THE DIFFERENCES OF ENGLISH ACHIEVEMENT BASEDON STUDENTS SEAT POSITION OF THE SECOND YEAR OF SMAN I NGUNUT TULUNGAGUNG

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ABSTRACT

English has a function as self development means to acquire the knowledge, so that the students are growing up to be smart citizens, having skill in English. Getting good English achievement is very important for them in order to graduate from school and the most important thing is to face globalization era. Many ways are done in order to reach that goal effectively and efficiently. Various Strategies of teaching are done by the teacher, for example, the teachers manage the students’ seat position in learning a certain subject.

In classroom seats are organized in rows. Because of that condition, the students who sit in front and center usually get high achievement and the students who sit at the back row usually get low achievement so that seat position must be made as effective as possible.

Based on this fact, the writer tried to answer the following questions: Is there any significant difference of English achievement based on students’ seat position between the students who sit in the action zone (in the front) and those who sit at the back row of the second year of SMAN I Ngunut Tulungagung.

The research design of this study was a Comparative by using Quantitative research analysis. The target population of this study was the students who sit in the action zone (in the front) and those who sit at the back row of the second year of SMAN I Ngunut Tulungagung in the 2008-2009 academic year. The researcher took the sample among the population randomly using lottery. From the lottery class II IPS 1 and II IPS 2 were selected as the sample.

The data of this research was taken from students’ English achievement record reports who sit in the action zone (in the front) and those who sit at the back row. To test the hypothesis the t-test formula was used. In analyzing the respondents, five methods were used: (1) finding means of each variable, (2) finding standard deviation, (3) finding standard error, (4) standard error of the difference, and (5) finding the t-value.

The result of the calculation of t-value in this research was 4.11 while the value of a significant level of 5% was 2.04 and of 1% was 2.75 in the table. t-value in this research was higher than t-value in the table. So null hypothesis (h0) is rejected, and alternative hypothesis (ha) is accepted. It means that there is a significant difference of English achievement based on students’ seat position between the students who sit in the action zone (in the front) and those who sit at the back row.