



**A COMPARISON STUDY
OF THE ENGLISH NATIONAL EXAMINATION
ACHIEVEMENT BETWEEN RSBI CLASS AND REGULAR
CLASS OF SMP NEGERI 1 UNGARAN
IN THE ACADEMIC YEAR OF 2009/ 2010**

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Submitted in partial fulfillment of the requirements
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in English

by
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DEDICATION

... 'Cause we're racing for tomorrow,

Not finish with today...

(the cranberries)



To my great parents, Roviq and Sunami;

my beloved sibling, Rembulan Adiluhur Fitriandari;

my love, Mohamad Guntur Prayoga;

and all of my friends.

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ABSTRACT

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There are a lot of factors influence the success of English teaching and learning process. Egocentric factors, transactional factors and motivational factors are the intrinsic factors. Learning interference, cultural interference and environmental factors are the extrinsic factors. The method of teaching is also one important factor to determine the success of the teaching and learning process. The writer tried to compare the English National Examination Achievement between RSBI class and regular class which have different influencing factors and teaching method. The purposes of this final project is to find out whether the difference of the English National Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/ 2010 is significant or not.

In this research, the population was the ninth grade students of SMP Negeri 1 Ungaran. The members of the population were 225. The subjects of the research were IX-A and IX-G. They were taken by random sampling. Each consisted of 24 and 44 students. This research used true experiment - quasi quantitative in the form of comparative study. As a true experiment, the data used were the English National Examination achievement.

To find out whether there was a significant difference in English National Examination achievement between the RSBI class and the regular class, the writer used the t-test formula with the 5% level of significance. The result showed t_{value} for two means was 0.459 and the critical value at $\alpha=5\%$ was 1.668. Since the t_{value} was lower than the critical value, it can be concluded that the difference between RSBI class and regular class was not statistically significant. Therefore, the null hypothesis saying “there is no significant difference in the English National Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/ 2010” is accepted since the result of analysis showed that the difference was not statistically significant.

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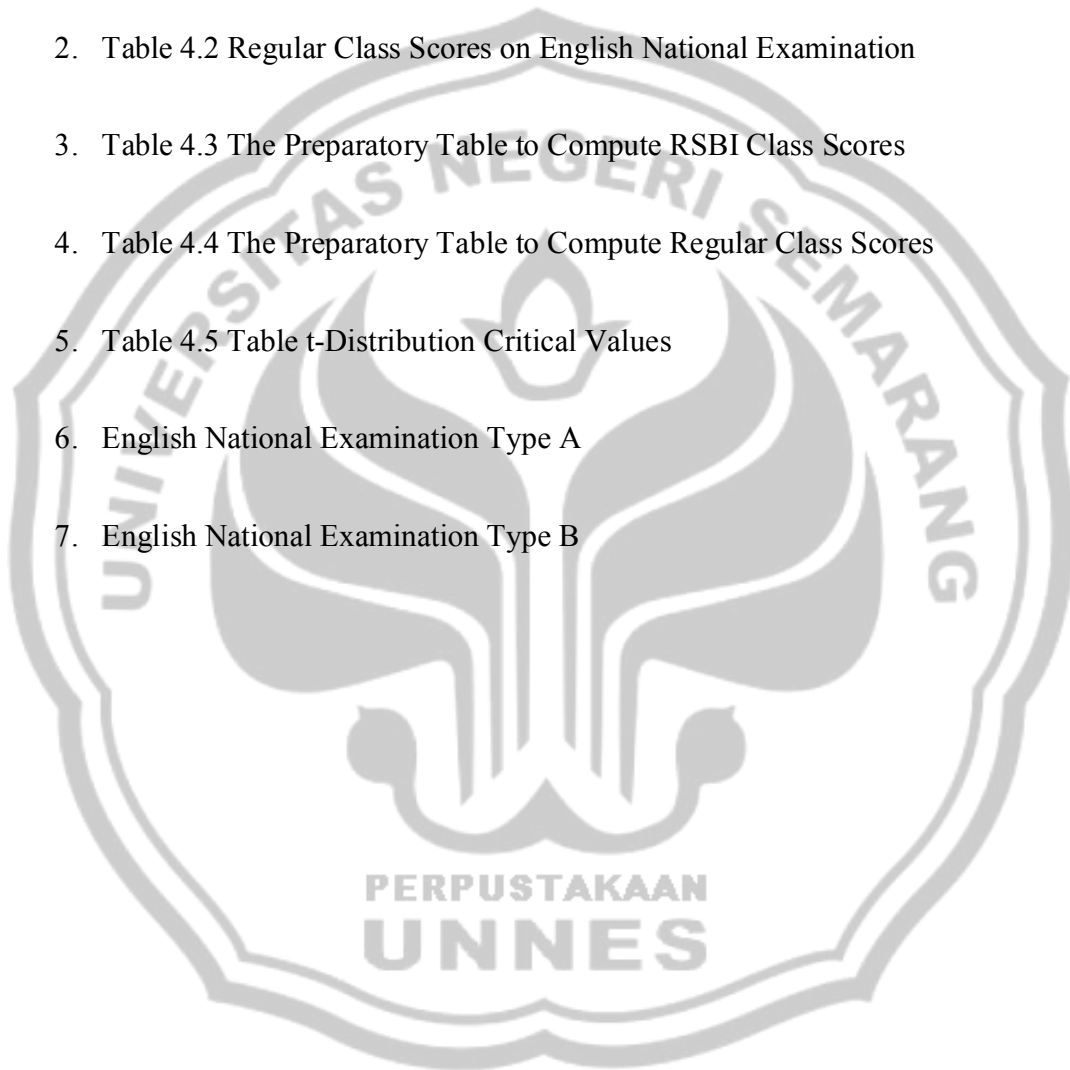
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CHAPTER I

INTRODUCTION

This chapter consists of general background of the study, reasons for choosing the topic, statement of the problems, hypothesis, significance of the study, objectives of the study, and outline of the study.

1.1 Background of the Study

English as an international language is widely used all around the world. Many countries use English as a mean of communication. It makes possible for people who have no common language to communicate each other. Richard (1985:3) says as follows:

We must consider the function of English as a common language, or lingua franca, that is, a language that permits people who have no common language to communicate. Because English is widely taught or used as a second or foreign language, Japanese and German businessmen who meet, for example, use English as their business language. When Swedish tourists visit Bali, their hotel language is English.

English is used in the world of politics, business, trade, and diplomatic circle. Furthermore, most works of education, science, commerce, economy, and technology are written in English. It goes without saying that English has had a very important role in information and knowledge dissemination. Indonesia as one of the developing countries also considered that it must keep abreast of the world's science and

technological advancement. Therefore, Indonesian government has decided to use a curriculum in which English is included from the first grade of junior high schools to the third grade of senior high schools, and even in some semesters of college level. Nowadays, the teaching of English has been tried out to the students of some elementary schools.

By mastering English, the students are supposed to be able to gain valuable information and knowledge from the texts and books about science, commerce, economy, technology, etc. which are written in English. The most recent development in Indonesian Education is RSBI or Piloting of International School Level. According to Dinas Pendidikan dan Kebudayaan (2007:2), Piloting of International School Level is a kind of school which fulfills the SNP (the National Standard of Education) in every aspect including the competence standard of graduation, content, process, teachers and staffs, facilities, tuition fee, management, evaluation, and has graduated high qualified learners. Moreover, RSBI refers to the effort to develop its quality by adapting or adopting the international standard of education.

RSBI is inspired by *UU No.20 Tahun 2003* (the Law No.22 Year 2003) about National Educational System section 50 Verse 3, which said that, the government or local government has to hold at a least a unit of school in every school level to be developed as an international level of educational unit.

RSBI uses a different curriculum since it refers to an international standard method. The curriculum substance should be appropriate with the world's developing knowledge and technology, the base educational technology, learning material written

in English. The course of each study is based on the basic competence which accommodates the make up of marking during the study period. Furthermore, this method has orientation in improving the study competency. Many parents believe that the method used in RSBI class will make their children be cleverer and more qualified than those who study in a regular class although they are in the same school. This issue has spread among the people because children have to pass some entrance tests to be the students of RSBI class.

1.2 Reason for Choosing the Topic

The reasons for choosing the topic are as follows:

- a) National Examination achievement is one of the indicators for students to pass the school.
- b) Many parents believe that the method used in RSBI class will make their children be cleverer and more qualified than those who study in a regular class although they are in the same school. This issue has spread among the people because children have to pass some entrance tests to be the students of RSBI class.
- c) SMP Negeri 1 Ungaran is one of the RSBI school which is still open the regular class in the year of 2009/2010. This school is one of the favorite and good schools in Kabupaten Semarang. This school has a very good students input even for the regular class. Only students who have high passing score

from the elementary school are accepted in this school. Almost all of the students in this school whether in RSBI class and in regular class are smart students from the Elementary School. Based on this fact, we can not assume that RSBI class of SMP Negeri 1 Ungaran is better than the regular class in the English National Examination achievement.

1.3 Statement of the Problem

The problem of the study based on the background above can be stated as follows:

Is there any significant difference of the English National Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/ 2010?

1.4 Objective of the Study

The objective of this study is:

To find out whether the difference of the English National Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/ 2010 is significant or not.

1.5 Hypothesis

For the purpose of statistical analysis, the null hypothesis is used. The term “null” here indicates that there is no difference between a certain sample and the other one in what we observe (Sutrisno Hadi, *Statistic 2*, 1987: 259). Then, only if the null hypothesis is rejected, there is a significant difference.

