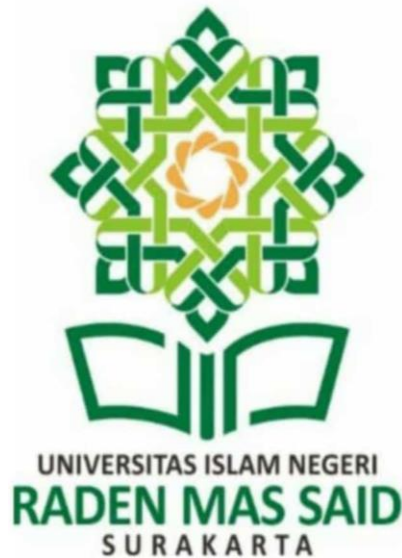**THE EFFECT OF ENGLISH COURSES AND ENGLISH**

EXTRACURRICULAR ON STUDENTS LEARNING OUTCOMES AT

THE SEVENTH GRADE STUDENTS OF SMP NEGERI 1 MOJOLABAN

IN THE ACADEMIC YEAR OF 2022/2023

THESIS

Submitted as a Partial Requirements

for the Degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
S U R A K A R T A

By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

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Assalamu'alaikum Wr. Wb

  After reading thoroughly and giving necessary advised, herewith as the advisor, I state that the research of

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  Has already, fulfilled the requirements to be presented before The Board of Examiners (munaqosyah) to gain Undergraduate Degree in The State Islamic University Raden Mas Said.

Than you for the attention

Wassalamu'alaikum Wr. Wb

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Surakarta, November 30th 2023

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RATIFICATION

This is to certify the *Sarjana* thesis entitled "The Effect of English Courses and English Extracurricular on Students Learning Outcomes at The Seventh Grade Students of SMP Negeri 1 Mojolaban in The Academic Year of 2022/2023" by Helmi Husnun Nada has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana*.

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DEDICATION

This thesis is dedicated to:

1. My Beloved Parents, Mr. Suryadi and Mrs. Sri Muji Rahayu who are always support, encourage, giving motivation through their andless love and pray all the time for me.

2. My self, who spent the last four years dreaming of becoming and English teacher.

3. My Beloved Sisters, Dini Nurul Fatikhah and Bilqis Restu Assyabiya who always willing to help and kind.

4. My best friends, Fita Ayu Ariska, Hana Hanifah Atsil Haryanto, Munajati Aminah, and Putri Miftahul Rahmani.

5. My thesis partners, Salma Nurul Faizah.

6. All those who helped the researcher to complete this thesis which may not be mentioned one by one.

7. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

"Just because you failed that one time, doesn't mean you failed at life. So, don't

be a loser, just try"

(Bangchan from Stray Kids)

"Don't tell your problems to people. Eight percent don't care and the other twenty

percent are glad you have them"

(Lou Holtz)

PRONOUNCEMENT

Name   : Helmi Husnun Nada

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I hereby sincerely stated that the thesis entitled "The Effect of English Courses and English Extracurricular on Students Learning Outcomes at The Seventh Grade Students of SMP Negeri 1 Mojolaban in The Academic Year of 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 5th December 2023

Stated by,

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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "The Effect of English Courses and English Extracurricular on Students Learning Outcomes at The Seventh Grade Students of SMP Negeri 1 Mojolaban in The Academic Year of 2022/2023". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all og those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful the researhers in particular and the readers in general.

Sukoharjo, 5th December 2023

Stated by,

Helmi Husnun Nada
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ABSTRACT

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Advisor   : Dr. Hj. Fithriyah Nurul Hidayati, M.Pd

keywords   : English Course, Extracurricular English, Learning Outcomes

The objective of this study are 1) To know the effect of English course on the learning outcomes class seventh students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023. 2) To know the effect of English extracurricular on the learning outcomes class seventh students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023. 3) to know the effect of English courses and English extracurricular on the learning outcomes class seventh students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023.

This type of quantitative research is causalitas, the research population is all seventh grade students of SMP Negeri 1 Mojolaban in the 2022/2023 school year with a total of 192 students. The sampling technique used random sampling and the number of samples using the Isaac and Michael table with a precision of 10%, so that a sample of 67 students was obtained. Data and data sources with documentation for learning outcomes and questionnaires to reveal English courses and extracurricular English. Data analysis using descriptive statistical tests, prerequisite tests and hypothesis testing.

The results showed 1) That there is an effect of English courses on the learning outcomes at the seventh grade students of SMP Negeri 1 Mojolaban on English subjects in the academic year of 2022/2023 with a Sig. (2-tailed) 0.000 which is smaller than 0.05. 2) There is an effect of English extracurricular on the learning outcomes at the seventh grade students of SMP Negeri 1 Mojolaban on English subjects in the academic year of 2022/2023 with Sig. (2-tailed) 0.001 which is smaller than 0.05. 3) There is an effect of English courses and English extracurricular on the learning outcomes at the seventh grade students of SMP Negeri 1 Mojolaban on English subjects in the academic year of 2022/2023 with Sig. (2-tailed) 0.000 which is smaller than 0.05.

ABSTRAK

Helmi Husnun Nada 2023. The Effect of English Courses and English Extracurricular on Students Learning Outcomes at The Seventh Grade Students of SMP Negeri 1 Mojolaban in The Academic Year of 2022/2023. Thesis. English Language Education Study Program. Faculty of Cultures and Languages. Raden Mas Said State Islamic University of Surakarta.

Pembimbing   : Dr. Hj. Fithriyah Nurul Hidayati, M.Pd

Kata kunci   : Kursus Bahasa Inggris, Ekstrakurikuler Bahasa Inggris, Hasil Belajar

Tujuan penelitian ini adalah 1) Untuk mengetahui pengaruh kursus Bahasa Inggris terhadap hasil belajar siswa kelas tujuh SMP Negeri 1 Mojolaban tahun ajaran 2022/2023. 2) Untuk mengetahui pengaruh ekstrakurikuler Bahasa Inggris terhadap hasil belajar siswa kelas tujuh SMP Negeri 1 Mojolaban tahun ajaran 2022/2023. 3) Untuk mengetahui pengaruh kursus Bahasa Inggris dan ekstrakurikuler Bahasa Inggris terhadap hasil belajar siswa kelas tujuh SMP Negeri 1 Mojolaban tahun ajaran 2022/2023.

Jenis penelitian kuantitatif asosiatif, populasi penelitian merupakan seluruh siswa kelas VII SMP Negeri 1 Mojolaban tahun ajaran 2023/2024 dengan jumlah 192 siswa. Teknik pengambilan sampel menggunakan random sampling dan jumlah sampel menggunakan tabel Isaac dan Michael dengan presisi 10%, sehingga didapat sampel sebanyak 67 siswa. Data dan sumber data dengan dokumentasi untuk hasil belajar dan kuesioner untuk mengungkap kursus Bahasa Inggris dan ekstrakurikuler Bahasa Inggris. Analisis data menggunakan uji statistik deskriptif, uji prasyarat dan uji hipotesis.

Hasil penelitian menunjukkan bahwa 1) Ada pengaruh kursus Bahasa Inggris terhadap hasil belajar siswa kelas tujuh SMP Negeri 1 Mojolaban pada mata pelajaran Bahasa Inggris tahun ajaran 2022/2023 dengan nilai Sig. (2-tailed) 0,000 yang lebih kecil dari 0,05. 2) Ada pengaruh ekstrakurikuler Bahasa Inggris terhadap hasil belajar siswa kelas tujuh SMP Negeri 1 Mojolaban pada mata pelajaran bahasa Inggris tahun ajaran 2022/2023 dengan Sig. (2-tailed) 0,001 yang lebih kecil dari 0,05. 3) Ada pengaruh kursus Bahasa Inggris dan ekstrakurikuler Bahasa Inggris terhadap hasil belajar siswa kelas tujuh SMP Negeri 1 Mojolaban pada mata pelajaran bahasa Inggris tahun ajaran 2022/2023 dengan Sig. (2-tailed) 0,000 yang lebih kecil dari 0,05.

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language is widely used in the world of education. However, in reality, even though English is a subject at school, students' English language skills, especially at the Junior High School (SMP) level, are still very far from the expected abilities. There are many obstacles and challenges by teachers in teaching English at school. So other methods and efforts are needed besides studying at school to improve students' English language skills (Pangaribuan et al, 2022: 13). English courses and English extracurricular are an alternative to help improve the quality of learning. English courses is a process of assisting given to individuals in order to overcome problems encountered in learning so that after going through a process of change in learning they will achieve optimal learning results. Meanwhile, English extracurricular at school play a role as coaching, strengthening, deepening and broadening students' knowledge (Karim, 2013: 2; Pangaribuan et al, 2022: 13).

