Mean and Standard Deviation of two variable

EXPERIENCED STUDENTS GROUP (x_1)						NON-EXPERIENCED STUDENTS GROUP (x_2)					
X_1	F	$f.X_1$	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$	$f(X_1 - \bar{X})^2$	X_2	F	$f.X_2$	$X_2 - \bar{X}$	$(X_2 - \bar{X})^2$	$f(X_2 - \bar{X})^2$
63.5	1	63.5	-17.19	295.4961	295.4961	57.0	1	57	-17.85	318.6225	318.6225
64.5	1	64.5	-16.19	262.1161	262.1161	57.5	2	115	-17.35	301.0225	602.045
69.5	1	69.5	-11.19	125.2161	125.2161	59.0	1	59	-15.85	251.2225	251.2225
70.0	1	70.0	-10.69	114.2761	114.2761	61.0	1	61	-13.85	191.8225	191.8225
71.0	1	71.0	-9.69	93.8961	93.8961	64.0	1	64	-10.85	117.7225	117.7225
72.0	1	72.0	-8.69	75.5161	75.5161	65.0	2	130	-9.85	97.0225	194.045
72.5	1	72.5	-8.19	67.0761	67.0761	65.5	2	131	-9.35	87.4225	174.845
73.0	1	73.0	-7.69	59.1361	59.1361	66.0	1	66	-8.85	78.3225	78.3225
74.5	1	74.5	-6.19	38.3161	38.3161	66.5	2	133	-8.35	69.7225	139.445
75.0	2	150	-5.69	32.3761	64.7522	67.0	1	67	-7.85	61.6225	61.6225
75.5	1	75.5	-5.19	26.9361	26.9361	68.5	1	68.5	-6.35	40.3225	40.3225
76.0	1	76.0	-4.69	21.9961	21.9961	70.5	2	141	-4.35	18.9225	37.845
76.5	1	76.5	-4.19	17.5561	17.5561	71.5	2	143	-3.35	11.2225	22.445
77.0	3	231	-3.69	13.6161	40.8483	72.5	2	145	-2.35	5.5225	11.045
77.5	2	155	-3.19	10.1761	20.3522	73.0	1	73	-1.85	3.4225	3.4225
78.0	2	156	-2.69	7.2361	14.4722	73.5	2	147	-1.35	1.8225	3.645
78.5	1	78.5	-2.19	4.7961	4.7961	74.0	1	74	-0.85	0.7225	0.7225
79.0	1	79.0	-1.69	2.8561	2.8561	75.0	3	225	0.15	0.0225	0.0675
79.5	3	238.5	-1.19	1.4161	4.2483	75.5	2	151	0.65	0.4225	0.845
80.5	1	80.5	-0.19	0.0361	0.0361	76.0	1	76	1.15	1.3225	1.3225

81.5	1	81.5	0.81	0.6561	0.6561	77.0	2	154	2.15	4.6225	9.245
82.0	1	82.0	1.31	1.7161	1.7161	78.5	2	157	3.65	13.3225	26.645
82.5	1	82.5	1.81	3.2761	3.2761	80.0	2	160	5.15	26.5225	53.045
83.0	1	83.0	2.31	5.3361	5.3361	82.5	1	82.5	7.65	58.5225	58.5225
83.5	1	83.5	2.81	7.8961	7.8961	83.5	2	167	8.65	74.8225	149.645
84.0	3	252	3.31	10.9561	32.8683	84.5	1	84.5	9.65	93.1225	93.1225
84.5	1	84.5	3.81	14.5161	14.5161	87.0	2	174	12.15	147.6225	295.245
87.0	2	174	6.31	39.8161	79.6322	87.5	1	87.5	12.65	160.0225	160.0225
87.5	2	175	6.81	46.3761	92.7522	88.5	2	177	13.65	186.3225	372.645
88.0	1	88.0	7.31	53.4361	53.4361	90.5	1	90.5	15.65	244.9225	244.9225
88.5	2	177	7.81	60.9961	121.9922	92.0	1	92	17.15	294.1225	294.1225
89.0	1	89.0	8.31	69.0561	69.0561	95.0	2	190	20.15	406.0225	812.045
91.5	2	183	10.81	116.8561	233.7122						
93.0	2	186	12.31	151.5361	303.0722						
94.0	1	94.0	13.31	177.1561	177.1561						
97.5	1	97.5	16.81	282.5761	282.5761						
TOTAL	50	4039.5	-24.34	2312.2	2829.545		50	3742.5	-10.2	3368.22	4820.625

