

# THE CORRELATION OF ENGLISH SCORE IN NATIONAL EXAMINATION FOR STUDENTS WITH ENGLISH ACHIEVEMENT AND ITS IMPACT AS A PREDICTION TOOL

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## ***Abstract***

*The purpose of this research is to find out the correlation of English score in National Examination for Junior High School students with English achievement in 1<sup>st</sup> semester and its impact as a prediction tool. This research showed that 8.67% English score in National Examination has no impact to students' English achievement in the 1<sup>st</sup> semester of High School, 34.78% of English score in National Examination has low impact, 39.13% has moderate impact, and 13.04% of English score has substantial impact toward students' achievement. Therefore, it can be said that only 13.04% of all scores have strong influence toward students' achievement in High School, especially in 1<sup>st</sup> semester.*

***Keywords:* English score, National Examination, English achievement**

## **INTRODUCTION**

Education is very important for everybody in order to become organized and well-behaved person for others. In many countries, education has been a very crucial requirement for life. There are many reasons why education has greater importance among others. Education plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis cited in Farooq et al, 2011). It means that by having enough education, human can grow better and become better people academically and socially. Students have to perform well in order get the maximum result.

Education finds students information and knowledge to teaching and learning actives. Curriculum is defined as the concept of planning in teaching and learning process (Porter & Smithson, 2001). After knowing the content of curriculum, English teachers

perpare their plan and define their teaching strategy.

It is important for English teachers to achievement. According to Algarabel and Dasí (2001), the definition of achievement can be defined based on two views. The first definition is based on construct representation. In this point of view, achievement is defined "as the competence a person have in an area of content" (APA, cited in Algarabel & Dasí, 2001). It can be said that achievement is what a student can do after he completes a particular requirement in teaching learning process. This article tries to discusse the correlation of the score in nasional exam junior high school with English achievement and wheather the correlation predicting.

## METHOD

This research used Correlational research that it provides information about the strength of relationships between variables (Ary, et al, 2009: 350). There were two variables included, namely students' junior high school final exam and students' achievement in high school during the first semester.

## FINDINGS AND DISCUSSION

### Findings

The data presented in this study were obtained from SMAN 1, SMAN 3, and SMAN 7 Pontianak as the research sites. Research data including students' English score of Junior High School National Examination and students' performance in the 1<sup>st</sup> Term of Grade 10 in Senior High School.

The first research site is SMA Negeri 1 Pontianak. In here, the researcher obtained two data; the first one was students' score in their Junior High School National Examination (UN) and the second one was students' final score for their performance in the 1<sup>st</sup> Year (Grade 10) during 1<sup>st</sup> Semester of Senior High School. The scores were from 6 classes of Science Program (MIPA), namely X MIPA 2, X MIPA 5, X MIPA 6, X MIPA 7, X MIPA 8, and X MIPA 9. Scores were obtained after the researcher gained permission to collect the data and the process was done together with the English teacher(s) for the respective classes.

Based on English score in Nasional Examination and English Achievement in 1st semester in SMA Negeri 1 Pontianak have variousity result. Among 6 classes, the researcher found 5 for positive coefficient and the only one class was found as negative coefficient result. The classes were tenth grade of MIPA 2, MIPA 5, MIPA 6, MIPA 7, MIPA 8 and MIPA 9. After gathering data of Nasional Examination and English Achievement 1st semester tenth grade, the researcher applied Pearson Product Moment Correlation to find out the correlation. The researcher

puts the result of the tests in the formula using EXCEL to measure the correlation between the two variables.

As can be seen in table 4.1., The researcher found out that X MIPA 2 has  $r_{\text{value}}(0,28)$  and categorized as *Negligible*; X MIPA 5 has  $r_{\text{value}}(-0,11)$  and *non categorized* because the value was negative. Further, X MIPA 5 has negative correlation. X MIPA 6 has  $r_{\text{value}}(0,53)$  and categorized as *moderate*. X MIPA 7 has  $r_{\text{value}}(0,24)$  and categorized as *low*. X MIPA 8 has  $r_{\text{value}}(0,38)$  and categorized as *low*. X MIPA 9 has  $r_{\text{value}}(0,43)$  and categorized as *Moderate*.

The second research site is SMAN 3 Pontianak. In here, the researcher obtained two data; the first one was students' score in their Junior High School National Examination (UN) and the second one was students' final score for their performance in the 1<sup>st</sup> Year (Grade 10) during 1<sup>st</sup> Semester of Senior High School. The scores were from 6 classes of Science Program (IPA), namely X IPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, X MIPA 6 and from 3 classes of Social Program (IPS) namely X IPS 1, X IPS 2, and X IPS 3. Scores were obtained after the researcher gained permission to collect the data and the process was done together with the English teacher(s) for the respective classes.

**Table 1 : The Coefficient Score of SMA Negeri 3 Pontianak**

Classes	Coefficient(r)	Relationship
X IPA 1	0,36	Low
X IPA 2	0,43	Moderate
X IPA 3	0,45	Moderate
X IPA 4	0,40	Moderate
X IPA 5	0,33	Low
X IPA 6	0,48	Moderate
X IPS 1	0,34	Low
X IPS 2	0,50	Moderate
X IPS 3	0,33	Low

Based on English score in Nasional Examination and English Achievement in 1st semester in SMA Negeri 3 Pontianak have variousity

result. Among 9 classes, the researcher found all of the classes has positive correlation. The classes were tenth grade of X IPA1, X IPA 2, X IPA 3, X IPA 4, X IPA 5, X IPA 6, X IPS 1, X IPS 2, and X IPS 3. After gathering data of Nasional Examination and English Achievement 1st semester tenth grade, the researcher applied Pearson Product Moment Correlation to find out the correlation. The researcher puts the result of the tests in the formula using EXCEL to measure the correlation between the two variables.