RSBI class and regular class have difference way in learning English, on the basis of the problem statement above, the working hypothesis of the research can be stated as follows (H_1):

“There is a significant difference in the English National Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/ 2010”.

However, since the way of testing the hypothesis will be conducted by using statistics, the working hypothesis will have to be changed into the following null hypothesis (H_0):

“There is no significant difference in the English National Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/ 2010”.

1.6 Significance of the Study

The significance of this study is that the finding of this study may give some contributions to:

- a) the students of SMP Negeri 1 Ungaran in order to improve their achievement in English National Examination,
- b) the English teacher of SMP Negeri 1 Ungaran in considering the better method to be used in teaching English as a foreign language,
- c) the English-teacher producing institutions in improving their English students' knowledge, especially about the suitable teaching method to teach RSBI and regular class.
- d) all the English teachers and English Department students in finding the appropriate method to be used to improve students' English National Examination achievement.

1.7 Outline of the Report

Chapter I consists of background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significance of the study, and the outline of the report.

Chapter II presents the review of the related literature. It covers the theories underlying the success of English teaching and learning, factor affecting foreign language learning, definition of RSBI, definition of National Examination and, the subject of National Examination.

Chapter III discusses the method of investigation. It includes the object of the study, population and sample, research variables, type of data, instrument for collecting data, research design, method collecting data, method of analyzing data.

Chapter IV describes the results of the study based on data analysis and the discussion of research findings.

Chapter V is the conclusions and suggestions. This chapter concludes the study and provides suggestions.



CHAPTER II

REVIEW OF RELATED LITELATURE

This chapter concerns with some theories and ideas related to the study. It consists of three subchapters. They are review of previous studies, review of theoretical background and framework of analysis.

2.1 Review of Previous Studies

In this subchapter, the writer would like to review the previous researches that support her opinion about the comparison of English National Examination achievement of RSBI class and regular class. The descriptions of the researchers' findings are as the following:

First, a research done by Andrew G. Barto and Ozgur Simsek (2005). Their research entitles *Intrinsic Motivation for Reinforcement Learning System*. The result of the study is that the construction of temporally-extended skills formulated as options can confer clear advantages over learning solely with primitive actions.

Second, a thesis of Suratno (2000) entitles *The Comparative Study of English Achievement between the Third year Male and Female Students of SLTP 8 Kota*

Tegal, 1998/1999. The objective of the study is to know whether or not there is a difference between male and female students in English achievement at school especially in SLTP 8 in Tegal. Whereas the result of the study is that there is no difference in English achievement at school between the males and the females.

Third, a final project of Retno Dewi Nugraheni entitles *A Comparative Study on Writing Skill Between Students Who Use Monolingual Dictionary and Those Who Use Bilingual Dictionary (A Case of the Tenth Year Students of SMAN 7 Semarang in the Academic Year 2008/2009)*. The objective of the study is to compare writing skill between students who use monolingual dictionary and those who use bilingual dictionary. The result shows that there was a significant difference on writing skill between students who use monolingual dictionary and those who use bilingual dictionary

Many previous studies discuss factors affecting students' English achievement and strategies to teach English. There are many factors affecting English teaching learning process. The background of the students and the teachers are included. From the above previous research findings, the writer would like to compare the English National Examination achievement between RSBi class and regular class of SMP Negeri 1 Ungaran in the academic year 2009/2010.

2.2 Review of Theoretical Background

In this subchapter, the writer would like to review the theoretical point of views from the linguist that support her opinion about the comparison of English National Examination achievement of RSBI class and regular class. The descriptions of the researchers' findings stated in this chapter are the success of English teaching and learning, factors affecting foreign language learning, definition of RSBI, and definition of National Examination.

2.2.1 The Success of English Teaching and Learning

English has been taught as a foreign language in our school for many years. The success of English teaching and learning can be affected by various factors in connection with both the students and the teachers. The students' factors are about their linguistic system, and social background. The teachers' factors are about their competence in English, their knowledge about the principles of foreign language teaching, or their way of teaching. The environment where the teaching-learning process happened is also affecting the quality. Those factors from the children, the teacher, and the environment can not be ignored in gaining the success of English teaching and learning.

Teacher plays a very important role in carrying out the teaching-learning process. Teacher gives a great contribution to students' success in learning. Accordingly, the teacher should be competent enough in the subject and know sufficiently about the principles of foreign language teaching. The methods of teaching English in the classroom should be adequate too.

Now days, Indonesia education uses a method that involves students in the teaching – learning activities as much as possible as the subject, and places the teacher as a facilitator and the motivator. It does not mean that this method lightens the teachers' duty, it requires the teacher to play more careful attention to the process of teaching – learning. Teacher should be able to create the condition in which every student may take part actively as much as possible. Moreover, teacher has to give much motivation and support to the students so that all students are well motivated in attending and participating in the class.

Other important factors beside the teachers' factors are the factors in connection with the students. The students are actually much more decisive in the teaching - learning activity since they are the subjects of the process.

2.2.2 Factors Affecting Foreign Language Learning

If we talk about any factor in connecting with the students' learning a foreign language, we will of course consider two facets of the affective domain of foreign

language acquisition. The first of these is the intrinsic factors of affectivity: personality factors within a person that contribute in some way to the success of language learning. The second facet involves extrinsic factors: sociocultural variables that demand the foreign language learner to bring not only two languages into contact but two cultures as well (Brown D, 1989 : 100).

2.2.2.1 Intrinsic Factors

The word 'intrinsic' according to Hornby, A.S. is value, quality belonging naturally; existing within, not coming from outside (1984 : 448). Intrinsic factors in this case are factors existing within the organism that contribute to the success of language learning. According to Brown, the intrinsic factor refers to the affectivity side, that is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states of feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact (1980 : 101).

Brown, H. Douglas (1980 : 102) says that fundamental notions of receiving, responding, valuing are universal. In second language acquisition the learner needs to be receptive to both the one with whom he is communicating and language itself, responsive to person and to the content of communication, and to place a certain value on the communicative act of interpersonal exchange.

The brief explanation is likely to bring us to the concept of affectivity. It may be concluded that to be successful in studying a language, someone should fulfill at least three aspects; being receptive with whom he communicates, in this case the teacher and perhaps the other students, being fond of the languages he studies, and placing a value on what he does.

Brown has divided specific personality factors in human behavior into four general categories: (1) egocentric factor - one's view of self and its relevance to language learning; (2) transactional factors – how the self is transacted to others; (3) motivational factors; (4) a sketch of community language learning (1980 : 103). Here, because of their contribution to the success of language study, the writer will present the first three factors only.

a. Egocentric Factors

Egocentric factors refer to one's view of self or self concept and its relevance to language learning. Egocentric factors are divided into two parts; self esteem and inhibition.

(1) Self Esteem

To H. Douglas Brown (1980 :104) self esteem seems to be the most pervasive aspect of any human behavior. It is said that no successful activity can be carried out without some degree of self esteem, self confidence, knowledge of oneself, and belief in one's own capabilities for that activity. Not surprisingly that almost all the available literature suggests that a self confidence, secure person is a more successful learner in language.

There are two measures of self esteem. Those are anxiety level and extroversion. In nearly all the studies conducted to determine the personality characteristics associated with successful second language learning, researchers have concluded that lower anxiety levels and a tendency to be out going were connected with successful second language acquisition (Dulay et al 1980 :75).

If there is a question about 'how does a person get his self esteem?' The answer is that he gets his self esteem automatically, but how a person regards himself, the extent to which he communicates with others and where he lives will affect his self esteem.

(2) Inhibition

The concept of inhibition is closely related to, and in some cases subsumed under, the notion of self esteem. Every human being in his understanding of himself builds sets of defenses to protect the ego. The new born baby has no concept of his own self. Gradually he learns to identify a self that differs from others. The process of building defenses continuous into adult-hood. It is said that inhibition and self esteem are interrelated to each other. Some persons, those with higher self esteem and ego strength, are more able to withstand threats to their existence, and thus their defenses are lower. On the other hand those with weaker self esteem maintain walls of inhibition to protect what is self-perceived to be a weak or fragile ego, or a lack of self-confidence in a situation or task (Brown 1980 :105).

Brown concluded that an adaptive language ego enables the learner to lower the inhibitions that may hinder success

b. Transactional Factors

Human being is a social creature, who always needs company in his life. He can not life without anyone to accompany him. He can not fulfill all his needs by himself. He needs other's help. He should live in a community.

In order to facilitate their efforts to provide themselves with necessities of life, human beings have to cooperate with one another. For this purpose of this cooperation the members of a social group need a means of communication which we call 'language'. The way or process of reaching out beyond the self to others is called 'transaction'. Here, we can not deny that language as a means of communication is very much needed to perform this process.

Two of transactional factors that are relevant to second language learning will be presented briefly here: empathy and extroversion.

(1) Empathy

Empathy is also difficult to describe adequately. As a social being living in a community, a person should identify himself with others. He should understand and feel what others do. He should be able to share feelings with others. In short, he should empathize others.

In common terminology, empathy is the process of "putting yourself into someone else's shoes", of reaching beyond the self and understanding and feeling what another person is understanding and feeling (Brown 1980 : 107). Webster defines empathy as the "capacity for participation in another's feelings or ideas" (Dulay, Burt, Krashen 1980 : 78).

In more sophisticated terms, according to Brown (1980 : 108), empathy is described as the projection of one's own personality of another in order to understand him better. It is probably the major factor in the harmonious coexistence of individuals in a society. And again language is one of the primary means of empathizing.