$\bar{x}_1 = \frac{\sum fX_1}{n_1}$ $\bar{x}_1 = \frac{4039}{50}$ $\bar{x}_1 = 80.79$	$SDx_1 = \sqrt{\frac{\sum(x_1 - \bar{x})^2}{n_1 - 1}}$ $\sqrt{\frac{2829.55}{49}}$ $\sqrt{57.75} = 7.60$	$\bar{x}_2 = \frac{\sum fX_2}{n_2}$ $\bar{x}_1 = \frac{3742.5}{50}$ $\bar{x}_1 = 74.85$	$SDx_2 = \sqrt{\frac{\sum(x_2 - \bar{x})^2}{n_2 - 1}} = \sqrt{\frac{4820.63}{49}}$ $= \sqrt{98.38} = 9.92$
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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Concerning the result of data analysis and discussion in the previous chapter it can be concluded that:

1. The mean value between experienced students and non-experienced students in terms of their English learning achievement are 80.79 and 74.85. Experienced students have higher scores than non-experienced students, which means there is difference in the score of experienced and non-experienced students. According to these results, experienced students have better achievement than non-experienced students on their English learning in junior high school.
2. The mean difference is 5.94 (80.79-74.85), and the difference ranges from 2.43 to 9.45 (see lower and upper).
3. The value of $t_0 > t_{table}$ (3.362 > 2.276) and P value (0.001 < 0.05) then H_0 is rejected, it means that there is a significance difference between the average value of experienced students score with the average value of non-experienced students.

This research shows that there is significantly different between experienced students and non-experienced student in their achievement in English learning. The data interpreted that experienced students and non-experienced students have significance difference in their English learning achievement score. The t-test calculation showed that there is significantly difference between experienced students and non-experienced students in their

English learning achievement score because the difference of their average is very significant.

Based on the result above it can be concluded that students' experience of studying English at elementary school have influence on students' English achievement on junior high school level.

5.2 Suggestion

Based on the conclusion of this research, it can be recommended some suggestions go to:

1. Students

The result of this research is expected to help students to improve their effort in learning English and realize that studying English is important in the future development.

2. Institutions

This research can contribute to all educational institutions to consider the advantages of English as Foreign Language at Elementary School (EFLES) for the best development students in the junior high school level and the future stages of education.

3. Further Researchers

The result of this study is expected to be used as consideration or preview for the next researchers in doing the same field of the study with the different object of the research and different grade of the sample.

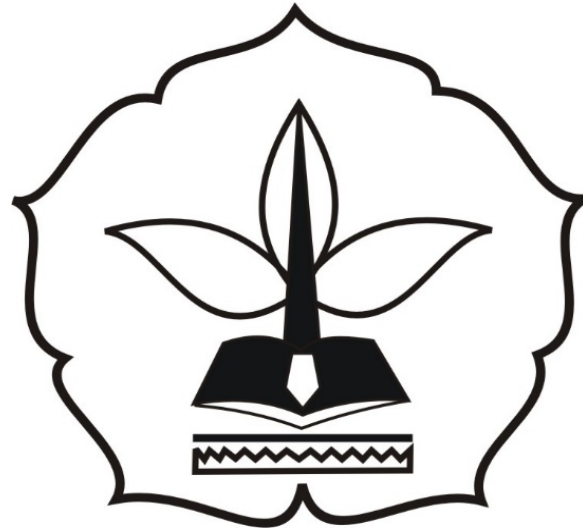
The researcher expects this research will be continued by the next researchers in the specific students' skill such as speaking, listening, reading, or writing

skill.