The existence of English extracurricular as a form of accommodation for the process of developing student potential (affective, cognitive and psychomotor) will be able to accelerate the achievement of national education goals. The general targets for implementing English extracurricular are very closely related to the general goals of National Education contained in Law no. 20 of 2003 concerning the National Education System, that is to increase potential, it is means of creating capable, intelligent, healthy, responsible and

virtuous teenagers, in the sense that they need help to develop their existing potential, so that the forms of education they follow during This is not just a form of ratio weighting that is limited to theory but is practiced in real form (Samputri et al, 2022: 38). The legal basis for implementing extracurricular activities in schools is Minister of Education and Culture Regulation Number 62 of 2014 which states that English extracurricular are curricular activities carried out by students outside study hours under the guidance and supervision of the education unit, activities held in extracurricular programs based on the objectives of the school curriculum (Chairani and Ratna, 2019: 10).

School is not the only place where students can learn, as in Germany around half of the student population receives additional support from English course (Hille et al, 2016). English course are included in non-formal education units which refer to learning guidance in academic subjects (for example: language, mathematics, or science) with the aim of improving academic achievement, this is provided by tutors or private teacher's course for financial profit, and does not include extracurricular activities, such as sports, or remedial lessons at school. Students and their families invest a lot of time and money in courses, most of them state that it improves the child's academic performance, but others find minimal or no effect, therefore, it is not enough to ask whether courses are it self is effective in improving student achievement. Students' prior knowledge and their motivation to learn, Guill et al, 2020: 282-283).

Non-formal education is really needed to help improve the learning process in schools and can minimize the difficulties faced by students. English

Courses or other non-formal education are growing rapidly at the moment because the education system in Indonesia is considered to have failed in its implementation, plus there is a lack of time for parents to help children learn because busy schedules, and less effective learning at school can cause children's concentration to be divided and they tend to lack learning, especially in English subjects, therefore parents are flocking to look for English courses to help students understand English learning (Winiarti, 2020: 3-4).

English subject for SMP/MTs is a mandatory subject and even subject that is tested nationally in class IX exams (Ramadhayanti, 2018: 40). Based on the Education Unit Level Curriculum, one of the objectives of English in SMP/MTs is to develop communication including listening, speaking, reading, and writing. These four competencies are expected to be able to prepare and equip SMP/MTs students for later to continue on the next level of education and also to prepare themselves when they enter MA or SMA, they just have to hone and repeat (Alfarisy, 2021: 304).

The researcher conducted a preliminary study in March 2023 by interviewing 20 students of VII Grade at SMP Negeri 1 Mojolaban and an English subject teacher (Ms.Wirasti Cahayani, S.Pd.), that is known that most students (65% of 20 students) attended English courses, usually after school until the afternoon. Meanwhile, English extracurricular only a small proportion (35% of the 20 students) took part. Students feel that the results of learning English subject are not good enough because they often get scores below the KKM (< 77) in every daily test that is carried out, So that English

course efforts and participating in English extracurricular are a solution related to low English learning outcomes. However, it is not yet certain whether this has a real effect on improving student learning outcomes on English subject.

Shilviana and Tasman (2020: 168) said that the importance of English extracurricular for students is to train and develop the talents and potential that students have, so that they can be more focused and developed, while English course is important for students to increase understanding and deepening of school subject matter. This objectives is related to with preparation for exams at school.

According to Yhunanda and Muhamad (2020: 532), English course can improve student learning outcomes, but it is also necessary to realize that it is possible that students who participate on English course only feel forced due to demands from parents who do not believe that learning at school is capable of bringing their children can achieve more, which indirectly this will take time which results in making students feel tired so that resulting in decreased learning outcomes. It is also hoped that the existence of English extracurricular at school will not interfere with student learning outcomes, students should have a balance between formal education which drains thinking and education that is entertaining or recreational in nature. The results of Assyifa's research (2020) show that English course is carried out during the day after intraschool learning has finished playing a role in overcoming student learning difficulties by focusing students on subject matter, besides that from this tutoring, there is an increase inboth grades and student understanding.

Adrianto (2020), the results of his research show that there is a positive relationship between being active on English extracurricular and learning outcomes. However, it is different from the results of Rasyidi et al research (2020), that English extracurricular do not have a direct positive effect on student achievement. English extracurricular are additional activities at school that are directed at developing students themselves in accordance with the interests, talents and abilities of students. However, some of the English extracurricular held by schools often take up a lot of time or cannot manage their time in studying and doing assignments, this can result decrease in student learning achievement.

Departing from the results of the pre-research above and some the previous studies confirming inconsistent results of the effect of English courses and extracurricular activities on student learning outcomes, it is necessary to conduct a measurable and systematic study with the title **" The Effect of English Courses and English Extracurricular on Students Learning Outcomes at The Seventh Grade Students of SMP Negeri 1 Mojolaban in The Academic Year of 2022 / 2023 "**.

B. Identification of Problems

Based on the description of the background to the problem above, the author can identify the problems in this research as follows:

1. A lot of students who take English courses outside school.

2. Few of students who taking extracurricular English at the School.

3. Student learning outcomes on English are not good enough, because they often get scores below the KKM, which is less than 77.

C. **Limitation of the Problems**

This research will be clearer and less distorted if the limitations of the problems are given about english courses which students participate in outside of school and activities English extracurricular which students participate in during additional study hours at school. Meanwhile, the learning outcomes are the PTS/UTS grades for class VII on English subject at SMP Negeri 1 Mojolaban in the academic year of 2022/2023.

D. **Formulation of the Problems**

Based on the description background of the problem, research problems formulation can be created following belows:

1. Is the English courses effect on the learning outcomes class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023?

2. Is the English extracurricular effect on the learning outcomes class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023?

3. Is the English courses and English extracurricular effect on the learning outcomes class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023?

E. **Objectives of the Study**

Based on formulation of the problems stated above, the aim of this research is to:

1. The objectives of this study is to know the effect of English course on the learning outcomes class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023.

2. The objectives of this study is to know the effect of English extracurricular on the learning outcomes class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023.

3. The objectives of this study is to know the effect of English courses and English extracurricular on the learning outcomes class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023.

F. Benefits of the Study

1. Theoretical Benefits

   a. The result of this research can contribute to the addition of new knowledge which can be used as reference material for other students as well as reading material for the University library.

   b. The result of this research add insight and knowledge about the effect of English Courses and English extracurricular on the student learning outcomes on English subject.

   c. The result of this research as for information or a basis for research in the future.

2. Practical Benefits

   a. Practical Benefit for parents, as information material and input to always support their children according to their capacity and not push

their children too much to take part in activities outside of school hours for the sake of achieving grades.

b. For teachers, to be more creative and innovative in supporting the quality of learning.

c. For students, the results of this study are expected to be able to maintain and improve learning outcomes and learning achievement in each subject, especially English subject.

G. Definition of Key Terms

Some of these terms are important to describe research related to the title " The Effect of English courses and English Extracurricular on the Students Learning Outcomes at The Seventh Grade Students of SMP Negeri 1 Mojolaban In the Academic Year Of 2022 / 2023 ".

1. English Subject

English is the main language in communication between nations and world relations. The increasingly flat world with the development of information and communication technology means that relationships can no longer be limited by national boundaries (Kemendikbud RI, 2017: iii).

2. Learning Outcomes

Assessment is the process of collecting and processing information to measure student learning achievement. Assessment of learning outcomes by teachers aim to monitor and evaluate the process, learning progress and continuous improvement of student learning outcomes (Permendiknas No. 23 of 2016).

3. English Courses

English courses are a process of assisting students overcome the problems in learning English so that when the learning process begins, they can achieve optimal learning outcomes according to their abilities, talents, interests and carried out to support educational programs (Maiyanti and Ummiy, 2022: 32).

4. English Extracurricular

English extracurricular (Adrianto, 2020: 7) is a curricular activity that occurs at school to support formal education (which takes place within the school) in learning English.

CHAPTER II

LITERATURE REVIEW

A. **Theoritical Review**

1. **Learning Outcomes**

Assessment is the process of collecting and processing information to measure student learning achievement. Assessment of learning outcomes by teachers aim to monitor and evaluate the process, learning progress and continuous improvement of student learning outcomes (Permendiknas No. 23 of 2016).