(2) Extroversion

According to A. S. Hornby (1974 :302) an extrovert is a person who more interested on what goes on around him than in his own thoughts, and its antithesis, an introvert, is a person who more interested in his own thoughts and feelings than in things outside himself. Most people believe that extroversion is a desirable behavior.

Talkative personality tends to be desirable and ideal. This valuing the extroversion seems very relevant to the classroom language. Moreover, it is supported by tendency in modern language teaching to emphasize speaking in the classroom. On the other hand, quiet, reserved personality is considered as a problem. This assumption may support the idea of language; to structuralize language is primarily spoken. Being talkative, a student will automatically practice his speaking much more than an introvert. Such condition might result better in speaking particularly (Sadtono 1987 :22)

C.G. Jung (1987 : 24) characterizes extrovert by three things : being easy to get along with friends or another people and adjust to the environment in his or her surrounding, always being lively and optimistic, and being cheerful and open to every condition.

c. Motivational Factors

Motivational factors are also important in the process of mastering language. Motivational factors are divided into two sub factors. Those are motivation and instrumental and integrative motivation.

(1) Motivation

The success or failure in doing anything is commonly correlated with motivation. It is easy to figure that someone's success in a task is due simply to the fact that he is motivated. In other words, those who have higher motivation in a certain task will of course be more successful, and vice versa. Such a claim is somehow true since countless studies and experiments in human learning have shown that motivation is a key to learning.

(2) Instrumental and Integrative Motivation

Based on the attitude, motivation was divided into two: instrumental and integrative motivation (Brown 1980 :114). Instrumental motivation refers to motivation to acquire a language as a mean of attaining instrumental goals, such as, furthering a career, reading technical material, translation, and the like. Sadtono (1987 : 20) calls instrumental motivation as external motivation – motivation coming from outside the learner. The learner has certain intentions why he studies the target language. Integrative motivation is employed when a learner wishes to integrate himself within the culture of the second language group, to identify him self with and become a part of the society. Instead of integrative motivation, Sadtono used the term ‘internal motivation’ to refer to motivation coming from the learner himself. According to him, a learner who has such motivation usually does not know why he studies the target language.

According to researchers’ finding, the two types of motivation are not mutually exclusive. Some learners are more successful in learning a language if they are integratively oriented, and some others may benefit from an instrumental orientation. Brown (1980 : 115) stated that second or foreign language learning is rarely motivated by attitudes that are exclusively instrumental or exclusively integrative.

2.2.2.2 Extrinsic Factors

The word 'extrinsic' according to A.S. Hornby is (that of qualities, value, etc) not a part of the real character; operating or originating from outside; not essential. Thus, extrinsic factors in this case are factors outside the organism that contribute in some way to the success of language learning. There might be a lot of extrinsic factors that affect the success of language learning, but in the following the writer will just present three factors of influence which are easily seen: learning interference, cultural interference, and environmental factors.

a. Learning Interference

Language is a part of culture. Each culture has its own characteristics which might be different from those of others. Since language is a primary means of communication, people are of course accustomed to speaking a certain language by which they communicate. Since language is a set of habits, we are likely to say that people are, therefore, accustomed to the set of habits. If someone studies another language, he will find another set of habits too. If the two languages have a lot of similarities, he may find no problem in learning the target language. The experience shows that if the two languages (mother tongue and target language) are related, the learner will find fewer difficulties than if the language are not related (Sadtono 1987 : 18). Indonesians learning English will usually find some difficulties since both languages

have a lot of differences phonologically and structurally. Moreover, according to Sadtono (1987 : 17), every language has its own difficulties for both the native speaker and foreign learner. Many Indonesians learning English may be tempted to form English patterns by analogy with their language patterns, such as in forming word order, inflections, intonation, etc.

b. Cultural Interference

There are cultural differences between the Indonesian people and English speakers learning English. They use inappropriate expressions in inappropriate situations (Sumarto 1978 : 60-61). They often fail to say what should actually be said just like what is customarily said by native speaker of English. Instead of saying what the native speaker would say, they transfer Indonesian to English directly.

c. Environmental Factors

Environment has also a great contribution to the language learning success, whether it is school environment, or the environment in which the learner lives including his own family. The environment that might facilities the learner to practice the target language more will, of course, contribute more to language learning success. This

impression at least sounds true in the contact of language according to structuralists' view, and perhaps most of us underline it too.

(1) The Learner's Family

Someone's success in learning cannot be separated from the family in which he was born and grew up. The condition of family, rich or poor; the relationship among the family members, in harmony or not; the education background of his parents, educated or not; the career of the parents; and the general view of life the family has will affect the learner's attitudes in learning, and the attitudes determine his learning success.

(2) School Environment

Besides the teacher's factors, school environment plays an important role in studying. By the school environment here the writer means the general people with whom the learner studies at school. We know that background of his parents; and general view of life of the family will affect the learner's attitudes in learning, and the attitudes determine his learning success.

(3) Family Environment

As a social being, a learner always has to get along with people beyond his family especially with those who live in his surroundings. The boy or the girl feels that getting along with other is of great need. It is the need that he or she cannot get in his or her own family, such as the need to explore his or herself. The needs to share feelings or to exchange experience and so on. We believe that the environment gives some influences in building our personalities in general. The environment in which the people are religious will encourage behaving religiously. The environment in which the people are educated will at least facilitate a condition that challenges learners to learn seriously, and so on. Because of this, many parents are selective in letting their children associate with others.

2.2.3 Technique in Language Teaching

There are a lot of techniques in language teaching such as the grammar-translation method, the direct method, the audio lingual method, the silent way, desuggestopedia, community language learning, etc. Each technique has different method and advantages disadvantages. In this subchapter, the writer will give some overview the first two technique; the grammar-translation method and the direct method for both of them are used to teach in junior high school mostly. This overview of methods will explain the condition in the two classes and give a comparison of the condition and

technique given in the two classes. The grammar-translation method is often used in regular class and the direct method is usually used in RSBI class.

2.2.3.1 The Grammar-Translation Method

The grammar translation method is a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and Latin (Chastain, 1988:32). The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate literary masterpieces and classics.

Chastain divided the main principles of the Grammar Translation Method into three parts:

- a. Translation interprets the words and phrases of the foreign languages in the best possible manner.
- b. The phraseology and the idiom of the target language can best be assimilated in the process of interpretation.
- c. The structures of the foreign languages are best learned when compared and contrast with those of mother tongue.

In this method, while teaching the text book the teacher translates every word and phrase from English into the learners mother tongue. Further, students are required to translate sentences from their mother tongue into English. These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of the target language with the mother tongue gives an insight into the structure not only of the foreign language but also of the mother tongue.

2.2.3.2 The Direct Method

The direct method of teaching foreign languages, sometimes called the natural method, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900. The direct method has one very basic rule: No translation is allowed (Larsen, 2000:23).

Principles features of the direct method are:

- a. Classroom instructions are conducted exclusively in the target language.
- b. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.

- c. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- d. Grammar is taught inductively.
- e. New teaching points are introduced orally.
- f. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
- g. Both speech and listening comprehensions are taught.
- h. Correct pronunciation and grammar are emphasized.
- i. Student should be speaking at least 80% of the time during the lesson.
- j. Students are taught from inception to ask questions as well as answer them.

2.2.4 The Characteristics of Junior High School Students

Learning foreign language involves many factors. The crucial factors may influence language learning. They are age, ability, aspiration, and need, native language, and previous language experience (Finocchiaro, 1974:14). From the crucial factors above, age is the important one in learning foreign language, especially at the young ages.

Based on the statement above, it can be predicted that teaching Junior High School's students especially students in ninth grade, is far different from adult. The

age of the ninth grade of Junior High School is ranging from fourteen to sixteen years old. In other words, they are still immature as Piaget's theory described.

There are four stages of child development as follow:

- (1) Sensorimotor (birth to about age 2)
- (2) Preoperational (begins about the time the child starts to talk to about age 7)
- (3) Concrete Operational (from ages 7 to 12)
- (4) Formal Operational (from age 12 onwards – adolescence)

From those four stages above, Junior High School students belong to the 4th stage of child development that is formal operational stage. In this stage, they are ranging from age 12 onwards or adolescence. Adolescence is a transitional stage of physical and mental human development that occurs between childhood and adulthood. Therefore, the language teaching of Junior High School students is not same as teaching of adults because they have different characteristics as stated by Helaly (1987:49) "Unlike adults, children are not self motivated and do not have an immediate need to learn English. They are not concerned with job or university degrees that require knowledge that may come across and question that their inquisition minds may ask."

From the explanation stated by Helaly, teaching children or adolescence is still difficult because they need an extem motivation in learning English. They are not self-motivated. They still need helps exclude their self in acquiring English as a

foreign language. That is why teaching children is far different from teaching adults that have been self-motivated.

2.2.5 Definition of National Examination

National Examination is a system of evaluation standard for the grade of elementary, junior, and senior high school. Ministry of Indonesia Education, based on *UU No.20 Tahun 2003* (the law No.20 year 2003) states that in controlling the quality of national education evaluation as a form of accountability of education providers to the parties concerned. Further stated that the evaluation conducted by an independent institution in a periodic, comprehensive, transparent and systematically to assess the achievement of national education standards and the evaluation process monitoring should be done continuously.

Monitoring process of the evaluation is carried out continuously in order to be able to increase the education quality. Improving the quality of education begins with determining the standard. During this national examination, graduation delimitation is determined by agreement between the decision makers only. The limit is determined at the same grade for each subject.