Appendix 8 : Field research documentation

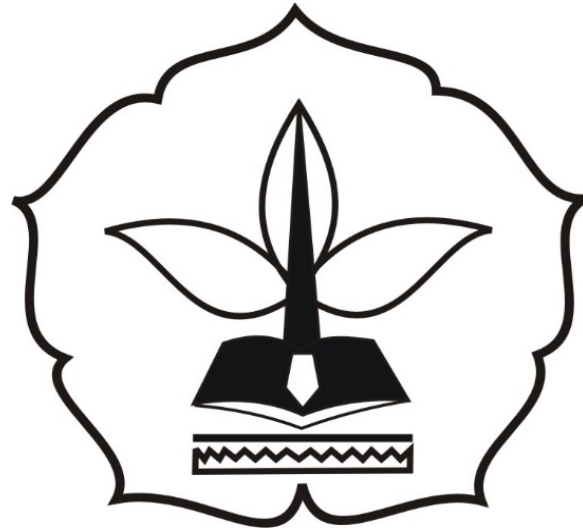






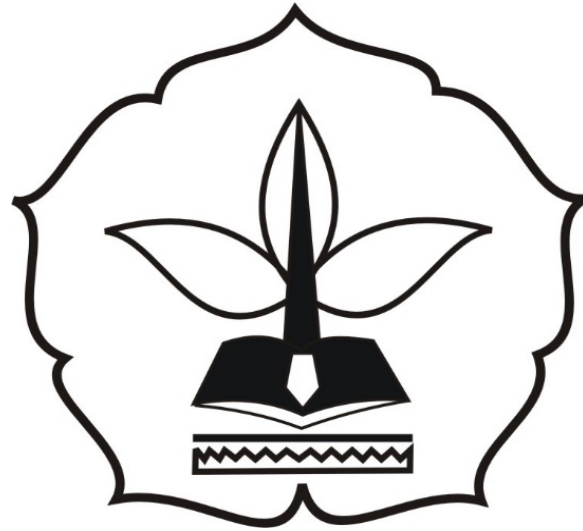
Appendix 1

Interview sheet

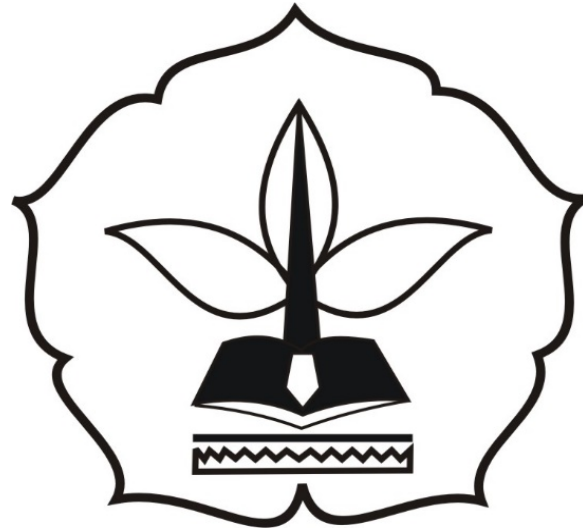


Appendix 2

Instrument test



Appendix 3
The Students' Test
Result



Appendix 4

Rapport score



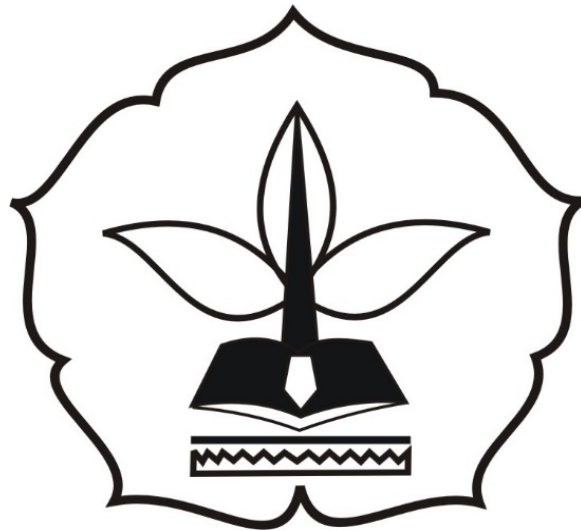
Appendix 5

Surat Izin Penelitian



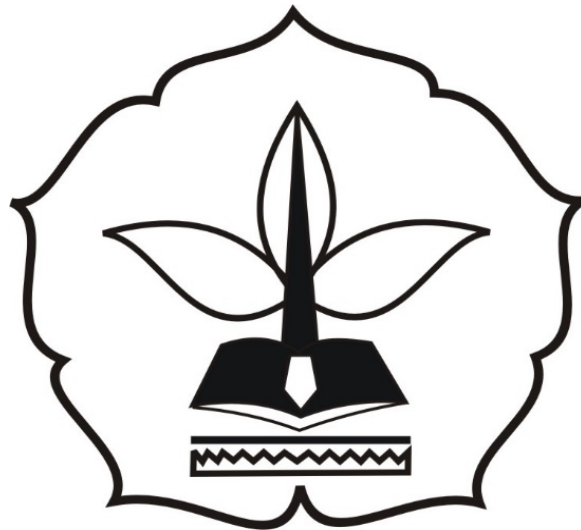
Appendix 6

Surat Tanda Selesai Penelitian



Appendix 7

SK dan Kartu Bimbingan skripsi



Appendix 8

Field Research Documentation

DEDICATION

This work is dedicated to:

- My beloved husband, Hasbi, who always give me support, advices, motivation, attention, and pray for me, my utmost gratitude for their affection and endless love.
- My children, Arsafiqri Ummati Aybi, Shafa Hafizah Aybi, Azzahra Zidni Aybi who have given me spirit during my confused and have given an amazing inspiration.
- My Advisors, Dra. Hj. Wennyta, M.Pd. and Nurul Fitri, S.S, M.Hum. who have guided and helped me to finish my thesis.
- My beloved parents who ever expected the best education for me.
- My brother, Anjar, who always help me and my Family when we are in the difficult time.
- All of my friends at English Education Program especially: Tia, Kia, Lily, Khairani, Ade, Rawalsa.

TABLE 4.2
NON-EXPERIENCED STUDENTS' SCORE

NO	NAME	TEST SCORE	RAPPORT SCORE	AVERAGE	CLASS
1	AHMAD RIVALDI	71	79	87	7A
2	AISYAH RAMADHANI	91	83	88.5	7A
3	ANANDA PUTRA RIFKIANDA	91	86	78.5	7A