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 explains that the assessment of the learning process uses an authentic assessment approach that assesses students' readiness, processes and learning outcomes as a whole. The integration of the assessment of these three components will describe the capacity, style and learning achievements of students who are able to produce an instructional effect on the knowledge aspect and an nurturant effect on the attitude aspect. The results of authentic assessments are used by teachers to plan remedial learning programs, enrichment or counseling services. In addition, authentic assessment results are used as material to improve the learning process in accordance with Educational National Standars. Evaluation of the learning process is carried out during the learning process using tools: observation sheets, peer questionnaires, recordings, anecdotal notes and reflections. Evaluation of learning outcomes is carried out during the learning process and at the end of the

lesson unit using methods and tools: oral/action tests, and written tests. The final evaluation results are obtained from a combination of process evaluation and learning outcome evaluation.

Assessment of student learning outcomes in basic education and secondary education includes 3 (three) aspects, those are (Kemendikbud, 2015):

a. Attitude assessment

Attitude assessment is an activity to determine the tendencies of students' spiritual and social behavior in low to high life. Knowledge assessment, apart from finding out whether students have achieved KBM/KKM, is also to identify weaknesses and strengths in students' knowledge mastery in the learning process *(diagnostic)*. The results of the assessment are used to provide daily feedback to students and teachers inside and outside the classroom as a result of education. Attitude assessment is intended to determine the achievement / development of student attitudes and facilitate the growth of student behavior according to the attitude value points in the KD from KI-1 and KI-2. The attitude assessment scheme is visualized in the following picture:
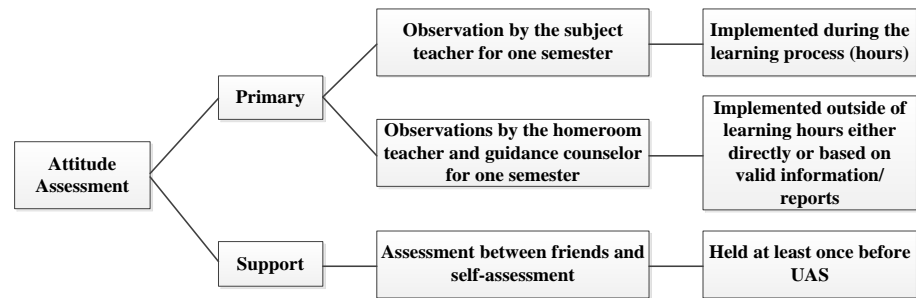
Figure 2.1

Attitude Assessment Scheme

Source: Ministry of Education and Culture, 2015

b. Knowledge assessment

Knowledge assessment is an assessment carried out to determine student mastery which includes factual, conceptual and procedural knowledge as well as level thinking skills to improve the quality of learning. The results of knowledge assessments carried out during and after the learning process are expressed in the form of numbers with a range of 0-100. Performance appraisal, project appraisal, and portfolio appraisal. The skills assessment technique used is chosen according to the characteristics of KD on KI-4. Knowledge assessment techniques are presented in the following table:

Table 2.1

Knowledge Assessment Techniques

Technique	Instrument's Shape	Objective
Written test	True-false, matching, multiple choice, filling in/completion, description	Knowing students' mastery of knowledge to improve the learning process and/or taking grades

Technique	Instrument's Shape	Objective
Oral test	Question and answer	Checking student understanding to improve the learning process
Assignment	Tasks carried out individually or in groups	Facilitates knowledge mastery (if given during the learning process) or knowledge mastery (if given at the end of learning)
Portfolio	Samples of the best student work obtained from assignments and written tests	As (part of) the teacher's material describes the knowledge achievements at the end of the semester

Source: Ministry of Education and Culture, 2015

c. Skills assessment

Skills assessment is an assessment carried out to determine students' ability to apply knowledge to carry out certain tasks in various contexts according to indicators of competency achievement. Skills assessment can be done using various techniques, as in the following chart:
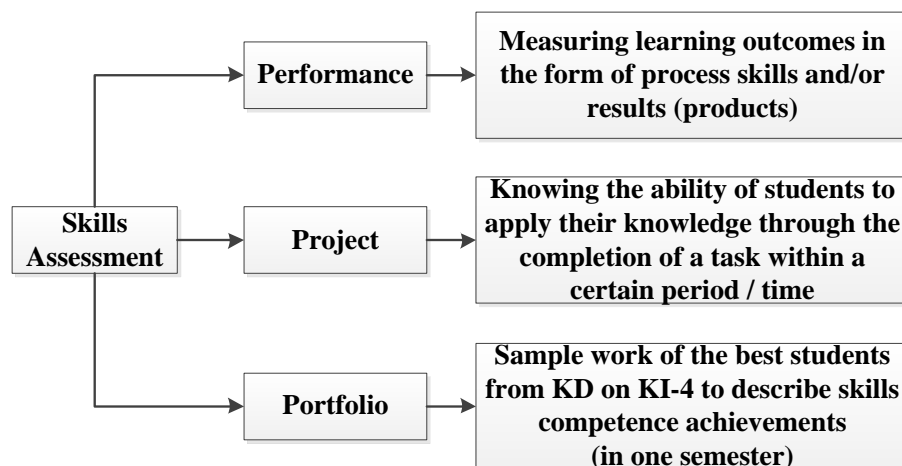
Figure 2.2

Skills Assessment Techniques

Source: Ministry of Education and Culture, 2015

Based on the opinions of the experts above, it can be synthesized that learning outcomes are an assessment of student learning outcomes covering 3 (three) aspects, those are attitudes, knowledge and skills. Learning outcomes assessment aims to monitor and evaluate the process, learning progress and improve student learning outcomes sustainable. In this research, student learning outcomes are the odd semester mid-semester grades for class VII on English subject in the academic year of 2022/2023.

2. **English Courses**

a. Definition of English Courses

The term course is a translation from English, which is literally means a subject or series of subjects. In Government Regulation Number 73 of 1991 it is explained that a course is an out-of-school education unit consisting of a group of community members who

provide knowledge, skills and certain mental attitudes for students studying (Winiarti, 2020: 19).

English courses are the process of providing assistance carried out by an expert person to a person or several individuals, so that the person being learned can develop their own abilities and be independent. Forms of learning from other people include providing tutors or enrolling students in English courses (Karim, 2013: 3-4). English course is a process of helping people (students) overcome the problems they face in learning so that when the learning process begins, they can achieve optimal learning outcomes according to their abilities, talents and interests and implemented to support educational programs (Maiyanti and Ummiy, 2022: 32).

Efforts to develop English language skills are not enough with formal schools, but English courses are available to improve students' English language skills as a human resource that plays an important role in nation development. English courses are expected to support school efforts to improve students' English language skills. English Courses are an alternative to help improve the quality of learning (Pangaribuan et al, 2022: 13).

Based on the opinions of the experts above, it can be synthesized that, English courses are a process of assistance provided to individuals to be able to overcome the problems faced in learning English so that after going through a process of change in learning they will achieve optimal English learning outcomes.

b. Objective English Courses

In general and specifically, the objectives of English courses are intended so that individuals can (Ramadhayanti, 2018: 43):

1) It can measure student's own abilities physically and mentally.

2) Understand circumstances, conditions and situations that go up and down, whether in times of joy or not, based on individual, social rules and according to the recommendations of self-belief.

3) Able to organize learning activities, work agendas and subsequent activities.

4) Increase your potential and use your skills well.

5) It can adapt to educational, general, career or religious conditions.

6) Overcoming problems and difficulties in the learning process both in educational settings and in the public, including inhibiting The Lord.

According to the Ministry of Education and Culture, the objectives of English courses as follows (Assyifa, 2020: 18-19):

1) Developing good attitudes and study habits in seeking information from various sources, in behaving towards teachers and related staff, carrying out assignments, and developing skills as well as in undergoing assessment, improvement and enrichment programs.

2) Developing the discipline of learning and practicing, both independently and in groups.

3) Developing mastery of learning program material in junior high school.

4) Developing understanding and utilization of physical, social and cultural conditions in the school environment or surrounding environment to develop knowledge, skills and personal development.

5) Learning orientation in junior high schools, both general and vocational.

c. English Course Elements

The English course elements include (Sukmana and Dian, 2013: 10-13):

1) Learning Resources

Learning resources are teachers who understand or have special skills and who are declared authorized to carry out their duties as learning resources, without paying too much attention to their formal educational background. In the course program, the main tasks of learning resources or what are usually called English teacher's courses include:

a) Conveying the knowledge and skills and self-help attitudes required by students, in a systematic way; And

b) Encourage the interests and talents of students in accordance with the learning objectives to be achieved.