The National Examination as an achievement test is similar to the progress test in that it measures how much the student has learned in the course of second-language instruction. However, achievement tests are usually not built around one set

of teaching materials but are designed for use with students from a variety of different schools and programs. Dictation given over unfamiliar material may also be considered achievement tests when they are used to compare students across different programs.

National Examination is a kind of standardized test. A standardized test is a test that is administered and scored in a consistent, or "standard", manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner. Brown (2004:67) states that a standardized test presupposes certain standard objectives or criteria that are held constant across one form of the test to another. The criteria in large-scale standardized tests are designed to apply to a broad band of competencies that are usually not exclusive to one particular curriculum.

Any test in which the same test is given in the same manner to all test takers is a standardized test. Standardized tests need not be high-stakes tests, time-limited tests, or multiple-choice tests. The goal of this test is to place test-takers on a continuum across a range of scores and to differentiate test-takers by their relative ranking.

The English National Examination for junior high school students in the academic year of 2009/2010 has two kind of test; type A and type B. The

examination consists of 50 numbers multiple-choice question. In each question, there were 4 choices of answer.

2.2.5.1 Graduates Competency Standards of National Examination

There were two competency standards used in English National Examination of Junior High School in the academic year of 2009/2010. They were reading and writing. This following table shows the graduates competency standards and the ability tested in English National Examination.

Table 2.1 Graduates Competency Standards

GRADUATES COMPETENCY STANDARDS	THE ABILITY TESTED
<p>READING</p> <p>Understanding the meaning of written discourse of short functional text and essay in the simple form of descriptive (descriptive, procedure, or report) and</p>	<p>Determining the general description, detailed information of explicit and implicit information, the meaning of the word / phrase / sentence in text form "Caution".</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the</p>

<p>narrative (narrative and recount) in the context of everyday life.</p>	<p>meaning of the word / phrase / sentence in text form of greeting cards.</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the meaning of the word / phrase / sentence in the form of messages text.</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the meaning of the word / phrase / sentence in the form of invitations text.</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the meaning of the word / phrase / sentence in text form of announcement.</p> <p>Determining the general picture, the main thoughts, detailed information explicit and implicit information, referrals words, the meaning of words / phrases / sentences from</p>
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	<p>descriptive text.</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the meaning of the word / phrase / sentence in text form of "Recount".</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the meaning of the word / phrase / sentence in text form of "Procedure".</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the meaning of the word / phrase / sentence in text form of "Narrative".</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the meaning of the word / phrase / sentence in text form of label.</p>
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<p>WRITING</p> <p>Reveals the meaning of a written short and simple functional text essay of descriptive form (descriptive, procedure, or report) and</p>	<p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referral words, the meaning of the word / phrase / sentence in text form of report.</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the meaning of the word / phrase / sentence in the Advertisement text.</p> <p>Determining the general picture, the main thoughts, detailed information of explicit and implicit information, referrals words, the meaning of the word / phrase / sentence in text form of letter.</p> <p>Determining the right words to complete short report text.</p> <p>Determining the exact wording to make sentence.</p> <p>Determining the appropriate sentence structure to make a paragraph.</p>
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narrative (narrative and recount) in the context of everyday life.	
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2.2.6 Definition of RSBI

According to Dinas Pendidikan dan Kebudayaan (2007:2), Piloting of International School Level is a kind of school which fulfills the SNP (the National Standard of Education) in every aspect including the competence standard of graduation, content, process, teachers and staffs, facilities, tuition fee, management, evaluation, and has graduated high qualified learners. Moreover, RSBI refers to the effort to develop its quality by adapting or adopting the international standard of education.

RSBI is inspired by *UU No.20 Tahun 2003* (the Law No.20 Year 2003) about National Educational System section 50 Verse 3, which said that, the government or local government has to hold at a least a unit of school in every school level to be developed as an international level of educational unit.

RSBI uses a different curriculum since it refers to international standard method. The curriculum substance should be appropriate with the world's developing knowledge and technology, the base educational technology, learning material written in English. The course of each study is based on the basic competence which

accommodates the make up of marking during the study period. Furthermore, this method has orientation on improving the study competency. Many parents believe that the method used in RSBI class will make their children be cleverer and more qualified than those who study in a regular class although they are in the same school.

2.2.6.1 Basic Principle of Developing RSBI

In developing RSBI, the government applies eight main principles. The principles are:

- a. The development of RSBI is pointed to SNP + International standard of education. SNP is the National Standard of Education, the educational standards are; graduate competence, content, process, teachers and educational staffs, managing and evaluating.
- b. RSBI is developed based on demand driven and bottom up.
- c. RSBI should have the international curriculum.
- d. Total quality management.
- e. RSBI applies a teaching-learning process which supports positive changes.
- f. RSBI applies the principles of transformational leadership.
- g. Professional human sources.
- h. RSBI should be supported by sophisticated facilities.

2.2.6.2 Characteristic of RSBI

Dinas Pendidikan dan Kebudayaan defines that there are some main characteristic of RSBI. The characteristics cover some aspect, they are:

- a. Organization for students learning which cover the school purpose, governance, school leadership, staff, school environment, reporting student progress, and school improvement progress.
- b. Curriculum and instruction which covers what and how students learn and what assessment is used.
- c. Support for student personal and academic growth including student connectedness, parent/community involvement, and student scholarship.
- d. Resource management and development.
- e. Students-based student learning community.
- f. Culture.

2.3 Framework of Analysis

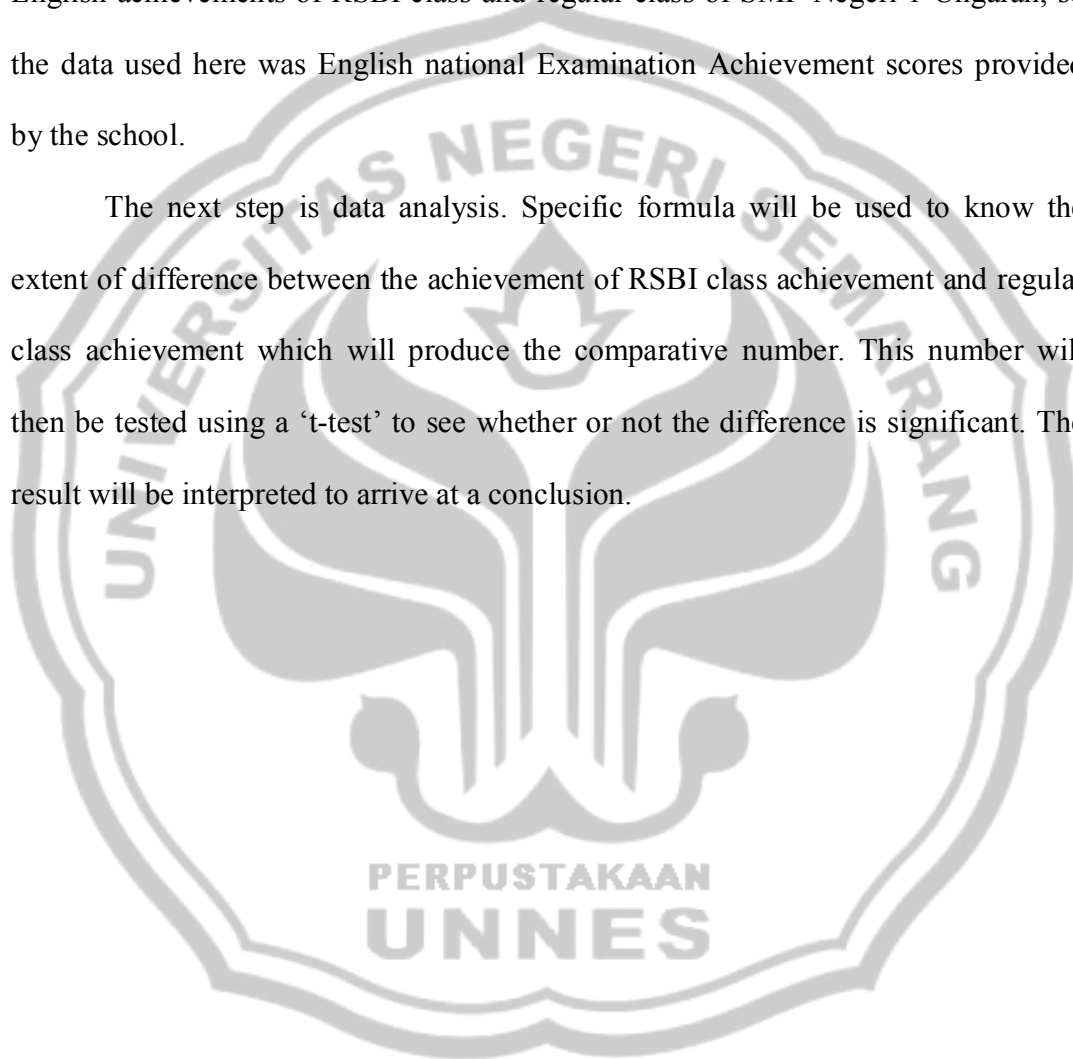
This study is aimed to find out whether the difference of the English National Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/ 2010 is significant or not. In accordance with the purpose, the approach of this study is comparative study.

This study tries to get information about existing conditions by determining the extent of difference between variables under investigation. This study is very

much dependent on statistical principles and analysis in determining the extent of difference or in measuring the degree of comparison.

The analysis started on data collection. The variables used in this study are the English achievements of RSBI class and regular class of SMP Negeri 1 Ungaran, so the data used here was English national Examination Achievement scores provided by the school.

