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CHAPTER IV

FINDINGS AND DISCUSSION OF RESEARCH

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This chapter presents the result of the research and discussion about the data analysed by using the statistical procedure. The contents of this chapter are the findings and discussion.

A. Findings

   1. Difference of achievement of English subject

   a. Presentation of Data

In this research, the researcher used two instruments, namely questionnaire and test. In conducting the data, the researcher conducted the data in the tenth class of IPS MA Ainul Falah Bakeong Guluk-Guluk Sumenep. The total population taken from the tenth class of IPS of MA Ainul Falah is 20 students. Then, the research took all samples from the class to be used as a research material consisting of 10 students who live in the Islamic boarding school and 10 students who live at home, as shown in the table below:

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Table 4.1 Data where students live

Students Live	Total
Islamic Boarding School	10
Home	10
Total	20 students

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b. The Result of the Data Test

Test is the instrument used to know difference of achievement of English subject between students living in the Islamic boarding school and students living with parents at MA Ainu Falah Bakeong Guluk-Guluk Sumenep. Test is used to collect data related to dependent variable (variable Y). The test score of the class is analysed by research design, namely independent t-test. The same of the test are should in table 4.2

Table 4.2 The Results of Student Test Scores in English Subject between Students Living in the Islamic Boarding School and Student Living with Parents.

No.	Islamic Boarding School	Score	Home	Score
1.	AM	78	AKR	74
2.	AJ	70	H	70
3.	AKR	58	F	74
4.	AS	70	MR	66
5.	AI	74	MAK	78
6.	MR	70	MSW	74
7.	MH	62	NDA	70
8.	NH	70	NNA	62

9.	RAF	74	MR	66
10.	UN	70	QA	74
	SUM	**618**	**SUM**	**708**
	Average	**30,9**	**Averange**	**35,4**

Based on the table data above, the value of students' English learning achievement is obtained through a test with 25 questions. The average score of English learning achievement of students who live at home is higher than students who live in Islamic boarding school at MA Ainul Falah Bakeong Guluk-Guluk Sumenep.

c. Checking Validity and Reliability

1) Validity

Validity is most important items in research to developing, measuring, and evaluating instruments that used a test. To check the validity of the test, the researcher used product moment correlation and construct validity to know the test that used in achievement of English subject is valid or not.

To checking of test, the researcher need validity to the test valid or not. The researcher conducted the data of validity on 14 March 2023 at tenth class. There are 25 questions and 20 respondents. In this study, the researcher used product moment correlation by using SPSS 20. The test is valid if comply with a request is if $r_{table} = 0,423$. So, the test is valid if the value0,423 or more then 0,423 and is not valid if the value less the 0,423.

Based on the data of the Appendix IX, the number of the students' are 20 and the r-table significance 5% = 0,423. So, from the result that of all test to find about students' achievement in English subject are 19 valid questions and 6 invalid questions, they are question number of 1, 6, 7, 8, 14, 23. The invalid question said to be invalid because the $r_{value} < r_{table}$.

2) Reliability

In research not only need validity to measure the instrument. The research needs reliability to measure the instrument. In checking of reliability of achievement of English subject, the research used cronbach alpha by using SPSS 20. According to Sofyan Siregar stated that the instrument can called reliable and the coefficient of reliability $r_{value} > r_{table}$.[1]

The calculation result from the SPSS application is presented in the following table:

Table 4.3 Reliability Statistics

Cronbach's Alpha	N of Items
.439	25

Source: Output SPSS 20

Based on the calculation above, the researcher got that the reliability of the test is 0,439. To decide whether the reliability of the test is acceptable or not, the researcher consults r value with r table.

If $r_{value} > r_{table}$, so the test is reliable.

If $r_{value} < r_{table}$, so the test is not reliable.

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[1] Syofian Siregar, Metode Penelitian Kuantitatif (Jakarta: Kencana Prenadamedia Group, 2014), 57.

The number of students are 20 and the r_{table}, significant 5% = 0,423. Based on the result above it was obtained that the items are reliable because r_{value} are greather than r_{table} (0,439> 0,423).

d. The Statistical Analysis

After the researcher gained the data between the variable x as attached in the table 4.2, the researcher focused on the comparing the two difference groups as the variable X. So, that the researcher used independent t-test to compare the achievement of English Subject between students living in the Islamic Boarding School and students living with parents. To analyse the data, the researcher used SPSS 20.

Table 4.4The result of comparison of achievement of English subject between students living in the Islamic Boarding School and students living with parents.

Independent Sample 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	
Score	Equal variances assumed	.024	.879	-.682	18	.504	-1.600	2.348	-6.532	3.332	
	Equal variances not assumed			-.682	17.174	.505	-1.600	2.348	-6.549	3.349	

Based on the output above it is known that the value of sig. Levene's Test for Equality of Variaces is 0, 879. The researcher determines the value of rtable, the researcher must conclude the number of df by detracting sum object with 2 (df = N-2). So,

df = 18. When it ws consulted it into r table with df 18 significant level 5% it was 0,444. The calculated r value is 0,879 > 0,444, so it can be interpreted that the variance of the data between students living in the Islamic boarding school and students living with parents is homogeneous or the same. So, that the interpretation of the Independent Sample Test output table above is guided by the values contained in the "Equal variances assumed" table.