2) Citizens learn

Citizens learn or students are learning's members who are registered in English course educational institutions with the aim of developing their potential and must comply with the operational

instructions for the student admission process so that they can achieve the desired learning objectives.

3) Organizers

Organizers can also be referred to as owners, those are who have capital, in the form of infrastructure, facilities needed to be able to provide education. There are three skills that are the basis for carrying out management practices in education, those are:

a) Managerial skill, which is skills in the field of management, including the organizer must have the ability to manage the course, including the functions of planning, organizing, driving and supervising.

b) Human skill, that is skill in the humanitarian field, every organizer needs to understand and be skilled in selecting, developing and utilizing human factors in their course institutions.

c) Technical skill, having knowledge of skill in technical fields related to the scope of course activities which will facilitate the efforts of organizers, as managers of educational activities.

4) Non-educational staff

These non-educational staff include staff who cannot be categorized as organizers and learning resources, but whose presence in the course is necessary to support/enable the teaching and learning process become more smoothly. This non-technical educational staff can be divided into two parts, those are:

a) Business management staff, namely those involved in administrative activities, include activities: collecting information, recording information, processing information, reproducing information, sending information, and storing information; And

b) Auxiliary staff, whose job is to maintain the cleanliness of course facilities, infrastructure and providers of learning facilities.

5) Facilities and infrastructure

Facilities are equipment that is used directly in the educational process and its existence cannot be replaced, so that if this equipment does not exist, then the educational process will not be carried out, because these facilities cannot be replaced functionally. Meanwhile, infrastructure is equipment that is indirectly used in the educational process and whose existence can be replaced, so if this equipment does not exist, the educational process can still be carried out, because the infrastructure can be replaced functionally. Infrastructure is a support for the implementation of learning activities (Gunawan and Djum, 2017: 316).

6) Study funds

Study funds are money, goods, services needed to ensure the continuity of learning activities on the course. Sources of course funding come from the owner, students, third parties (private

sector, government, banks, etc.), and the results of their own efforts.

7) Learning program

The course learning program consists of six elements, those are (a) objectives, (b) material, (c) learning process, (d) learning tools, (e) evaluation, and (f) follow-up on learning results.

8) Learning methods

This course activity is carried out by combining lecture, discussion, group work and practical methods. The combination of various methods in carrying out the learning process is part of the specific tasks of the learning resources. By combining the various methods mentioned above, it is appropriate to find a variety of learning activities in the teaching and learning process, those are:

a) Visual activities, examples of reading, paying attention to pictures, demos, experiments, or other people's work.

b) Oral activities include stating, formulating, asking, giving suggestions, expressing opinions, conducting interviews, discussing and interrupting.

c) Listening activities and writing activities.

d) Drawing activities, activities to draw patterns, make graphs, diagrams, and etc.

e) Motor activities, including conducting experiments, making models, repairs, and atc.

f) Mental activities include considering, remembering, solving problems, analyzing, seeing correlations, and making decisions.

g) Emotional activities, for example taking an interest in something; feeling bored, happy, excited, brave, calm, nervous, and etc.

9) Learning outcomes

Learning outcomes are forming elements that show to what level students have completed the learning process and also show the results of course graduates. The level of learning completion of students can be ranked as follows:

a) The study program has been completed.

b) The learning results obtained can be used in everyday life.

c) The learning program has been completed and the course marks completion of learning.

d) The end of the student's learning process is marked by a certificate from the education office, after the student has passed the regional exam.

e) The end of the student's learning process is marked with a formal diploma after the person concerned passes the national course exam.

10) Yeast learn

The differentiating power in non-formal education learning is the high dropout rate among students who are motivated by low learning motivation. Learning yeast is a yeast that stimulates the

continuity of learning activities in the course concerned. Thus, the purpose of learning yeast is to encourage the desire to learn. In relation to learning yeast, this is related to several other elements that form courses, namely learning communities and learning resources.

d. Standards for Organizing English Courses

Winiarti (2020: 28-34) explains the minimum standard procedures for administering English courses as follows:

1) Graduate competence standard

Graduate Competency Standards (SKL) are qualifications for the abilities of English Course Program graduates which include attitudes, knowledge and skills.

2) Content standards

Content standards are the scope of material and level of competency as outlined in criteria regarding graduate competency, study material competency, subject competency, and learning syllabus that must be met by students at the level and type of education. The institution administering the English course program must have study program documents, curriculum, study load, educational calendar and learning schedule.

3) Process standards

Process standards are national education standards relating to the implementation of learning in an educational unit to achieve graduate competency standards. The standards for teachers and

education personnel are the criteria for pre-service education and physical and mental suitability, as well as in-service education.

4) Assessment standards

Educational assessment standards are national educational standards relating to mechanisms, procedures and instruments for assessing learning outcomes of students in English course programs.

5) Standards for teachers and educational staff

The standards for teachers and educational staff are the criteria for pre-service education and physical and mental suitability, as well as in-service education.

6) Facilities and infrastructure standards

Facilities and infrastructure standards are national educational standards relating to minimum criteria regarding study rooms, places to exercise, places of worship, libraries, laboratories, workshops, play areas, places for creativity and leisure, as well as other learning resources, which are needed to support the learning process, including the use of information and communication technology required in English course programs.

7) Management standards

Management standards are national education standards relating to the planning, implementation and supervision of educational activities at the education unit, district/city, provincial or national

level in order to achieve efficiency and effectiveness in the implementation of education.

8) Financing standards

Education financing consists of investment costs, operating costs and personal costs. The education unit investment costs as referred to above include the costs of providing facilities and infrastructure, developing human resources, and fixed working capital. Personal costs as referred to above include educational costs that must be paid by students to be able to participate in the learning process regularly and continuously. Educational unit operating costs as referred to above include:

a) Salaries of teachers and education personnel as well as all allowances attached to the salary;

b) Consumable educational materials or equipment; And

c) Indirect educational operating costs include power, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance, and etc.

e. Indicator English Courses

Ramadhayanti (2018: 43) states that the form of course or tutoring service with indicators:

1) Setting study time;

2) How to study material;

3) Motivation to learn;

4) Arranging study time with other activities;

5) Efforts to seek supporting information; And

6) Preparation for tests/exams.

Assyifa (2020: 16-17), stated that in English Courses the following important elements are found:

1) English course is one part of four areas, namely personal, social, career and tutoring.

2) English Courses is assistance for students to recognize, understand, develop and utilize students' personal potential, both physical and psychological, related to their learning activities.

3) Recognition and development of students themselves' physical and psychological potential involves several things, including the student's physical condition, intelligence, talents and interests, emotions and motivation to carry out learning activities as well as factors outside the student that influence learning activities.

4) Assistance for students to have good attitudes and study habits, including appropriate learning methods or ways to overcome learning difficulties.

3. English Extracurricular

a. Dfinition of English Extracurricular

The curriculum consists of activities that are intracurricular, cocurricular and extracurricular. Intracurricular activities are activities in the learning process in the classroom that are related to subjects in the curriculum structure which all students must follow, and co-

curricular activities are activities in school carried out by students to strengthen, deepen or enrich the subjects they have studied. In intracurricular activities, this activity is carried out to optimize the strengthening of character education in students (Shilviana and Tasman, 2020: 160).

Samputri et al (2022: 35-36) explain that intracurricular is an activity in the learning process related to subjects in the curriculum structure; co-curricular is an activity that balances intracurricular activities, such as student studies, outbound, market day, social service, visits to universities or other educational places; extracurricular is an activity carried out outside the classroom and outside of class hours which is tailored to the needs of knowledge, development, guidance and habituation of students in order to have basic supporting abilities through mandatory and optional activities at school.

Regulation of the Minister of Education and Culture of the Republic Indonesia No. 62 of 2014 concerning English Extracurricular in primary Education and secondary education that English Extracurricular is curricular activities carried out by students outside of study hours, intracurricular activities, under the guidance and supervition of the education unit, with the aim of to develop students' potential, talents, interest, abilities, personality, cooperation and independence optimally to support the achievment of aducational goals; Compulsory extracurricular activities are extracurricular

activities that must be organized by the educational unit and must be participated by all students; Selected extracurricular activities are extracurricular activities that can be developed and organized by educational units and can be participated by students according to their respective talents and interests.