4	CINDY SEPTILIANI	77	80	92	7A
5	DIAJENG LARASATI	94	90	87	7A
6	INDRI MUTIA RACHMADINI	87	87	88.5	7A
7	M. KEVIN RAMZHI	94	83	80	7A
8	MUHAMMAD ADI PRAJA	80	80	65	7A
9	NAZWA AULIA	60	70	83.5	7A
10	NUR AZIZAH	80	87	77	7A
11	RIDHO NUGRAHA	74	80	95	7A
12	SITI DHIA KHALISHAH HUMAIRAH	94	96	95	7A
13	ZHAFIRAH SARAH REVI	94	96	66.5	7A
14	ADE KURNIAWAN	57	76	82.5	7B
15	AYESHA URBAZANDA	86	79	73.5	7B
16	DESI YULIANA	66	81	78.5	7B
17	KAREN STEVEN MAHARAJA	71	86	73	7B
18	MAHESA FEBRIAN	66	80	68.5	7B
19	M. NUR YUSRIL	63	74	57.5	7B
20	M. DHANY	43	72	80	7B
21	NABILAH	77	83	75.5	7B
22	RESTU AJI SALAM	74	77	73.5	7B
23	ADRYAN FATURRAHMAN	69	78	77	7C
24	AGUNG RIZKI PERMANA	74	80	67	7C
25	AMANDA REZKY RAHAYU	54	80	61	7C
26	ANGGA SAPUTRA	54	68	74	7C
27	APRIZAL PURNOMO SANREV	71	77	75	7C
28	DIMAS M.P	71	79	65.5	7C
29	ISRA BUNGA C.	47	84	76	7C
30	MEISYA AMELIA	74	78	72.5	7C
31	RAHMAT TRI ANANDA PUTRA	71	74	66	7C
32	REVA AMANDA FABIOLA	60	72	65.5	7C
33	SELVIA DEBI ANANTA	57	74	70.5	7C
34	SUCI ARYANI	66	75	90.5	7C
35	ADHEKA DWI NADIA	91	90	64	7D
36	ANDREYANSYAH	57	71	59	7D
37	BELA NOPRIYANTI	46	72	75.5	7D
38	DAFFA N.S	74	77	71.5	7D
39	DELAILA	66	77	83.5	7D
40	DIKI AGUS EKO PUTRA	89	78	57.5	7D
41	INDAH ERIKA UTAMI	43	72	72.5	7D
42	MAISSY MONICA	66	79	66.5	7D
43	MEILANI ASHARI	57	76	87.5	7D
44	NAYLA SALSABHILA	86	89	70.5	7D
45	RAHMAT EKA PUTRA	69	72	84.5	7D
46	SEVA RIZKI AFRILIAN	86	83	65	7D
47	SHASABILA KHAIRUNNISA	57	73	57	7D
48	SILVI DWY SEPTIANY	46	68	75	7D
49	SYAKILLA	75	75	71.5	7D
50	TANIA PUTRI	66	77	3742.5	7D

