

THE ACHIEVEMENT OF THE FIRST GRADE STUDENTS BASED ON THEIR LEARNING EXPERIENCE IN ELEMENTARY SCHOOL AT SMP NEGERI 5 KOTA JAMBI: A COMPARATIVE STUDY

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Abstract

This research aimed to find out whether there is a difference in English achievement between students who have experience of studying English at elementary school for more than 4 years and students who do not have such experience. This research was quantitative research and a comparative analysis technique has been employed. The participants of the research were the first grade students of SMP Negeri 5 Kota Jambi academic year 2017/2018. The sample of this research comprised of 50 experienced students and 50 non-experienced students. In analyzing the data, normality and homogeneity, t-test was used to establish the significant data. The result of analysis data between variable X1 and X2 used SPSS 16 for Windows showed that the value of t_0 (t-observation) was 3.36. In the t-table, score degree of significance of 5% is 1.98 and score degree of significance of 2.50% is 2.28. It can be concluded that t_0 was higher than t-table ($3.36 > 2.28$). It means that experienced students and non-experienced students have significant difference in their English achievement.

Keywords: English Achievement, English Learning Experience

Introduction

In KTSP, English is taught 2 hours a week in elementary school from grade 4-6, 4 hours a week in junior high school, and 4 hours a week in senior high school (Kemendiknas; 2006). But, in curriculum 2013, English will not be taught at elementary school. It will still be taught 4 hours a week in junior high school, but only 2 hours a week in senior high school, for students who major in language programs, they will have 3 hours a week of English subject in grade 10, and 4 hours a week in grade 11 and 12 ((Kemendiknas; 2013).

English for elementary school becomes one interesting topic to discuss in Indonesia. This subject is not written in the 2013 Curriculum, however most elementary school keep implementing in their teaching learning process. (Kaltsum; 2016). In the reality, many primary schools that ultimately eliminate or exclude them as local or extracurricular content lessons. English is a kind of local content only and a choice in school so that if the school does not want to teach, it is acceptable. Based on the observations about English learning and teaching at elementary school in Jambi city, there have been differences in the implementation of English language learning in elementary schools. While public schools do not include English language as their learning subject at the school, most private schools choose to include English as their learning subject at the school.

Learning is an enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience (Schunk, 2012; 3). In this point of view learning is the process that involves not only the practice but also other forms of experiences. Clark (1987) in Richard (2001; 117) states that the education "as a mean of providing children with learning experiences from they can learn by their own efforts. Learning is envisaged as a continuum which can be broken up into several broad developmental stages... Growth through experience is the key concept." Roberts (1998) in Richard (2001; 117) states that all learning is seen to involve re-learning and reorganization of one's previous understanding and representation of knowledge. Both of these perspective emphasize that learning involves active construction of the previous knowledge and experience through the stages continuum development process. The learner growth in the learning process. The learner's effort will influence the result in learning. The differences in the implementation

of English teaching and learning in elementary lead to differences in students' English learning experience when entering junior high school. There are some students who had been studying English for about six years, while others have been studying English for three years. Even there are some students who have not studied English when they go to the junior high school. It means that there are some students begin to study English earlier than others students do. Because of the differences in the implementation of English teaching and learning in elementary school, making a difference students' English learning experience when entering the level of education in junior high school is important.

The researcher comes with the notion that students' English learning experience in elementary school would influence the students' English achievement in junior high school and learning English language at early ages always benefits students, however the researcher also found that there are studies that argue against that as showed in literature review. Since in Indonesia has not tried this research in this area, we cannot know if it goes work or not unless we actually test it in that area. This study has attempted to do this, in order to understand whether there is difference in English achievement between students who have experience of studying English at elementary school for more than 4 years and students who do not have such experience.