According to Adrianto (2020: 7), English extracurriculars are curricular activities that take place at school to support formal education (which takes place within the school). English extracurriculars are one of the activities aimed at developing student potential. English Extracurriculars are also able to bridge students' different needs, for example their interests, abilities and talents. Apart from that, extracurricular activities are an important part of supporting intracurricular and co-curricular activities, because through extracurricular activities, students are trained to build their social skills. Apart from academic abilities, students must also have social skills so they can apply the knowledge they have properly (Yhunanda and Muhamad, 2020: 533).

English Extracurriculars are activities that are coordinated, directed and integrated. This activity is an additional activity at school which is directed at developing students according to their interests, talents and abilities. Through English extracurricular, it is hoped that students' talents, interests and abilities can develop optimally. However, some of the English extracurricular held by schools often take up a lot of time or they are unable to manage their time in

studying and doing assignments. This can result in a decrease in student learning achievement (Rasyidi et al, 2020: 148).

Based on the opinions of the experts above, it can be synthesized that, English extracurricular is an additional activity outside the existing program strata, organized by an educational unit, generally an optional extracurricular activity to enrich students' knowledge, so that carrying out this activity will foster motivation in students towards the formation of high learning outcomes.

b. Types of Extracurricular Activities

According to Adrianto (2020: 9), there are several types of extracurricular activities, including:

1) Student organizations throughout the school;

2) Class organization and organizationlevel-grade level;

3) Arts, dance, bands, musical and vocal groups;

4) Hobby clubs, photography, journalism;

5) Speech and drama;

6) Subject-centered clubs (Science Club, Social Sciences Club, English Specialization Club and so on);

7) School publications (school newspaper, school yearbook);

8) sports athletics; And

9) Sponsored organizations and collaborations such as scouts.

Extracurricular activities hich Currently, it is often developed in various religious education institutions to teach students to be able

to recite or interpret the holy verses of the Koran and this is done to improve and beautify the reading of the Koran (Adrianto, 2020: 10).

c. The Objective of English Extracurricular

The aim of carrying out English extracurricular is basically to form a complete student personality both physically and mentally. Because the activities they participate in are a set of learning experiences that have high benefits and can support student learning outcomes. According to the Directorate of Vocational Secondary Education, the implementation of extracurricular activities has objectives, namely (Adrianto, 2020: 11):

1) English Extracurricular must be able to improve students' abilities in cognitive, affective and psychomotor aspects;

2) Developing students' talents and interests in personal development efforts towards positive whole human development; And

3) It Can know, recognize and differentiate between relationships and lessons with other subjects.

Oriented to this aim, the existence of English extracurricular as a form of accommodation for the development of three student potentials (affective, cognitive and psychomotor) will accelerate the achievement of national education aims. This can be achieved if the concept of an activity can be formulated selectively so that it will be more easily understood by students, which in the end is expected to raise awareness in students that this activity is an activity of the teaching and learning process that they have participated in so far. In

this way, it will create a conducive atmosphere in achieving high teaching and learning outcomes.

d. Formal, Informal and Nonformal Education

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains that:

1) Formal education is a structured and tiered educational path consisting of basic education, secondary education and higher education. Examples of formal education include: Early Childhood Education (PAUD), Elementary School (SD), Middle School (SMP), High School (SMA), Vocational High School (SMK), State University (PTN), University.

2) Non-formal education is an educational path outside formal education that can be implemented in a structured and tiered. Examples of non-formal education, those are institutions for language courses, arts, music, science and etc.

3) Informal education is a family and environmental education pathway. Examples of informal education include character education, religious education, ethics education, manners education, moral education and socialization with the environment.

4. **English Subjects**

a. Definition of English Subjects

English is the main language in communication between nations and world relations. The increasingly flat world with the development of information and communication technology means

that relationships can no longer be limited by national boundaries (Kemendikbud RI, 2017: iii). Current English learning generally uses communicative teaching, meaning that in English learning the ability to communicate verbally and in writing is the main basis for learning (Siswandi, 2018: 399).

English is one of subject taught at all levels of formal education, from elementary school to high school (Umniati, 2022: 69). English is a subject that is used as a vehicle to increase global interaction which requires language as a means of communication. Mastery of a foreign language becomes more important. Individually, mastery of a foreign language is one of the main assets for competitive advantage and therefore mastery of a foreign language is one of the characteristics of quality human resources (Utami, 2013: 3).

Based on the opinions of the experts above, it can be synthesized that English subjects are one of the subjects included in adaptive subjects. Subjects taught to improve students' language skills. The basic essence of language mastery is as a tool for communication.

b. Objectives and Functions of English Learning

Based on the Education Unit Level Curriculum, one of the objectives of learning English in Junior High School (SMP) is to develop the ability to communicate in English in oral and written form. These communication skills include listening, speaking, reading and writing. These four competencies are expected to be able to prepare

and equip junior high school students to continue to a higher level of education(Utami, 2013: 9).

The functions of English subjects include the following (Yulistianti et al, 2022: 15):

1) Develop English communication skills, both in oral and written form;

2) Raising awareness about the nature of language, both English as a foreign language and Indonesian as a mother tongue through a comparison of the two languages; And

3) Developing an understanding of the interrelationship between language, culture and broadening cultural horizons. In this way students can cross cultures and involve themselves in diversity.

c. English Learning in Junior High School (SMP)

The basic competency for learning English in SMP/MTs is to understand the meaning in very simple transactional and interpersonal conversations to interact with the immediate environment. When we study English, we recognize four language components, such as: listening, reading, writing, and speaking, where these four components are the main factors in teaching English as a foreign language. These components will develop students' communication skills both verbally and in writing (Tantowie, 2019: 92).

The scope of English learning materials for grade seventh Junior High School includes (Yulistianti et al, 2022: 17-19):

1) Listening and speaking skills: Dialogue expressions. After listening or watching broadcasts, videos or cassettes related to communicative expressions in dialogue, in simple terms, students imitate them slowly and with correct intonation. Students use these expressions according to the context. Students alternate roles in the dialogue expressively. Examples of dialogue topics: greeting; introducing self and others; numbers and counting; asking and giving information; describing people; talking about feelings; telling the time; talking about daily activities; describing weather; talking about locations, asking for directions and giving directions, and talking about health.

2) Listening and reading skills: Building elements of habituation and enjoyment of reading as well as literacy skills. After listening simply and briefly through short recordings or short videos related to certain topics, for example: at a railway station or in a shop, at school, hobbies, weather forecast, sports results, students identify the text according to its social function, text structure , and linguistic elements. Then students determine the statement they heard statements available on the sheet with critical thinking. Students read the text slowly and with clear pronunciation. Students are given the opportunity to read at least 2 (two) paragraphs of fiction or non-fiction writing according to their interests every day with clear pronunciation.

3) Listening and writing skills: Listening and compiling announcement texts and notes/letters/emails/notices. Students identify various types of written, spoken, and/or visual or simple multimodal texts related to announcements and notes/letters/emails/notices, according to social function, text structure, and linguistic elements with certain topics, for example: at a railway station or in a shop, at school, hobbies, weather forecast, sports results. After listening and reading the text, students conclude the text critically. Students compose announcement texts and notes/letters/emails/notices related to daily life.

4) Skills read: Understand simple texts in English. Students observe videos or images containing socio-cultural context and local wisdom in Indonesia in English that are free from radicalism, vandalism, pornography, gender bias and elements of SARA. Students identify the content of the text by thinking critically/HOTS. Students compare it with those in their respective regions by explaining their opinions critically.

The expected competency targets are (Yulistianti et al, 2022: 19):

1) Demonstrate the ability to communicate in English through dialogue expressions.

2) Demonstrate the ability communicate in English by building elements of habituation and enjoyment of reading as well as literacy skills.

3) Demonstrate the ability to communicate in English by composing announcement texts, personal/informal letters, and descriptive texts.

4) Demonstrate the ability to communicate in English through understanding simple text.

B. Review of Previous Research

Research on the effect of English courses and English extracurricular on student learning outcomes has been carried out in class VII, VIII and class IX with various subjects. The following is previous research that researchers used as a reference:

Table 2.2

Previous Research

Title & Author	Types of Research	Methods & Results	Equality	Difference
The Relationship between Student Activity in Academic and Non-Academic of English extracurricular on the Learning Achievement of Class VIII Students at SMP Negeri 1	Moral and Citizenship Studies	The research method used is explanatory research with a quantitative approach. Data collection techniques include questionnaires and documentation. Data analysis uses product moment correlation techniques. Based on data in the field and the results of data analysis, it was found that student activity in	Research approach, type of research, independent variables and dependent variables, research subject that is junior high school students, analysis tools.	The independent variable is tutoring or courses.