Furthermore, from the output table above, it is known that the "Mean Difference" value is -1.600. This value indicated the difference between the average students' English achievement outcomes in table students living in the Islamic boarding school and the average students' English achievement in table students living with parents or 89.60-91.20 = -1,6 and the differences is –6.532 to 3.332.

If t-test is negative (-0.682) is not an error. However, t-test is negative because the average value of learning outcomes in group students living in the Islamic boarding school is lower than the average value of learning outcomes in group students living with parents. So if in making decisions in the independent sample t-test through a comparison between the calculated rvalue and rtable, then the calculated rvalue here can mean positive, namely 0.682.

The decision-making based on the comparison of the calculated rvalue with rtable in the independent t test can be guided by the following basic decisions.

1. If rvalue <rtable, it means there is no difference in English subject achievements between students living in the Islamic boarding school and students living with parents.

2. If rvalue > rtable, it means that there is a difference in English subject achievements between students living in the Islamic boarding school and students living with parents.

Based on the data of the table, the value of t-test is 0,682. The calculated r value is 0,682 > 0,444. Based on the data, it can be concludedthat there is a differencesin the average English subject between students living in the Islamic boarding school and students living with parents.

2. **Hypothesis Testing**

From the SPSS result of Independent sample t-test in the previous pages, the researcher know that the significant value between students living in the Islamic boarding school and students living with parents is 0,504.

Testing hypothesis is important in conducting the data in research. So, in can prove the theory is suitable with fact or not. There are two kinds of hypothesis, namely null hypothesis (Ho) and alternative hypothesis (Ha). The criteria of the significant between the two variables are as follows:

1. If the research of significant value > 0,05, it means there is no significant the difference of achievements of English subject between students living in the Islamic Boarding School and student living with parents. The alternative hypothesis is rejected, and the null hypothesis is accepted.

2. If the research of significant value < 0,05, itmeans there is a significant difference in English subject achievements between students living in the Islamic boarding school and students living with parents. The alternative hypothesis is accepted, and the null hypothesis is rejected.

Therefore, based on the significant correlation criteria above, then the result of significant value are no significant because the rvalue is greater than 0,05. Then, researcher can conclude that the value of statistical significance is 0,504 > 0,05. This means that the alternative hypothesis (Ha) is rejected, and is null hypothesis accepted. So, the researcher finds that there are no significance difference in English subject between students living in the Islamic Boarding School and student living with parents.

B. Discussion

This research consists of two research problems. The first it was to know whether there is a difference of achievement of English subject between students living in the Islamic boarding school and students living with parents at MA Ainul Falah. The second is to measure significance the difference of achievement of English subject between students living in the Islamic boarding school and students living with parents at MA Ainul Falah Bakeong Guluk-Guluk Sumenep.

The result of this research differs from Dian Tri Lestari "The Comparison of Learning Achievement of Students Living in Islamic Boarding School and Living at Home on Subjects Religion Class XI IPA in Madrasah Aliyah Bahrul Ulum Air Emas". Both of the research have the same object, namely looking for differences in student achievement between students who living in Islamic boarding school and students who living at home but in different places. However, in a different subjects. This research compared students' English achievement while previous studies compared students on subject religion. The results of previous studies indicated there are significant differences between student achievement live in Islamic boarding school and those who live at home in religious subjects in class XI IPA Madrasah Ulum Air Ema. In other words living in a Islamic

boarding school on student learning outcomes, but the result of the current study reveal that there is the lowest correlation.

In addition, the findings of this study are in line with Nurul Ari Yani research entitled "English Learning Achievement Differences Through a Cooperative Approach in Class VIII of SMAN 1 Negeri Bumijaya North Lampung". Both the current research and previous studies revealed that the result a sig value = 0.300, means that at alpha 5%. The researcher concluded that there is no differences in performance improvement learn English through cooperative approach in class VIII of SMAN 1 Negeri Bumijaya North Lampung.

The results of the study showed that there was no difference in the English language achievement of students who lived in the Islamic boarding school and students who lived at home. Even though students live in Islamic boarding school with an active learning environment and high discipline, this does not guarantee that they will achieve more in English subjects. This means that students who live in the Islamic boarding school do not guarantee that students will be far superior to students who live at home and vice versa.

English achievement has two elements; first, learning achievement is the level of mastery achieved by students after following the teaching and learning process. This means that English achievement is how much knowledge students acquire after they have learned a few lessons, particularly within a certain period of time. Students in class X IPS MA Ainul Falah Bakeong Guluk-Guluk Sumenep have difficulty understanding English subjects so there is no difference and significance in students' English achievement and that can be a reason to improve students' English achievement by preparing the study well, do not stick to grammar and focus on practice, use appropriate learning methods, so that students are more interested in learning English in class.