Method

This research was quantitative research and a comparative analysis technique has been employed. The participants of the research were the first grade students of SMP Negeri 5 Kota Jambi academic year 2017/2018. The sample of this research comprised of 50 experienced students and 50 non-experienced students. In analyzing the data, normality and homogeneity, t-test was used to establish the significant data. The research is conducted at SMP Negeri 5 Kota Jambi at Jl. M. Yamin, Payolebar, Kec. Jelutung Kota Jambi. The research is conducted on February 26th – March 1st 2018 in the 2017/2018 academic year. The population was ten classes of the first grade students of SMP N 5 Kota Jambi which consist of 395 students. The sample is used in this research is purposive sampling by clasifying only students have experience of studying English at elementary school for 4 years or longer and students who do not have such experience. The samples consist of 50 students who have experience of studying English at elementary school for 4 years or longer and 50 students who do not have such experience.

The data were collected using three instruments. First, the observation was administered to the grade VII students of SMP Negeri 5 Kota Jambi. This observation was aimed to know whether the students studied English at the elementary school or not. Second, the report as the documentation were collected from the English teacher to know the students' English learning achievement. Third, test was conducted for getting the score as the primary data of the data research. From the observation was conducted, 100 students were chosen as the participants of this research. They were consisted of 50 students who studied English at elementary school for four years or more and 50 students who did not study English at elementary school. Thirdly, the result of the test was collected and the data from teacher were summed up then divided by two to get grade point average of the students' English learning achievement. The results of data were analyzed by t-test to find out whether there is any difference of the result or not.

The Technique of Analysis Data

In this study, Kolmogorov-smirnov test was used to measure the normality of the samples. Moreover in this study the researcher will use SPSS 16 to find out the normality of the data. A low significance value less than 0.05 indicates that the distribution of the data differs significantly from a normal distribution. If the significance value exceeded the value of 0.05, so the data could be categorized as normal. To test the Homogeneity of variance among the group, the lavene's test of Equality of error was conducted. Based on the Lavene statistics test, the variance of the groups is considered as homogeneous if the significance level more than 0.05. If the significance value less than 0.05 it means that the groups will be not homogeneous.

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

Statistical Hypotheses

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

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

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

Based on probability:

Ho is accepted if $P \text{ value} > 0,05$

Ho is rejected if $P \text{ value} < 0.05$

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

Ho = There is no significantly difference between students who have experience of studying English in elementary school for four years or longer and students who do not have such experience.

Ha = There is significantly difference between students who have experience of studying English in elementary school for four years or longer and students who do not have such experience.

Results and Discussion

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

The data is gotten from the first grade students' English achievement as the data of this research that will be categorize: students who have experience of studying English for 4 years or longer are grouped as 'experienced students' (X_1) and students who do not have such experience are grouped as 'non-experienced students' (X_2), the result of the calculation data will be presented in this table below:

Table 1. Statistic Descriptive of the Research

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

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

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

Statistical Test (t-test)

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

a. Normality Test

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

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

Table 2. The Result of Normality Test using Kolmogorov-Smirnof and Shapiro-wilk

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

Seen from the table 2.2 above, the variables had normal distribution since sig.value of all variables were higher than 0.05 ($p > 0.05$). It means that the scores of the experienced students' score and non-experienced student score were normally distributed.

b. Homogeneity test

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

Table 3. The Result Of Homogeneity Test Using Lavene Test

Levene Statistic	df1	df2	Sig.
2.664	1	98	.106

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

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

c. T-test and t-table

The first purpose of the study is to investigate whether there is a significant difference of the first grade students' English achievement SMP N 5 Kota Jambi between students' who have experience of studying English at elementary school for 4 years or longer and students who do not have such experience or not. In order to test the hypothesis, independent t-test analysis is used. The researcher uses SPSS 16 for Windows, and the result will be presented on the table below:

Table 4. Independent Samples Test

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

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

- a) The means of English achievement of the experienced students is 80.79, with the highest score is 97.5 and the lowest is 63.5. Meanwhile the means of English achievement of the non-experienced students is 74.85, with the highest score is 95.0 and the lowest is 57.0.
- b) The standard deviation of the experienced students is 7.60 and the deviation standard of the non-experienced students is 9.92.
- c) The result of t-test is 3.36.
- d) T-table for the degree of significance of 5% is 1.98, and the degree significance of 0.25% is 2.28.