Title & Author	Types of Research	Methods & Results	Equality	Difference
Mojokerto (Nafi'ah and Totok, 2017)		academic and non-academic of English extracurricular is classified as active and carried out well. The overall learning achievement of students who take part in academic and non-academic English extracurricular is above the Minimum Completion Criteria (KKM). Correlation shows academic r count 0.486 > r table 0.349 and non-academic r count 0.477 > r table 0.349 at the 5% significance level.		
Assessing the instructional quality of English courses and its effects on student learning outcomes: Analyzes from the German National Educational Panel Study (Guill et al, 2019)	British Journal of Educational Psychology	This research is quantitative research with confirmatory factor analysis and its influence on student learning outcomes is tested using a structural equation modeling framework. This research shows that there is no effect of English Courses or the effect of the quality of teaching on students' grades in English	The independent variable is English Courses, the dependent variable is the English learning outcomes of the research subjects, that is junior high school students.	The independent variables are English extracurricular and analysis tools: product moment correlation used the SPSS application computer program.
The Effect of Englih Extracurricular on Student Learning Achievement at	Journal of Economic Science and Education	This research uses a quantitative approach with a type of quantitative associative research. This research instrument consists	Research approach, type of research, independent variables and	The independent variable is English courses.

Title & Author	Types of Research	Methods & Results	Equality	Difference
SMP Negeri 1 Puusangan (Chairani and Ratna, 2019)		of observation results and questionnaires. The variables used in the research can be classified into 2 types, those are (1) the independent variable are English extracurricular, and (2) the dependent variable is student learning achievement. Data analysis in this research consists of descriptive and inferential analysis. The results of the research that has been carried out show that the implementation of English extracurricular has an effect on student learning achievement at SMP Negeri 1 Peusangan. This result can be seen in the r count value being greater than r table, so in this case rejecting the null hypothesis (Ho) and accepting the alternative hypothesis (Ha) at a significance level of 0.05.	dependent variables, research subjects is junior high school students, analysis tools.	
The Effect of Student Activeness in English Extracurricular on Student Learning outcomes in Middle School (Rahmawati et al,	Journal of Educational, Scientific and Religious Media Pedagogies	This study uses a quantitative approach. Data collection techniques use questionnaires and documentation. Hypothesis testing calculations use simple linear regression, before conducting the analysis test, prerequisite	Type of research, independent variable and dependent variable, research subject is junior high school students.	The independent variables are English Courses and analysis tools: product moment

Title & Author	Types of Research	Methods & Results	Equality	Difference
2019)		tests are carried out, namely the normality test, linearity test and autocorrelation test. Hypothesis testing results showed that there is an effect of student activities on student English extracurricular on student learning outcomes. Shown by the results of t count ≥ t table (2.733 > 1.660) and sig < 0.05 (0.006 < 0.05) with a coefficient of determination (R2) of 7.1%. This shows that 7.1% of student learning achievement is influenced by student activity in English extracurricular, and 92.9% of student learning achievement is effected by other factors.		correlation through the SPSS application computer program.
The Relationship between Activeness in English Extracurricular and Learning Outcomes of Santri Madrasah Tsanawiyah Islamic Boarding School Usman Syarif Medan (Adrianto, 2020)	Thesis	Type of quantitative research, data collection instruments using observation and questionnaires, data analysis using product moment correlation techniques. The results of the research show that there is a positive relationship between activeness in English extracurricular and the learning outcomes of students at the Usman Syarif Medan Islamic Boarding	Independent variables is English extracurricular and dependent variables is learning outcomes. Research subjects is junior high school students, quantitative research methods and data collection using	The independent variable is English Courses, the research design is correlational analysis with a cross sectional approach. Research object: English

Title & Author	Types of Research	Methods & Results	Equality	Difference
		School.	questionnaires.	subjects.
The Effect of English Courses on the Learning Achievement of Class VIII Students at MTs Jabal Noer Geluran Sidoarjo (Maiyanti and Ummiy, 2022)	Journal of Science and Computer Education	Quantitative research type, data is collected using documentation in the form of student grades and free interview techniques. The data analysis model is the "t" test statistic. This research resulted in the effect of English Courses on students' learning outcomes in the learning outcomes of study and showed the significance of the scores of students who took Englsih Courses compared to students who did not take English courses outside of school hours.	The independent variables is Englsig courses, research subjects is junior high school students, and using quantitative research methods and documentation data collection.	The independent variable is Englsih extracurricular, the dependent variable is learning outcomes in English subjects, the research design is correlational analysis with a cross sectional approach. Data collection using closed questionnaires. Analysis tool: product moment correlation through the SPSS application computer program.
The Effect of Englih courses on English Learning	Al-Ibtida'	This type of quantitative research, data collection techniques use	Type of research, independent variable and	The independent variables is

Title & Author	Types of Research	Methods & Results	Equality	Difference
Achievement (Ubaidillah, 2022)		questionnaires and documentation. Hypothesis testing calculations using simple linear regression, students' English learning achievement increased significantly after participating in group study of English course, this is proven by the test results from the t test analysis, where in this analysis the value of t count > t table was 5,072 > 2,048.	dependent variable, research subjects is junior high school students.	English extracurricular and analysis tools: product moment correlation using the SPSS application computer program.

C. Rationale

The rationale in this research concerns the effect of English courses and English extracurricular on students learning outcomes at the seventh grade of SMP Negeri 1 Mojolaban in the academic year of 2022/2023 follows:
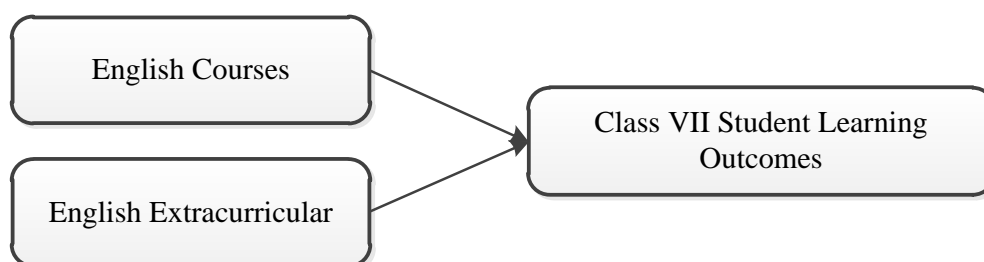
Figure 2.3

Rationale

Learning outcomes on English subjects, especially class VII students SMP Negeri 1 Mojolaban in the academic year of 2022/2023 is not good enough, because they often get scores below the KKM, which is less than 77.

This happens because students still have difficulty understanding English learning, so with efforts English courses and taking English extracurriculars be a solution related to the low grades of English learning outcomes, but those who follow English courses high compared to English extracurricular.

D. **Hypothesis**

Based on the theoretical study and framework of thinking above, the hypothesis proposed are :

1. There is an effect of English Course on the learning outcomes of class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

2. There is an effect of English extracurricular on the learning outcomes of class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

3. There is an effect of English Course and English extracurricular on the learning outcomes of cas VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. **Types of Research**

The type of research used is quantitative with causalitas. Sugiyono (2016: 68), explains that in associative quantitative research, it is based on the assumption that a symptom can be classified and the relationship between symptoms is causal (cause and effect). Researcher can conduct research by focusing on only a few variables. Based on this, this research will make a connection between English courses and English extracurricular with learning outcomes of class VII students at SMP Negeri 1 Mojolaban in the academic year of 2022/2023, where it gets better english courses which is followed by students or English extracurricular can improve the learning outcomes of class VII students on English subjects.

B. **Place and Time of Research**

1. Research Place

The research is conducted at SMP Negeri 1 Mojolaban. SMP Negeri 1 Mojolaban is a junior high school with state ownership status that is accredited with an A grade and is under the leadership of Drs. Oko Tri Mustofa. As a consideration, the main reason for conducting research on class VII students on English subject at SMP Negeri 1 Mojolaban are as follows:

a. A lot of students who taking English courses compared of English extracurricular.

b. Students learning outcomes on English subject are not good enough because they often get scores below the KKM (< 77) in every daily test they take.

c. It is not yet certain whether English courses and English extracurricular really has an effect on improving students learning outcomes on English subjects.

2. Time of the Study

The research is carried out from August to December 2023.