TABLE 4.1
EXPERIENCED STUDENTS' SCORE

NO	NAME	TEST SCORE	RAPPOR SCORE	AVERAGE	CLASS
1	DZINUL ABDI WICAKSONO	90	93	91.5	7A
2	ANISA ULFA LUTHFIA	67	82	74.5	7B
3	SABRINA ANGGRAINI PUTRI	74	76	75	7B
4	ANGELICA PASARIBU	80	74	77	7B
5	SALMA NABILAH	80	74	77	7B
6	FARHAN RAMADHAN	76	78	77	7B
7	KEISYA REGITA TRIANI	91	86	88.5	7B
8	APDHIYA MAHABAH AGTI	90	84	87	7B
9	RIPAK AFRIANATA	86	64	75	7B
10	ADAM FIRMANSYAH	84	82	83	7B
11	M. SYEHAN	60	69	64.5	7B
12	VIONI YAO	80	85	82.5	7B
13	GHEA CITRA NINGRAT	73	85	79	7B
14	MOULIA BEBY ZAFIRA	63	64	63.5	7B
15	AHDA ANSRI NABILA	87	82	84.5	7B
16	NUR MARTIJAH	74	79	76.5	7B
17	LAURA PUTRI AZ-ZAHRA	66	74	70	7B
18	MAESA ZAHRA PUTRI	80	83	81.5	7B
19	FUJI DEWI PRATIWI	76	79	77.5	7B
20	ZIDAN ADHITYA DAFA	86	82	84	7B
21	ANDES SETIA	86	90	88	7B
22	ARWAN AL HAFIID DK	87	88	87.5	7B
23	DIVA MARSHA ANANDA	66	76	71	7D
24	OLIVIA INDRIYANI	60	79	69.5	7D
25	FERONICA ENJELINA	77	78	77.5	7D
26	GLADYS VETRICIA NOVRIANA	74	72	73	7D
27	AJENG PRATIWI	71	74	72.5	7D
28	SISKA AMELIA	91	84	87.5	7C
29	RENDI MAULANA	77	79	78	7D
30	DIVA ELIYAN ANANTA	74	82	78	7C
31	JIHAN PUTRI NAZWA	83	84	83.5	7D
32	SUCI FEBRIYANI	87	81	84	7C
33	SHERLY YULIA CHANDYA	89	89	89	7C
34	BAGAS	71	73	72	7C
35	M. RANDI AFRIANSAH	77	82	79.5	7C
36	M. NABIL TAUHID	100	88	94	7C
37	NURIL IRDI NASHOHA SAGITA	70	82	76	7C
38	ADITYA TRI WIDIANTO	80	84	82	7C
40	NADIAH PURWANTO	91	95	93	7A
41	FATHIYA IZMI NAYALA	100	95	97.5	7A
42	AHMAD ZAKY	84	90	87	7A
43	FACHREZA ANANDA PUTRI	79	82	80.5	7A
44	NAILA ZULFANA	91	86	88.5	7A
45	WULAN ZAHARANI	87	81	84	7A
46	RIZKA ARIANTI	70	81	75.5	7A
47	RIZKY YANTI AGUSTINA	94	92	93	7A
48	AFIFA SUCI NAHARA	77	82	79.5	7A