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

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

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

$$H_0 \text{ is accepted if } -t_{table} < t_o < t_{table}$$

$$H_0 \text{ is rejected if } -t_o < -t_{table} \text{ or } t_o > t_{table}$$

Based on probability:

$$H_0 \text{ is accepted if } P \text{ value } > 0,05$$

$$H_0 \text{ is rejected if } P \text{ value } < 0.05$$

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

Based on the statistical calculation, it can be clarified that there is significant difference between the experienced students and the non-experienced students in English achievement. The result of the t-test was 3.36, and it is higher than t-table both in the degree of significance of 5% and 2.5% ($3.362 > 2.276$). So the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. It can be interpreted that there is significance difference between the experienced students and the non-experienced students on their English learning achievement.

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

The widespread belief that "the younger the better" in second or foreign language learning is partly grounded on observation of many English teachers and experts all over the world. The learning of foreign language (L2) may start as early as when one is in childhood, puberty, or later in life as an adult (American Community Survey, 2005). Birdsong (2000) holds the opinion that 'Conscious Language Learning' requires error correction as well as rules in order to children to acquire the second language in the right manner for proper linguistic generalizations. Learning foreign language when the children is young more advantageous, as children pick up the nuances, phonetics, and words quite easily.

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

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

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

Gawi (2012) states, there is significant difference between students who start learning English at age five or six in private schools as compared with the students who start learning English at age 12 or 13 in public schools. These differences tend to be in their performance and in their English speaking fluency in Saudi Arabia schools.

Shizuka (2007) explored the relationship between English learning experiences in EFLES and English proficiency and attitude toward learning English in high school with 630 students studying in one a standard studies course or an English studies course at a Super English Language High school (SELHi) Osaka. In his research, Shizuka concludes that (a) Experienced students tended to be more motivated toward learning English in high school; (b) studying English for three or more years before junior high school was more effective for developing the students' overall proficiency than programs lasting for less than three years; (c) the Experienced students' advantage over the Non-experienced students resided in their higher abilities in listening and reading skills; no advantage existed regarding vocabulary or grammar knowledge; (d) experiencing English for three years or longer was more effective for developing listening skills than doing so for less than three years.

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

In relation to this finding and looking at the previous theories that English as a Foreign Language at Elementary Schools can exert a powerful effect on fostering the foundation of communication skills in English when an English class focusing on communication is continued in junior high school, studying English for three

or more years before junior high school was more effective for developing the students' overall proficiency than programs lasting for less than three years, and now it have already been proved. The students with experience of studying English at elementary school have better achievement on their English learning in junior high school.

Conclusion

Concerning the result of data analysis and discussion in the previous chapter, it can be concluded that: Experienced students have higher scores than non-experienced students, which means there is difference in the score of experienced and non-experienced students. According to these results, learning as a process that involves active construction of previous knowledge and experience through the stages of the continuum development process. It means that we need to consider students' experience as one of the factors that influence the students' achievement. Studying English at elementary school will provide useful experience that will help students understanding later at junior high school level.

The data of this study indicated that experienced students and non-experienced students have significance difference in their English learning achievement scores. The t-test calculation showed that there is significantly difference between experienced students and non-experienced students in their English learning achievement score because the difference of their average is very significant. This research shows that there is significant difference between experienced students and non-experienced student in their achievement in English learning.

Based on the result above it can be concluded that students' experience of studying English at elementary school have influence on students' English achievement on junior high school level. The result of this research is expected as a contribution to all educational institutions to consider the advantages of English as Foreign Language at Elementary School (EFLES) for the optimal development students in the junior high school level and the future stages of education. The result of this study is also expected to be used as consideration or preview for future researchers in investigating the same field of the study with a different context, different object of research and different grades of the sample. The researcher expects this research will be continued by the future researchers investigating the specific students' skills such as speaking, listening, reading, or writing skill within the context of EFLES.

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