Table 3.1

Research Time

No	Activity	August				September				October				November				December			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Title submission	■	■																		
2.	Preparation of proposals			■	■	■	■	■	■	■	■	■	■								
3.	Proposal seminar													■							
4.	Research permits														■						
5.	Implementation of research															■	■	■			
6.	Data analysis																	■			
7.	Thesis examination and revision																	■	■		

C. Population, Sample and Sampling Techniques

1. Population

Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researcher to be studied and then conclusions drawn (Sugiyono, 2016: 119). The population of this research is all class VII students of SMP Negeri 1 Mojolaban in the academic year 2023/2024 with a total of 192 students, the details are as follows:

Table 3.2

Data on Class VII Students of SMP Negeri 1 Mojolaban in academic

year of 2023/2024

No.	Class Group	Amount
1	VII A	32
2	VII B	32
3	VII C	32
4	VII D	32
5	VII G	33
6	VII H	32
Amount		192

Source: Student Affairs at SMP Negeri 1 Mojolaban in the Academic Year of 2022/2023

2. Sample

The sample is part of the number and characteristics of the population (Sugiyono, 2016: 120). The sample in this research is 67 class VII students at SMP Negeri 1 Mojolaban in the academic year of 2022/2023.

3. Sampling Techniques

The sampling technique of this research uses random sampling that every element or member of the population has the same opportunity to be selected as a sample (Hardani et al, 2020: 123). The sample size or number uses the Isaac and Michael (1984) table with a precision of 10% from a population of 192, that is 67.

D. Research Instrument

Theoretically, variables can be interpreted as attributes of a person or object that have variations from one person to another or one object to another (Sugiyono, 2016: 63). The variables used in this research consist of English

courses and English extracurricular as an independent (free) variable and student learning outcomes on English subjects as a dependent (tied) variable.

1. Definition Conseptual of Variables

English courses is the process of assistance provided to students in order to overcome the problems they face in learning English. English courses includes of three things, those are managing study time, how to study learning material, learning motivation received by class VII students of SMP Negeri 1 Mojolaban in the academic year of 2022/2023.

English extracurricular is additional activities at school that are directed at developing students themselves according to students' interests, talents and abilities. English extracurricular includes three things, those are: English extracurricular activities can improve students' abilities, develop talents and interests and know, recognize and relate them to the learning received by class VII students at SMP Negeri 1 Mojolaban in the academic of 2022/2023.

Learning outcomes are an assessment of the learning process using an authentic assessment approach that assesses student readiness, processes and learning outcomes as a whole. Assessment of student learning outcomes on English subject for class VII students at SMP Negeri 1 Mojolaban in the academic year 2022/2023 includes 3 (three) aspects, those are assessment of attitudes, knowledge and skills.

2. Definition of Operational Variables

a. English Courses

English courses is the process of assistance provided to students in order to overcome the problems they face in learning

English. Several indicators in measuring English courses based on English courses services which include: setting study time, how to study learning material, learning motivation that refers to theory Ramadhayanti (2018) and Winiarti (2020).

As for collecting data obtained from students/respondents after filling out the questionnaire English courses which takes the form of a scale with a score of 1 (not good) to 3 (good).

b. English Extracurricular

English extracurricular is additional activities at school that are directed at developing students themselves according to students' interests, talents and abilities. Several indicators in measuring activities English extracurricularinclude: English extracurricular activities can improve students' abilities, develop talents and interests and know, recognize and relate to lessons that refer to Adrianto's theory (2020).

As for collecting data obtained from students/respondents after filling out the activity questionnaire English extracurricular which takes the form of a scale with a score of 1 (not good) to 3 (good).

c. Student learning outcomes

Assessment of student learning outcomes by educators aims to monitor and evaluate the process, learning progress and improve student learning outcomes continuosly. Assessment of student learning outcomes English subject for class VII students at SMP Negeri 1 Mojolaban in the academic year of 2022/2023 includes 3 (three) aspects, those are assessment of attitudes, knowledge and skills which refers to the Ministry of Education and Culture in 2015.

Meanwhile, in collecting data obtained from documentation of PTS/UTS grades for class VII on English subjects at SMP Negeri 1 Mojolaban in the academic year of 2022/2023 held by English subject teachers in the form of a scale with a score of 1 not fulfil the KKM (< 77) and a score of 2 fulfil the KKM (≥ 77).

3. Instrument Grille

Preparation of questionnaire sheets about English courses and English extracurricular based on a grid developed in the theoretical basis that supports this research. The instrument grid developed based on this theory is as follows:

Table 3.3

English Courses Instrument Grid

Variable	Indicator	Sub Indicator	Qty
English Courses	Study time settings	Sufficiency of time	2
		Usefulness of time	2
	How to study material	Core English material	4
	Motivation to learn	The seriousness of students	6
Total			14

Variable instrument English courses uses three forms of assessment, those are: english courses not good=1, enough=2 and good=3.

Table 3.4

English Extracurricular Instrument Grid

Variable	Indicator	Sub Indicator	Qty
English Extracurricular	English extracurricular activities	Improve the ability	2
	develop talents and interests,	Positive personal development	2
	know and differentiate	Relationship to subjects	2
Total			6

Activity variable instrument English extracurricular uses 3 (three) forms of assessment, those are: activities English extracurricular not good = 1, enough = 2 and good = 3.

E. Technique of Collecting the Data

Data collection according to Sugiyono (2016: 187), when viewed in terms of data collection methods or techniques, data collection techniques can be carried out using interviews, questionnaires and observation. This research uses documentation and questionnaires.

Table 3.5

Data and Data Sources Research

No.	Research data	Data source
1.	English learning outcomes	Documentation
2.	English Courses	Questionnaire
3.	English Extracurricular	Questionnaire

Learning outcomes are documentation of class VII PTS/UTS scores on English subject at SMP Negeri 1 Mojolaban in the academic year of the

2022/2023 referring to KKM achievement, that is 77 using 2 (two) forms of assessment, those are: does not fulfil the KKM (< 77) and fulfil the KKM (≥ 77) which refers to the Ministry of Education and Culture in 2015.

Questionnaire sheet filled by class VII students of SMP Negeri 1 Mojolaban in the academic year of 2022/2023 English courses refers to a form of English courses service which includes: setting study time, how to study study material, learning motivation by using 3 (three) forms of assessments, those are not good, enough and good English courses. The instrument of English courses refers to the theory of Ramadhayanti (2018) and Winiarti (2020).

Questionnaire sheet filled by class VII students of SMP Negeri 1 Mojolaban in the academic year of 2022/2023 related to activities English extracurricular refers to English learning which include: extracurricular activities English can improve students' abilities, develop talents and interests, know and recognize relate to learning by using 3 (three) forms of assessments, those are: activity English extracurricular which is not good, enough and good. Instrument English extracurricular activities refers to the theory Adrianto(2020).

F. Validity Techniques and Instrument Reliability

Before being distributed to research respondents, the questionnaire is tested first to determine its reliability and validity. The only instruments tested are related instruments English courses and English extracurricular and the trial is carried out on class VII students of SMP Negeri 2 Mojolaban in the academic year of 2022/2023 as many as 20 respondents, because they have the

same research characteristics (similar sociodemographic factors) as class VII students of SMP Negeri 1 Mojolaban in the academic year of 2022/2023.

1) Validity test

Measurement validity is a statement about the degree of conformity of the measurement results of a measuring tool (instrument) about how the researcher should measure (Sugiyono, 2016: 172). The steps to check the validity as follow:

a) Click analyze.

b) Then click correlation.