As can be seen in table 4.2, the researcher found out that X IPA 1 has  $r_{\text{value}}(0,36)$  and categorized as *Low*; X IPA 2 has  $r_{\text{value}}(0,43)$  and *moderate*. X IPA 3 has  $r_{\text{value}}(0,45)$  and categorized as *moderate*. X IPA 4 has  $r_{\text{value}}(0,40)$  and categorized as *Moderate*. X IPA 5 has  $r_{\text{value}}(0,33)$  and categorized as *low*. X IPA 6 has  $r_{\text{value}}(0,48)$  and categorized as *Moderate*. X IPS 1 has  $r_{\text{value}}(0,34)$  and categorized as *Low*. X IPS 2 has  $r_{\text{value}}(0,50)$  and categorized as *Moderate*. X IPS 3 has  $r_{\text{value}}(0,33)$  and categorized as *Low*.

The third research site is SMAN 7 Pontianak. In here, the researcher obtained two data; the first one was students' score in their Junior High School National Examination (UN) and the second one was students' final score for their performance in the 1<sup>st</sup> Year (Grade 10) during 1<sup>st</sup> Semester of Senior High School. The scores were from 5 classes of Science Program (MIPA), namely X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5 and 4 classes of Social Program (IPS) namely X IPS 1, X IPS 2, X IPS 3, and X IPS 4. Scores were obtained after the researcher gained permission to collect the data and the process was done together with the English teacher(s) for the respective classes.

**Table 2 : The coefficient score of SMA Negeri 7 Pontianak**

Classes	Coefficient(r)	Relationship
X MIPA 1	0,49	Moderate
X MIPA 2	0,76	Substantial
X MIPA 3	0,72	Substantial
X MIPA 4	0,37	Low
X MIPA 5	0,41	Moderate
X IPS 1	0,65	Substantial
X IPS 2	0,21	Low
X IPS 3	0,01	Negligible

Based on English score in Nasional Examination and English Achievement in 1st semester in SMA Negeri 7 Pontianak have variousity result. Among 8 classes, the researcher found all of the classes has positive correlation. The classes were tenth grade of X MIPA1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, X IPS 1, X IPS 2, and X IPS 3. After gathering data of Nasional Examination and English Achievement 1st semester tenth grade, the researcher applied Pearson Product Moment Correlation to find out the correlation. The researcher puts the result of the tests in the formula using EXCEL to measure the correlation between the two variables.

Table 2 showed that the researcher found out that X MIPA 1 has  $r_{\text{value}}(0,49)$  and categorized as *Moderate*; X MIPA 2 has  $r_{\text{value}}(0,76)$  and *substantial*. X MIPA 3 has  $r_{\text{value}}(0,72)$  and categorized as *substantial*. X MIPA 4 has  $r_{\text{value}}(0,37)$  and categorized as *low*. X MIPA 5 has  $r_{\text{value}}(0,41)$  and categorized as *moderate*. X IPS 1 has  $r_{\text{value}}(0,65)$  and categorized as *Substantial*. X IPS 2 has  $r_{\text{value}}(0,21)$  and categorized as *Low*. X IPS 3 has  $r_{\text{value}}(0,01)$  and categorized as *Nagligible*.

According to the result above, there were 8,67% that EnglishScore in Nasional Examination has no impact to the students' English Achievement in

High School. However 34,78% Nasional Examination has low impact to the students' English Achievement for the High School. Most of the Nasional Examination has moderate impact to the High School as much as 39,13%. There were 13,04% has substantial impact to English Achievement in high school. In other words, 13,04% give strong influence to students' English achievement in high school.

### **Discussion**

There are some factors that affect students' achievement. El-Omari (2016) represented that several factors (attitudinal, social socio-economic, and extracurricular) influenced students' achievement, and it can be found that those factors and students' achievement in English learning have significant relationship. Another contributing factor is stress level. Many parents believe that stress level will also affect students' performance and achievement in learning. However, Kumari and Gartia (2012) study, which included senior secondary school students, found the relationship between stress and academic achievement. It exposed different result. Students with high and moderate stress can perform better, and stress does not always correlate to negative impact. Therefore, managing stress level can also be done by English teacher to ensure students' learning to proceed well.

### **CONCLUSION AND SUGGESTION**

#### **Conclusion**

Majority of total students from SMAN 1, SMAN 3, and SMAN 7 had improved score in English performance

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after studying in 1<sup>st</sup> Term of Academic Year. It means that many students have the potential to perform well and earn good result when learning in High School level, especially during their 1<sup>st</sup> Term of Grade 10. As a prediction tool, the research findings can be used as a reference for English teachers who wanted to implement a particular teaching technique. Because Social Program has more numbers of students with stable or worsen English score compared to Science Program class, teachers should give more attention in teaching learning activity.

### **Suggestions**

Referring to the research findings, the researcher would like to offer some suggestions as follow: For English teachers in Senior High School, especially those who teach 1<sup>st</sup> Year or Grade 10 students, these research findings will be useful for their assessment. Teachers can categorize students who are potential to have good progress in the class. Science program has fewer number of students who have stable or decreased English score, compared to Social program. Therefore, English teachers may put more attention to Social program students and find a suitable teaching method for them whose score is decreased. For other researchers who want to do a research about correlative study of scores, these research findings might be helpful. The researcher suggests to develop the study to find more information, such as taking some private senior high schools as research sites to get wider research findings.

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