49	ZOYA NAFISA CAHYANI	77	80	78.5	7B
50	SHELA SANTIKA SIRAIT	97	86	91.5	7C

TABLE 4.2
EXPERIENCED STUDENTS' SCORE

NO	NAME	TEST SCORE	RAPPOR SCORE	AVERAGE	CLASS
1	AFIFA SUCI NAHARA	77	82	87	7A
2	AHMAD ZAKY	84	90	91.5	7A
3	DZINUL ABDI WICAKSONO	90	93	97.5	7A
4	FATHIYA IZMI NAYALA	100	95	80.5	7A
5	FACHREZA ANANDA PUTRI	79	82	93	7A
6	NADIAH PURWANTO	91	95	88.5	7A
7	NAILA ZULFANA	91	86	84	7A
8	WULAN ZAHARANI	87	81	75.5	7A
9	RIZKA ARIANTI	70	81	93	7A
10	RIZKY YANTI AGUSTINA	94	92	83	7A
11	ADAM FIRMANSYAH	84	82	84.5	7B
12	AHDA ANSRI NABILA	87	82	74.5	7B
13	ANISA ULFA LUTHFIA	67	82	88	7B
14	ANDES SETIA	86	90	87.5	7B
15	ARWAN AL HAFIID DK	87	88	77	7B
16	ANGELICA PASARIBU	80	74	87	7B
17	APDHIYA MAHABAH AGTI	90	84	77	7B
18	FARHAN RAMADHAN	76	78	77.5	7B
19	FUJI DEWI PRATIWI	76	79	79	7B
20	GHEA CITRA NINGRAT	73	85	88.5	7B
21	KEISYA REGITA TRIANI	91	86	70	7B
22	LAURA PUTRI AZ-ZAHRA	66	74	81.5	7B
23	MAESA ZAHRA PUTRI	80	83	63.5	7B
24	MOULIA BEBY ZAFIRA	63	64	64.5	7B
25	M. SYEHAN	60	69	76.5	7B
26	NUR MARTIJAH	74	79	75	7B
27	RIPAK AFRIANATA	86	64	75	7B
28	SABRINA ANGGRAINI PUTRI	74	76	77	7B
29	SALMA NABILAH	80	74	82.5	7B
30	VIONI YAO	80	85	84	7B
31	ZIDAN ADHITYA DAFA	86	82	78.5	7B
32	ZOYA NAFISA CAHYANI	77	80	82	7B
33	ADITYA TRI WIDIANTO	80	84	79.5	7C
34	ARINI AULIA	77	82	72	7C
35	BAGAS	71	73	78	7C
36	DIVA ELIYAN ANANTA	74	82	79.5	7C
37	M. RANDI AFRIANSAH	77	82	94	7C
38	M. NABIL TAUHID	100	88	76	7C
39	NURIL IRDI NASHOHA SAGITA	70	82	89	7C
40	SHERLY YULIA CHANDYA	89	89	87.5	7C
41	SISKA AMELIA	91	84	91.5	7C
42	SHELA SANTIKA SIRAIT	97	86	84	7C
43	SUCI FEBRIYANI	87	81	72.5	7C
44	AJENG PRATIWI	71	74	71	7D
45	DIVA MARSHA ANANDA	66	76	77.5	7D
46	FERONICA ENJELINA	77	78	73	7D
47	GLADYS VETRICIA NOVRIANA	74	72	83.5	7D
48	JIHAN PUTRI NAZWA	83	84	69.5	7D
49	OLIVIA INDRİYANI	60	79	78	7D
50	RENDI MAULANA	77	79	3873	7D

The next table conclude the result of the calculation above.