The next step is data analysis. Specific formula will be used to know the extent of difference between the achievement of RSBI class achievement and regular class achievement which will produce the comparative number. This number will then be tested using a 't-test' to see whether or not the difference is significant. The result will be interpreted to arrive at a conclusion.



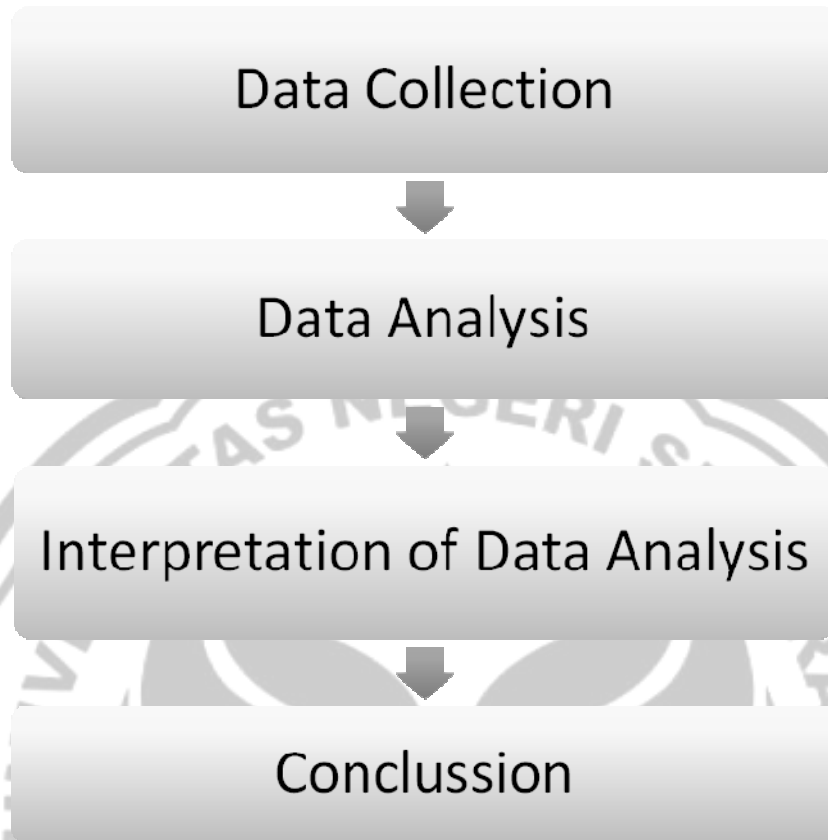


Diagram 2.1 Framework of Analysis

Interpretation of data analysis explains about the result of data analysis descriptively. In this part, the writer describes the data based on the computation result. The writer also compares the result with the hypothesis that has already made. The last part is conclusion. In conclusion, the writer concludes the result of the study.

CHAPTER III

RESEARCH METHOD

In conducting a research, a researcher needs a certain method that will guide him or her in making steps. By using this method, hopefully it can help the researcher to reach the goal of the study. In this chapter, the writer present the research design, the population; sample; and sampling technique, research variable, research instrument, and method of analyzing the data.

3.1 Research Design

This final project is a kind of true experiment - quasi quantitative in the form of comparative study. According to Aquino (2006:5), true experiment method properly seeks answers to question by investigate possible cause and effect relationships by exposing one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment, random assignment being essential. The term quasi has a purpose to approximate the conditions of the true experiment in a setting which does not allow the control or manipulation of all relevant variables.

Gay (1987:250) says that the basic causal comparative research involving selecting two groups differing on some independent variables and comparing them on the some dependent variable. The following is the design of the research.

Table 3.1 Research Design

Group	Independent Variable	Dependent Variable
A	(X ₁)	(O)
B	(X ₂)	(O)

Symbols:

A : group of RSBI class students

B : group of regular class students

(X) : independent variable (type of program)

(X₁) : RSBI class students

(X₂) : regular class students

(O) : dependent variable, that is the achievement of English National Examination

3.2 Population, Sample, and Sampling Technique

In statistics and survey methodology, sampling is concerned with the selection of a subset of individuals from within a population to estimate characteristics of the whole population.

3.2.1 Population

Arikunto (1996: 115) claims that population is all groups of research subject. In other words, population is all individuals from whom the data is collected. Meanwhile, Sudjana (2001: 6) defines that population is the total number of all possible grades, the result of counting or measuring both quantitative and qualitative about the certain characteristics of all members of the organization clearly and completely. The population of this research is the ninth grade students of SMP Negeri 1 Ungaran in the academic year of 2009/2010 from both regular and RSBI programs. There are 225 ninth grade students of SMP Negeri 1 Ungaran. 95 RSBI students are grouped into four classes; those are IX-A, IX-B, IX-C, and IX-D. 130 regular students are grouped into three classes; those are IX-E, IX-F, and IX-G. Each RSBI class consists of about 24 students and each regular class consists of about 44 students. In this research, the population would be used to find the comparison of the English National

Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/2010.

3.2.2 Sample

Best (1981:8) claims that sample is a small proportion of a population selected for observation and analysis. Arikunto (2002:120) states that if the population is 100 respondents or less, it is better to take the whole population as the sample. If the population is more than 100 respondents, the researcher can take 10 – 15 %, or 20 – 25 %, or more than 25 % of the population based on the capability of the researcher.

In this research, the writer took two classes as the samples. The first class is the regular class and the second is the RSBI class.

3.2.3 Sampling Technique

Arikunto (2002: 109) defines a sample as a part of population that will be examined. Cluster random sampling was used to get the sample of the research. It means that each member of the population had the same chance to be selected as the sample. The writer used cluster random sampling because the population of the RSBI class was divided into some groups from IX-A to IX-D meanwhile IX-E to IX-G are the regular classes. The writer chose the sample of the research by using a kind of lottery system. The writer wrote the name of the classes, and then rolled it until one of the names

came out. The result was class IX-A for the RSBI class and the IX-G for the regular class.

3.3 Research Variable

Arikunto (1998: 102) says that there are two variables involved. They are an independent variable and a dependent variable.

Independent variable is a variable which influences other variable or it is called causing variable. This variable does not depend on other variable. Dependent variable is a variable, which depends on other variable.

This research also has two variables, the independent variable (X) and the dependent variable (Y). The independent variables of this study are the students of RSBI class and the students of regular class of SMP Negeri 1 Ungaran. While the dependent variable is the achievement in the English National Examination.

3.4 Research Instrument

In a research, instrument plays an influential role because instrument is the mean of a research in order to get the data being studied. Arikunto (2002: 126) defines that the instrument of the research is a tool, which is used by a researcher for collecting data. He adds that there are some research instruments: test, questionnaire, interview, observation, rating scale, and documentation.

Since there had been sufficient data that the writer wanted to observe, the writer only took the data documentation from National Examination achievements provided at the school under investigation.

3.5 Method of Analyzing the Data

In this study the writer would like to analyze whether or not there is any significance difference in English National Examination achievement between RSBI class and regular class students. Accordingly, in analysis the data, the writer chose the t-test formula:

In order to compute the t-test, the mean has to be computed first. The mean could be calculated by using the following formula:

$$\bar{x}_1 = \frac{\sum x_1}{n_1} \qquad \bar{x}_2 = \frac{\sum x_2}{n_2}$$

Where,

\bar{x}_1 = the mean of the RSBI class

\bar{x}_2 = the mean of regular class

n_1 = the number of students of the RSBI class

n_2 = the number of students of the regular class

Finishing the step, the writer got two 'means', one for the RSBI class and the other for the regular class which might be different. Yet, it couldn't in fact state whether there is a real difference between the two classes with regard to their achievement in English National Examination achievement. It should be examined further whether or not the difference is significant, and not because of the 'error-sampling'. To check this, the writer used a means of estimation, the so called 'standard error of difference'. The following formulas were needed:

$$S_1^2 = \frac{\Sigma(X_1 - \bar{X}_1)^2}{(n_1 - 1)}$$

$$S_2^2 = \frac{\Sigma(X_2 - \bar{X}_2)^2}{(n_2 - 1)}$$

and

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

so

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where,

$$t = t_{\text{value}}$$

\bar{x}_1 = the mean of the experimental group

\bar{x}_2 = the mean of the control group

n_1 = the number of students of the RSBI group

n_2 = the number of students of the regular group

S = Standard deviation

S_1^2 = Variance of the RSBI group

S_2^2 = Variance of the regular group

Then the writer compared the value of the 't' from the formula above to the degree of significance on the 5% level of significance. If it is higher than the limit of acceptance (the null hypothesis), there is then a significant difference, and if it is the same as or even lower than the limit, there is no significance difference.

CHAPTER IV

RESULTS OF THE STUDY

This chapter discusses in more details the findings of the present study described in the previous chapter. It is classified into the samples and their achievement in English, analysis of the data, and the interpretation of data analysis.

4.1 The Samples and their Achievement in English

The following is the tabulation of the scores obtained in the English National Examination Achievement between RSBI and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/2010 (See Table 4.1 and Table 4.2 on Appendix).

4.2 Analysis of the Data

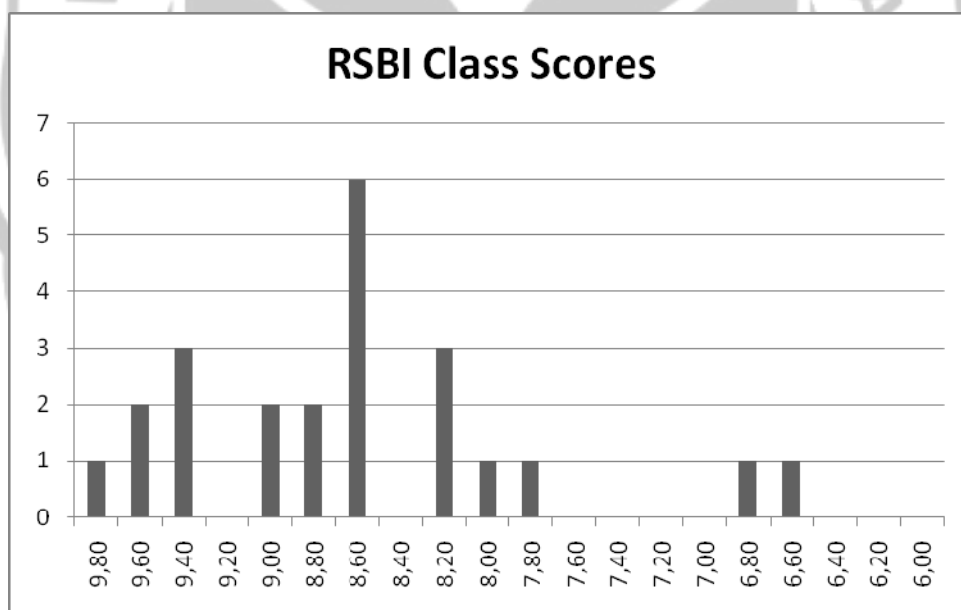
According to what has been mentioned in chapter III, to know whether or not there is a significant difference between the ninth grade RSBI and regular in English National Examination achievement, the writer used 't-test' to compute the data (See Table 4.1 and Table 4.2 on Appendix). The following two preparatory tables show the

computation of the data (See Table 4.3 and Table 4.4 on Appendix). The discussions are detailed as follow:

4.2.1 Mean

The word mean refers to the average score of the students in groups. Christensen (2001:329) defines the means as the arithmetic average of groups of numbers (see also Arikunto 2002). It can be computed by dividing the sum of the scores by number of students in the groups.

Diagram 4.1 RSBI Class Scores



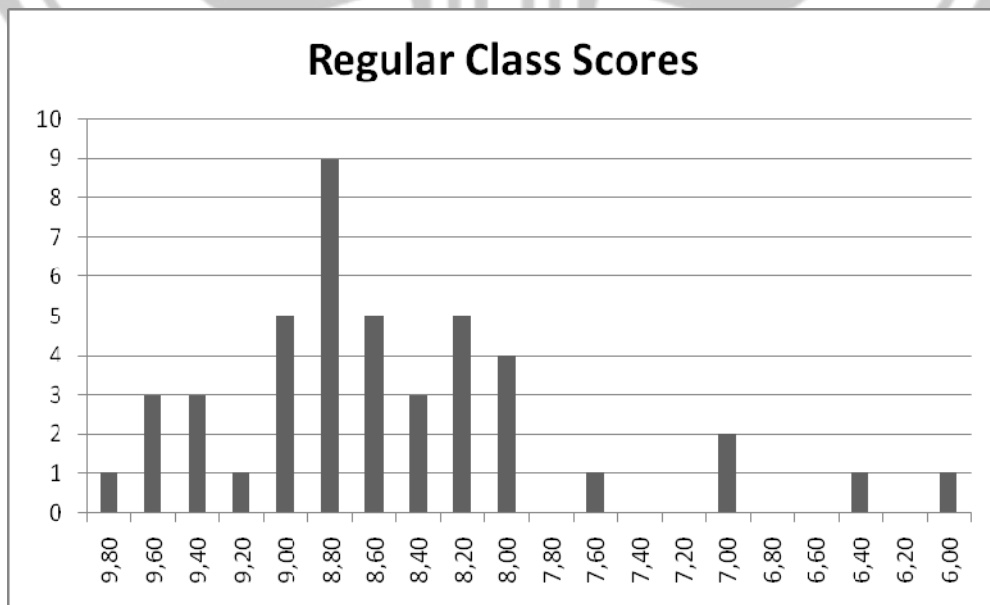
The above diagram shows the English National Examination scores of the RSBI class students. The highest score is 9.80 and the lowest score is 6.60. The score with most

students is 8.60. There are 6 students got 8.60. Bellow is the computation to find the mean of RSBI class.

$$\begin{aligned}\bar{X}_1 &= \frac{\sum x_1}{n_1} \\ &= \frac{207}{24} \\ &= 8.625\end{aligned}$$

\bar{X}_1 is the symbol of mean of the first group, in this case is RSBI class. $\sum x_1$, the sum from all of the students' scores is 207 while n_1 , the number of the students in the first group is 24 (see Table 4.3 on Appendix). The result of dividing the sum of the scores by the number of the students shows the mean of the first group is 8.625.

Diagram 4.2 Regular Class Scores



The above diagram shows the English National Examination scores of the regular class students. The highest score is 9.80 and the lowest score is 6.00. The score with most students is 8.80. There are 9 students got 8.80. Bellow is the computation to find the mean of regular class.

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{n_2} \\ &= \frac{375.40}{44} \\ &= 8.532\end{aligned}$$

\bar{X}_2 is the symbol of mean of the second group, in this case is regular class. $\sum X_2$, the sum from all of the students' scores is 375.40 while n_2 , the number of the students in the second group is 44 (see Table 4.4 on Appendix). The result of dividing the sum of the scores by the number of the students shows the mean of the second group is 8.532.

From the result above, we know that the mean of RSBI class is higher than regular class.

4.2.2 Variance

In probability theory and statistics, the variance is used as a measure of how far a set of numbers are spread out from each other. It is one of several descriptors of a probability distribution, describing how far the numbers lie from the mean (expected

value). In particular, the variance is one of the moments of a distribution. In that context, it forms part of a systematic approach to distinguishing between probability distributions. While other such approaches have been developed, those based on moments are advantageous in terms of mathematical and computational simplicity.

The variance is a parameter describing in part either the actual probability distribution of an observed population of numbers, or the theoretical probability distribution of a not-fully-observed population of numbers.

The variance of each group is as follow:

$$\begin{aligned} S_1^2 &= \frac{\Sigma(X_1 - \bar{X}_1)^2}{(n_1 - 1)} \\ &= \frac{14.514}{23} \\ &= 0.631 \end{aligned}$$

S_1^2 symbolizes the variance of the first group. $\Sigma(X_1 - \bar{X}_1)^2$ is the sum quadrate of each first group score minus first group mean. The result of this formula is 14.514 (see Table 4.3 on Appendix). n_1 shows the number of students in the first group. From the calculation above, we get the result of the first group variance is 0.631.

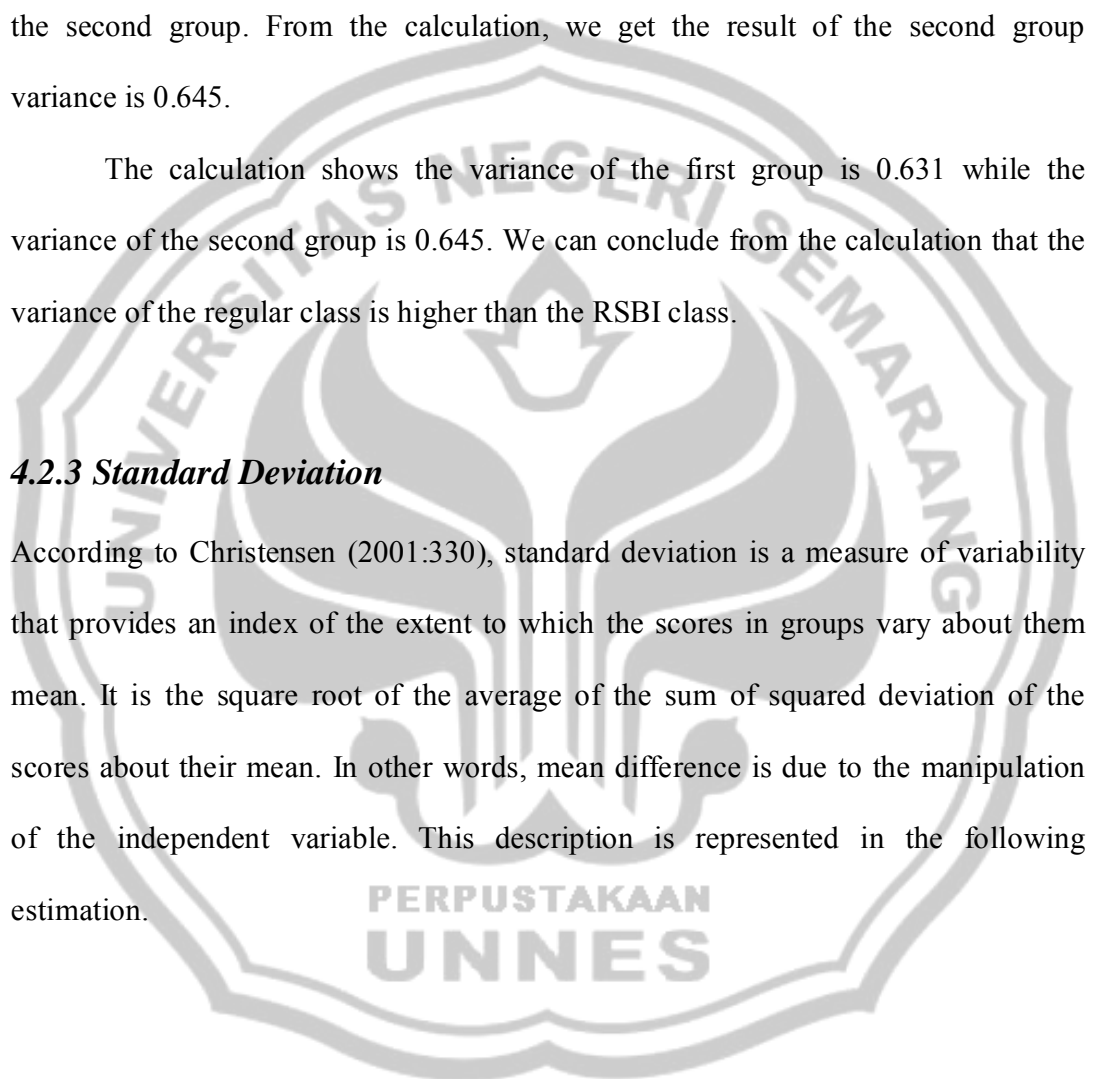
$$\begin{aligned} S_2^2 &= \frac{\Sigma(X_2 - \bar{X}_2)^2}{(n_2 - 1)} \\ &= \frac{27.756}{43} \\ &= 0.645 \end{aligned}$$