Table 4.5
Statistic Descriptive of the Research

Statistic	Experienced Students	Non-experienced Students
The Highest Score	97.5	95.0
The Lowest Score	63.5	57.0
Mean	80.79	74.85
Standard Deviation	7.60	9.92

The tables above describe that the Mean of the experienced students' score is 80.79, while the Mean of the non-experienced students' score is 74.85 and the Standard Deviation of the experienced students is 7.60, while the Standard Deviation of the non-experienced students is 9.92. Looking on the Table 4.5, there are differences both the result of the Mean and Standard Deviation. The experienced students are fine superior of 6.14 on Mean of non-experienced students. While Standard Deviation of non-experienced students 2.32 point higher than experienced students.

After analyzing the data and counting the formula, it has been found the result of the Means and the Standard Deviation of students' English achievement from both group, and finally give interpretation of ' t_0 '.

a. Statistical Test (t-test)

To analyze the data that has been collected from the research Quantitative, the researcher uses statistical analysis with the following steps:

b. Normality Test

In this study, the researcher uses a Kolmogorov-smirnov test to measure the normality of the samples. Moreover in this study the researcher uses SPSS 16 to find out the normality of the data. A low significance value less than 0.05 indicate that the distribution of the data differs significantly from a normal distribution. If the significance value exceeded the value of 0.05, so the data could be categorized as normal.

Based on the result of calculation using SPSS version 16.0 for windows, the result of the normality test could be seen in the following table:

Table 4.7
The Result of Normality Test using Kolmogrov-Smirnof
and Shapiro-wilk

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experienced students	.087	50	.200*	.988	50	.885
Non-experienced students	.074	50	.200*	.975	50	.363

Lilliefors Significance Correction

Seen from the table 4.7 above, the variables had normal distribution since sig.value of all variables were higher than 0.05 ($p > 0.05$). It means that the scores of the experienced students' score and non-experienced student score were normally distributed.

c. Homogeneity test

To test the Homogeneity of variance among the group, the lavene's test of Equality of error was conducted. Based on the Lavene statistics test, the variance of the groups is considered as homogeneous if the significance level more than 0.05. If the significance value less than 0.05 it means that the groups will not be homogeneous.

Table 4.8
The Result Of Homogeneity Test Using Lavene Test
Test of Homogeneity of Variances

English achievement

Levene Statistic	df1	df2	Sig.
2.664	1	98	.106

To test the Homogeneity of variance among the group, the lavene's test of Equality of error was conducted. Based on the Lavene statistics test, the variance of the groups is considered as homogeneous if the significance level more than 0.05. If the significance value less than 0.05 it means that the groups will be not homogeneous.

It was over the significant point in which was 0.05. It can be concluded that the variances of the both samples were homogenous.

d. T-test and t-table

The first purpose of the study is to investigate whether there is a significant difference of the first grade students' English achievement SMP N 5 Kota Jambi between students' who have experience of studying English at

elementary school for 4 years or longer and students who do not have experience of studying English at elementary school or not. In order to test the hypothesis, independent t-test analysis is used. The researcher uses SPSS 16 for Windows, and the result will be presented on the table below:

Table 4.9 Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' english achievement	Equal variances assumed	2.664	.106	3.362	98	.001	5.94000	1.76701	2.43343	9.44657
	Equal variances not assumed			3.362	91.779	.001	5.94000	1.76701	2.43046	9.44954

Based on the counting of the tables above, it can be explained that:

- a) The means of English achievement of the experienced students is 80.79, with the highest score is 97.5 and the lowest is 63.5. Meanwhile the means of English achievement of the non-experienced students is 74.85, with the highest score is 95.0 and the lowest is 57.0.
- b) The standard deviation of the experienced students is 7.60 and the deviation standard of the non-experienced students is 9.92.
- c) The result of t-test is 3.36.

d) T-table for the degree of significance of 5% is 1.98, and the degree of significance of 0.25% is 2.28.