The S_2^2 symbolizes variance of the second group. $\Sigma(X_2 - \bar{X}_2)^2$ is the sum quadrate of each second group score minus second group mean. The result of this formula is 27.756 (see Table 4.4 on Appendix). n_2 shows the number of students in the second group. From the calculation, we get the result of the second group variance is 0.645.

The calculation shows the variance of the first group is 0.631 while the variance of the second group is 0.645. We can conclude from the calculation that the variance of the regular class is higher than the RSBI class.

4.2.3 Standard Deviation

According to Christensen (2001:330), standard deviation is a measure of variability that provides an index of the extent to which the scores in groups vary about their mean. It is the square root of the average of the sum of squared deviation of the scores about their mean. In other words, mean difference is due to the manipulation of the independent variable. This description is represented in the following estimation.



$$\begin{aligned}
S &= \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \\
&= \sqrt{\frac{(23 \times 0.631) + (43 \times 0.645)}{24 + 44 - 2}} \\
&= \sqrt{\frac{14.513 + 27.735}{66}} \\
&= \sqrt{\frac{42.248}{66}} \\
&= \sqrt{0.640} \\
&= 0.8
\end{aligned}$$

S symbolizes the standard deviation of the two groups scores. s_1^2 is the variance of the first group and s_2^2 is the variance of the second group. n_1 shows the number of students in the first group while n_2 shows the number of students in the second group. The final result of the estimation above is 0.8.

This result of standard deviation indicates that the variation of the data is close to the mean. A low standard deviation indicates that the data points tend to be very close to the mean, whereas high standard deviation indicates that the data are spread out over a large range of values.

4.2.4 The t - Value

After knowing the mean, variance, and standard deviation of both groups, the writer comes up to the calculation of the t – value. Below is the detailed computation of the t

– value.

$$\begin{aligned}t &= \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\&= \frac{8.625 - 8.532}{0.8 \sqrt{\frac{1}{24} + \frac{1}{44}}} \\&= \frac{0.093}{0.8 \sqrt{\frac{44 + 24}{1056}}} \\&= \frac{0.093}{0.8 \sqrt{\frac{68}{1056}}} \\&= \frac{0.093}{0.8 \sqrt{0.064}} \\&= \frac{0.093}{0.8 \times 0.253} \\&= \frac{0.093}{0.2024} \\&= 0.459\end{aligned}$$

The letter t in the formula above indicates the t-value. $\bar{x}_1 - \bar{x}_2$ symbolizes the mean of the first group minus the mean of the second group which the result is 0.093. S in the formula above is the standard deviation of the two group of scores. The computation shows the result of the t-value is 0.459.

4.3 Interpretation of the Data Analysis

To know whether or not the t-value 0.459 is statistically, the writer compared the score to the t-table. On the level significance, $\alpha = 5\%$ with degree of freedom, $df = 24 + 44 - 2 = 66$ the result t-table = 1.668

In this experiment, the numbers of subject of the two groups were 24 and 44. The degree of freedom (df) was obtained from the formula $(N_1 + N_2 - 2)$. The t critical value with the degree of freedom 66 at the 5 percent alpha level of significance is 1.668. The score of t-table 1.668 means the limit that difference can be accepted as sampling error. The obtained of t – value is 0.459, so that t-value is lower than t critical value ($0.459 < 1.668$). It can be concluded that the difference was not statistically significant.

Therefore, the null hypothesis saying “there is no significant difference in the English National Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/ 2010” is accepted since the result of analysis showed that the difference was not statistically significant.

This result also indicates that the factors affecting English teaching and learning process include the technique in language teaching that the writer explained in Chapter II do not give any significant difference to the success of English teaching and learning between RSBI and regular class.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents conclusion of the study based on the result of the study and suggestions for the students, English teachers, the government, and next researchers.

5.1 Conclusion

The result of the calculating using the t-test is $0.459 < 1.668$. This implies that there is no significant difference in the English National Examination achievement between RSBI class and regular class of SMP Negeri 1 Ungaran in the academic year of 2009/2010. The English National Examination achievement between both RSBI class and regular class are high. The mean of the RSBI class is 8.625 and the mean of the regular class is 8.532. It means that the result of regular class is as good as the RSBI class.

The result of “there is no significant difference” also indicates that the factors affecting English teaching and learning process; intrinsic factors and extrinsic factors, and the technique in language teaching; the grammar translation method and the direct method that usually used to teach English in RSBI class and regular class do not give any significant difference to the success of English teaching and learning between the students of the two classes.

5.1 Suggestion

Based on the conclusion above, the writer would like to offer some suggestions to consider.

a. The Students

The use of English as the main language in the teaching-learning activities in RSBI class should be used effectively by the students to improve their mastery of English. The facilities which are provided by the school also can be used maximally to support the teaching-learning activities.

b. The English Teachers

The teachers are expected to have inspirations in improving their teaching method so that they can direct the students' attention and will finally improve students' ability of the material that they taught.

The English teachers of the school should be well informed of the finding of the research so that they can make important steps to improve their mastery of English. Besides, the teacher should make a suitable teaching system for the RSBI class so that they can improve the students' knowledge of English.

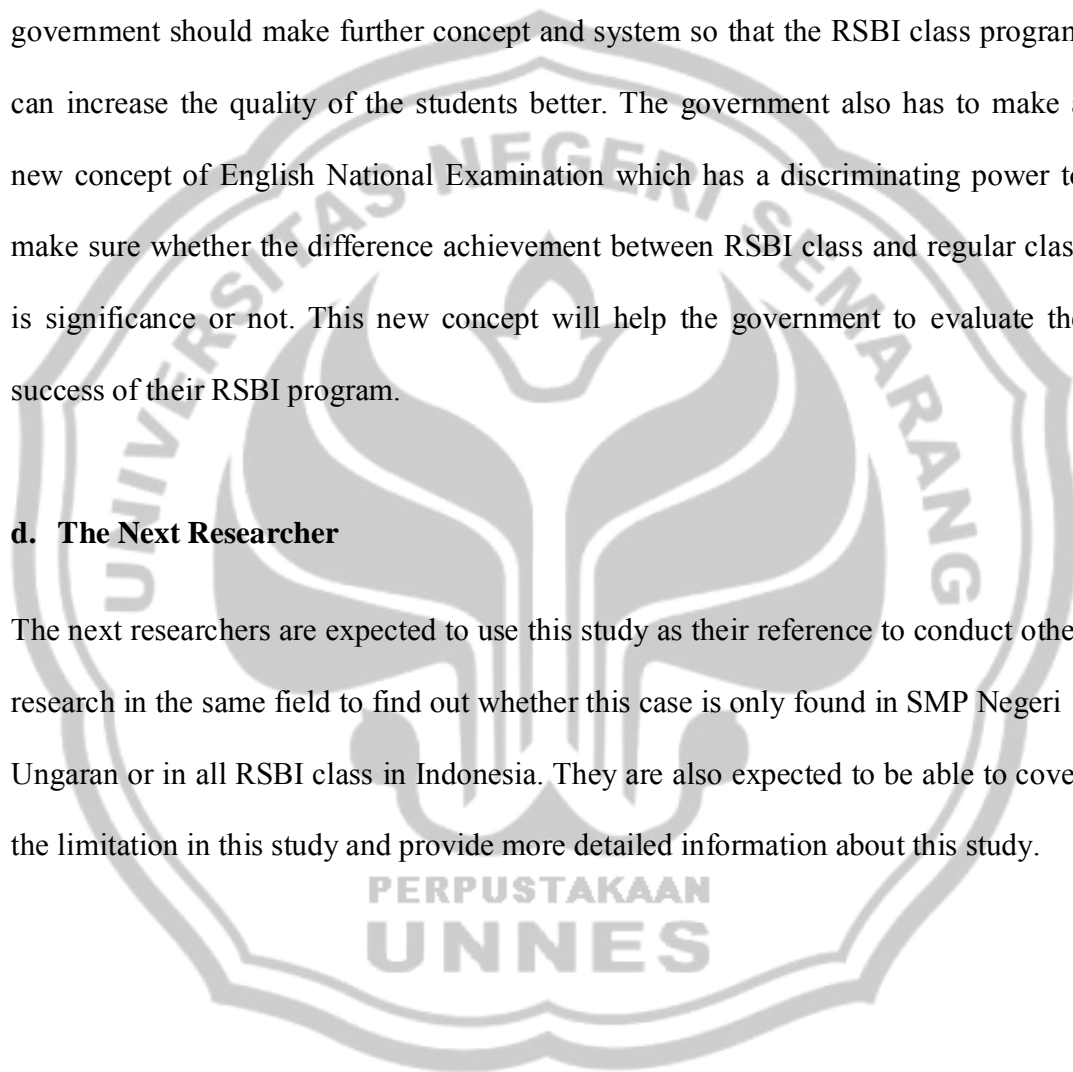
So, the teachers must be able to create their own way and technique to arise their students' interest ability in the lesson.

c. The Government

Given the fact that the difference English National Examination achievement between the RSBI and regular class is not statistically significant, it would appear that the government should make further concept and system so that the RSBI class program can increase the quality of the students better. The government also has to make a new concept of English National Examination which has a discriminating power to make sure whether the difference achievement between RSBI class and regular class is significance or not. This new concept will help the government to evaluate the success of their RSBI program.

d. The Next Researcher

The next researchers are expected to use this study as their reference to conduct other research in the same field to find out whether this case is only found in SMP Negeri 1 Ungaran or in all RSBI class in Indonesia. They are also expected to be able to cover the limitation in this study and provide more detailed information about this study.