The test uses a two-tailed test with a significance level of $\alpha = 5\%$. The level of significance in this case means we take the wrong risk in making a decision to reject the correct hypothesis as much as 5% significance or 0.05. From the table above got the value of t-test (equal variance assumed) is 3.36.

The distribution *t-table* at $\alpha = 5\%: 2 = 2.5\%$ (two tailed test) with degrees of freedom (df) $n-2$ or $100-2 = 98$. With a two tailed test (significance = 0.025) the results are obtained for *t-table* is 2.28.

To prove the hypothesis, the data obtained from both groups is calculated by using the t-test formula with the assumption as follows:

Ho is accepted if $-t_{table} < t_o < t_{table}$

Ho is rejected if $-t_o < -t_{table}$ or $t_o > t_{table}$

Based on probability:

Ho is accepted if P value $> 0,05$

Ho is rejected if P value < 0.05

Value $t_o > t_{table}$ ($3.362 > 2.276$) and P value ($0.001 < 0.05$) then Ho is rejected and Ha is accepted, it means that there is significance difference of the first grade students' English achievement between students who studied English at elementary school and students who did not study English at elementary school.

Based on the statistical calculation, it can be clarified that there is significant difference between the experienced students and the non-experienced students in English achievement. The result of the t-test was 3.36, and it is higher

than t-table both in the degree of significance of 5% and 2.5% ($3.362 > 2.276$). So the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be interpreted that there is significance difference between the experienced students and the non-experienced students on their English learning achievement.

The experienced students are assumed to have good achievement and have better score. In this research, their score is 80.79 in average. The non-experienced students are estimated to be people who have less achievement in English learning than experienced students. However, the average of their English learning achievement is 74.85. Based on t-test calculation, it shows that there is significance difference between experienced students and non-experienced students in English learning achievement because of their different average score is very significant.

In relation to this conclusion and looking at the previous researches in chapter II that English as a Foreign Language at Elementary Schools can exert a powerful effect on fostering the foundation of communication skills in English when an English class focusing on communication is continued in junior high school, studying English for three or more years before junior high school was more effective for developing the students' overall proficiency than programs lasting for less than three years, and now it have already been proved. The students with experience of studying English at elementary school have better achievement on their English learning in junior high school.

ABSTRACT

Rahayu, Tri. 2018. *The Comparison of First Grade Students' English Achievement Based on Their English Learning Experience in Elementary School at SMP Negeri 5 Kota Jambi*. A Thesis. English Study Program of Teacher Training and Education Faculty. Batanghari University of Jambi. First Advisor : Dra. Hj. Wennyta, M.Pd. and The Second advisor: Nurul Fitri, S.S, M.Hum.

Keywords: English Achievement, English Learning Experience

This research is aimed to find out whether there is difference English achievement between students who have experience of studying English at elementary school for more than 4 years and students who do not have experience of studying English at elementary school. This research is quantitative research and comparative analysis technique. The subject of the research is the first grade students of SMP Negeri 5 Kota Jambi academic year 2017/2018. The sample of this research are fifty experienced students and fifty non-experienced students. The researcher gave the students interview sheet to classify the experienced student and non-experienced student. After classifying students' categorize, the researcher took the students' rapport score in first semester and gave test in order to design compare both students' groups with their English achievement. In analyzing the data, first step is finding average of experienced students and non-experienced students' score and standard deviation to do normality and homogeneity test. After doing homogeneity test, t-test is used to prove the significant data. The result of analysis data between variable X_1 and X_2 using SPSS 16 for Windows showed that the value of t_o (t-observation) was 3.36. In the t-table, score degree of significance of 5% is 1.98 and score degree of significance of 2.50% is 2.28. It can be concluded that t_o is higher than t-table ($3.36 > 2.28$). It means that experienced students and non-experienced students have significant difference in English achievement.

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Jambi, March 9th 2017

The researcher

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Appendix 8 : Field research documentation





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