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[http.wikipedia/wiki/dictionary](http://wikipedia/wiki/dictionary)

<http://en.wikipedia.org/wlki/curriculum>

PERPUSTAKAAN
UNNES

TABLE 4.1**RSBI Class Scores on English National Examination**

NO	NAMES	SCORES
1	Andhika Risky Priambodo	8.00
2	Ardian Eka Pramata	9.60
3	Arif Rahman Hakim	8.60
4	Arissa Hayu Riani	8.20
5	Bagas Aldiomaru	8.60
6	Dama Qory Arjanto	8.80
7	Dzulaily Risti Ika Putri Riyanto	8.20
8	Elita Putri Hapsari	9.00
9	Fiki Rahmatika salis	9.00
10	Gisela Laksita Yasmine	9.80
11	Intan Allia Permata Sari	8.80
12	Istiana Norita Rahma	9.40
13	Jalu Wibowo Aji	8.60
14	Jaza Chairunnisa	8.60
15	Megita Apriliana	8.80
16	Melia Asti Agustianingrum	8.20
17	Monica Shinta Selina	6.60
18	Octaviana Ayu Harini	9.40
19	Papilaya Lugita Tri Budiyanti	7.80
20	Ria Sintya Lutfi	8.60
21	Sintia Intan Nur Aini	6.80
22	Syarifudin Akbar	9.40
23	Tory Saktiti Krisantina	8.60
24	Yusuf Galih Aji Putra	9.60

TABLE 4.2**Regular Class Scores on English National Examination**

NO	NAMES	SCORES
1	Agung Satrio Nugroho	8.60
2	Alfadharma Arliyando	9.40
3	Alfiananda Rahmadiska	8.00
4	Alifa Saras Widyarini	8.60
5	Angger Falih Al Hakim K	8.80
6	Anggun Dwi Karina	9.00
7	Bhagas Fadhilata Qalbie	6.40
8	Beatrix Hastuti Ambar Arumsari	9.40
9	Bimantoro Yudhi Prasetyo	8.00
10	Brilliant Kurnia Mahardika	9.00
11	Chitra Suci Nur Aprilya	8.20
12	Dewi Ristanti	9.00
13	Diana Nurma Irawan	7.00
14	Dimas Deri Kurniawan	6.00
15	Fajriana Arum Hijriani	8.40
16	Farhan Septian Wicaksono	8.20
17	Fatimah El Zahra	8.80
18	Felik Ferdianto	9.40
19	Ganang Masykur	8.00
20	Hawaina Alimatussuffa Nora Farda	9.20
21	Hudaya Adiguna	8.00
22	Inas Zakiyyah	9.80
23	M. Anandito Keimas	8.20
24	Mahardhika Ardha Dwiputra	8.80

NO	NAMES	SCORES
25	Mahardika Citta Artiyono	7.60
26	Meidinar Rizki Ardiyanti	8.60
27	Mersya Resdiani	7.00
28	Mifta Jatiningtyas	8.60
29	Muhamad Yanuar Nugroho	9.00
30	Muhammad Arief Nurdiansyah	8.80
31	Nabilla Mei Larasati	8.80
32	Nina Nugraheni	9.60
33	Nofi Mariati Laila	8.20
34	Novita Hendarwati	8.40
35	Rahajeng Dyah Revinda Ayuning	8.80
36	Renaldi Firmansyah	8.20
37	Rifky Reza Ramadhiansyah	8.80
38	Riska Zulia Anggraeni	9.60
39	Rizky Nurrochma Darmawan	8.60
40	Rizqi Wahyu Lestari Suwarto	9.60
41	Selfira Melarosa	9.00
42	Sih Wijna Respati	8.40
43	Tiara Saverina Anggraini	8.80
44	Wardatul Khumairoh	8.80

Table 4.3

The Preparatory Table to Compute RSBI Class Scores

No.	X_1	$X_1 - \bar{X}_1$	$(X_1 - \bar{X}_1)^2$
1	9.80	1.175	1.381
2	9.60	0.975	0.951
3	9.60	0.975	0.951
4	9.40	0.775	0.601
5	9.40	0.775	0.601
6	9.40	0.775	0.601
7	9.00	0.375	0.141
8	9.00	0.375	0.141
9	8.80	0.175	0.031
10	8.80	0.175	0.031
11	8.80	0.175	0.031
12	8.60	-0.025	0.001
13	8.60	-0.025	0.001
14	8.60	-0.025	0.001
15	8.60	-0.025	0.001
16	8.60	-0.025	0.001
17	8.60	-0.025	0.001
18	8.20	-0.425	0.181
19	8.20	-0.425	0.181
20	8.20	-0.425	0.181
21	8.00	-0.625	0.391
22	7.80	-0.825	0.681
23	6.80	-1.825	3.331
24	6.60	-2.025	4.101
Total	207.000	0.000	14.514

Mean:

$$\begin{aligned}\bar{X}_1 &= \frac{\sum x_1}{n_1} \\ &= \frac{207}{24} \\ &= 8.625\end{aligned}$$



Table 4.4

The Preparatory Table to Compute Regular Class Scores

No.	X_2	$X_2 - \bar{X}_2$	$(X_2 - \bar{X}_2)^2$
1	9.80	1.268	1.608
2	9.60	1.068	1.141
3	9.60	1.068	1.141
4	9.60	1.068	1.141
5	9.40	0.868	0.753
6	9.40	0.868	0.753
7	9.40	0.868	0.753
8	9.20	0.668	0.446
9	9.00	0.468	0.219
10	9.00	0.468	0.219
11	9.00	0.468	0.219
12	9.00	0.468	0.219
13	9.00	0.468	0.219
14	8.80	0.268	0.072
15	8.80	0.268	0.072
16	8.80	0.268	0.072
17	8.80	0.268	0.072
18	8.80	0.268	0.072
19	8.80	0.268	0.072
20	8.80	0.268	0.072
21	8.80	0.268	0.072
22	8.80	0.268	0.072
23	8.60	0.068	0.005
24	8.60	0.068	0.005

25	8.60	0.068	0.005
26	8.60	0.068	0.005
27	8.60	0.068	0.005
28	8.40	-0.132	0.017
29	8.40	-0.132	0.017
30	8.40	-0.132	0.017
31	8.20	-0.332	0.110
32	8.20	-0.332	0.110
33	8.20	-0.332	0.110
34	8.20	-0.332	0.110
35	8.20	-0.332	0.110
36	8.00	-0.532	0.283
37	8.00	-0.532	0.283
38	8.00	-0.532	0.283
39	8.00	-0.532	0.283
40	7.60	-0.932	0.869
41	7.00	-1.532	2.347
42	7.00	-1.532	2.347
43	6.40	-2.132	4.545
44	6.00	-2.532	6.411
Total	375.40	0.000	27.756

$$\bar{X}_2 = \frac{\sum x_2}{n_2}$$

$$\begin{aligned} \text{Mean:} &= \frac{375.40}{44} \\ &= 8.532 \end{aligned}$$

Table 4.5
Table t-Distribution Critical Values

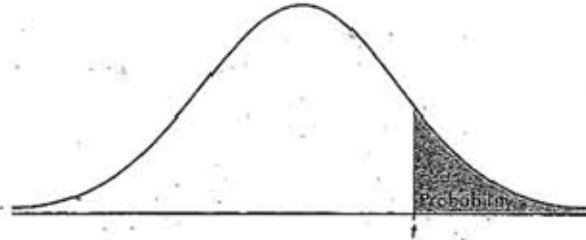


TABLE B: t-DISTRIBUTION CRITICAL VALUES

df	Tail probability <i>p</i>											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	.765	.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	.741	.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	.727	.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	.718	.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	.711	.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	.706	.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	.703	.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	.700	.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	.697	.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	.695	.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	.694	.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	.692	.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	.691	.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	.690	.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	.689	.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	.688	.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	.688	.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	.687	.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	.686	.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	.686	.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	.685	.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	.685	.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	.684	.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	.684	.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	.684	.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	.683	.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	.683	.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	.683	.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	.681	.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	.679	.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	.679	.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	.678	.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	.677	.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	.675	.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
∞	.674	.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level <i>C</i>											