c) Choose bivariate.
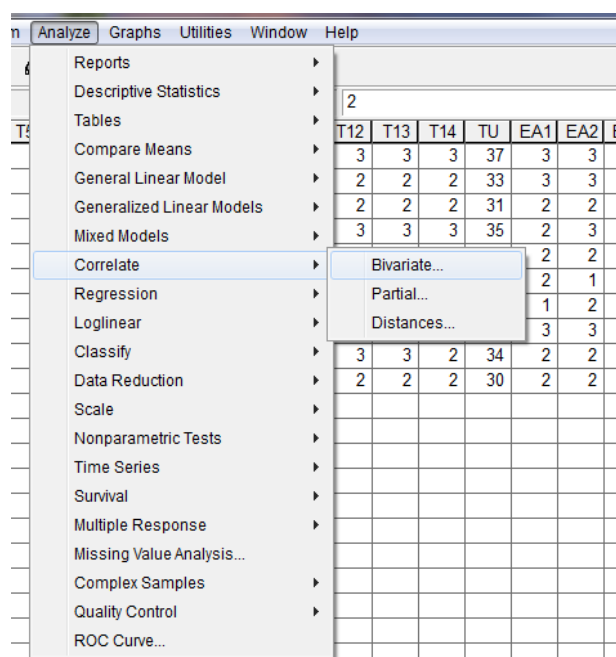
d) Choose the data that we want to check the validity, then choose pearson, choose two-tailed, choose flag significant correlations.
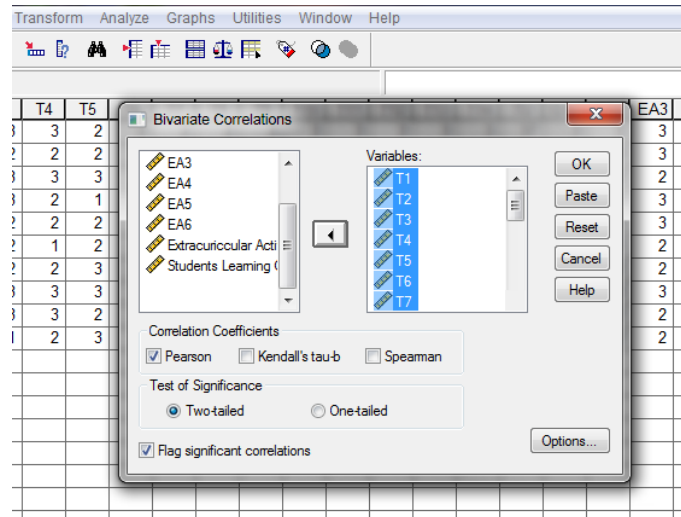
e) Click OK.

An instrument is said to be valid if the value of r count > r table and p < 0.05, conversely if the value of r count < r table and p > 0.05, then the instrument is invalid (Sugiyono, 2016: 174).

Table 3.6

Research Instrument Validity Test Results (English Courses)

		English Courses
EC1	Pearson Correlation	,630(**)
	Sig. (2-tailed)	,003
	N	20
EC2	Pearson Correlation	,740(**)
	Sig. (2-tailed)	,000
	N	20
EC3	Pearson Correlation	,652(**)
	Sig. (2-tailed)	,002
	N	20
EC4	Pearson Correlation	,593(**)
	Sig. (2-tailed)	,006
	N	20
EC5	Pearson Correlation	,550(*)
	Sig. (2-tailed)	,012
	N	20
EC6	Pearson Correlation	,660(**)
	Sig. (2-tailed)	,002
	N	20

EC7	Pearson Correlation	,590(**)
	Sig. (2-tailed)	,006
	N	20
EC8	Pearson Correlation	,718(**)
	Sig. (2-tailed)	,000
	N	20
EC9	Pearson Correlation	,731(**)
	Sig. (2-tailed)	,000
	N	20
EC10	Pearson Correlation	,781(**)
	Sig. (2-tailed)	,000
	N	20
EC11	Pearson Correlation	,659(**)
	Sig. (2-tailed)	,002
	N	20
EC12	Pearson Correlation	,862(**)
	Sig. (2-tailed)	,000
	N	20
EC13	Pearson Correlation	,896(**)
	Sig. (2-tailed)	,000
	N	20
EC14	Pearson Correlation	,676(**)
	Sig. (2-tailed)	,001
	N	20
English Courses	Pearson Correlation	1
	N	20

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

The results of validity testing in Table 3.5 show that the 14 questions related to English courses are declared valid, this is because the value of r count > r table and $p < 0.05$, then these valid questions are used in the next study.

Table 3.7

Research Instrument Validity Test Results (English Extracurricular)

		English Extracurricular
EE1	Pearson Correlation	,812(**)
	Sig. (2-tailed)	,000
	N	20

EE2	Pearson Correlation	,731(**)
	Sig. (2-tailed)	,000
	N	20
EE3	Pearson Correlation	,822(**)
	Sig. (2-tailed)	,000
	N	20
EE4	Pearson Correlation	,782(**)
	Sig. (2-tailed)	,000
	N	20
EE5	Pearson Correlation	,793(**)
	Sig. (2-tailed)	,000
	N	20
EE6	Pearson Correlation	,721(**)
	Sig. (2-tailed)	,000
	N	20
English Extracurricular	Pearson Correlation	1
	N	20

** Correlation is significant at the 0.01 level (2-tailed).

The results of validity testing in Table 3.6 show that the 6 questions related to English extracurricular are declared valid, this is because the value of r count > r table and $p < 0.05$, then these valid questions are used in the next study.

2) Reliability Test

Reliability testing is carried out through the Alpha Cronbach test using the Statistical Package for Social Science (SPSS) for Windows because it is a reliable technique for measuring the internal consistency of the instrument. According to Murti (2016: 86) the minimum cut off for Cronbach's alpha for a measuring instrument is 0.70. The steps to check the validity as follow:

a) Click analyze.

b) Then click scale.

c) Choose reliability analysis.
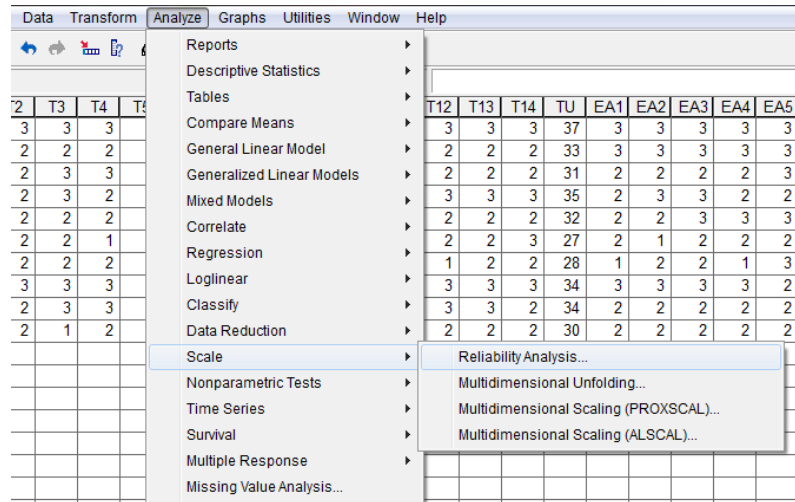
d) Choose the data that we want to check the reliability.
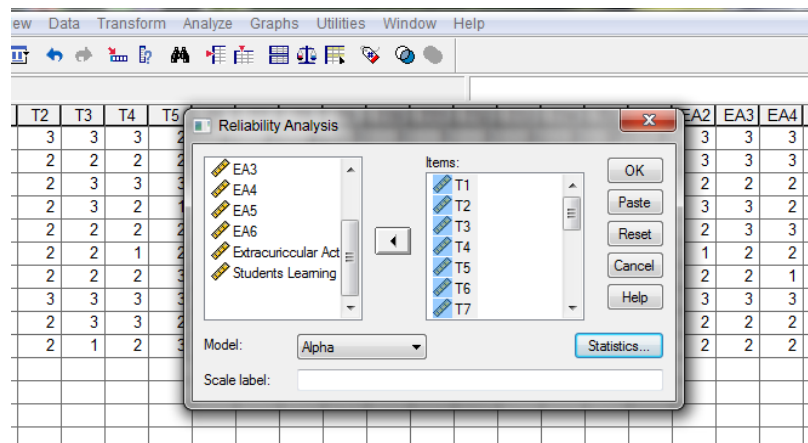
e) Then choose alpha

f) Click OK

It is declared reliable if the Cronbach's Alpha value is > 0.70 and if the Cronbach's Alpha value is < 0.70, then it is not reliable.

Table 3.8

Reliability Validity Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
,916	14
,848	6

The reliability test results in Table 3.7 for the English courses and English extracurricular variables obtained Cronbach's Alpha values (0.916 and 0.848) > 0.70 so that all instrument tests consisting of validity and reliability meet the requirements for use in research decision making.

G. Techniques of Analizing the Data

Data analysis is intended to answer and explain the problem formulation, research objectives and research hypotheses. To achieve this aim the data obtained is analyzed using descriptive statistical tests, prerequisite tests and hypothesis tests using statistical package social science (SPSS).

1. Descriptive Analysis

Each independent variable and dependent variable are analyzed using descriptive statistics with the aim of getting an idea of the proportion and variation of data for each variable.

a. Mean

Mean is a group explanation technique that is based on the average value of the group. This average (mean) is obtained by adding up the data of all individuals in the group, then dividing by the number of individuals in the group (Sugiyono, 2016: 229). The steps to check the mean score as follow:

1) Click analyze.

2) Then click descriptive statistics.

3) Choose descriptive.
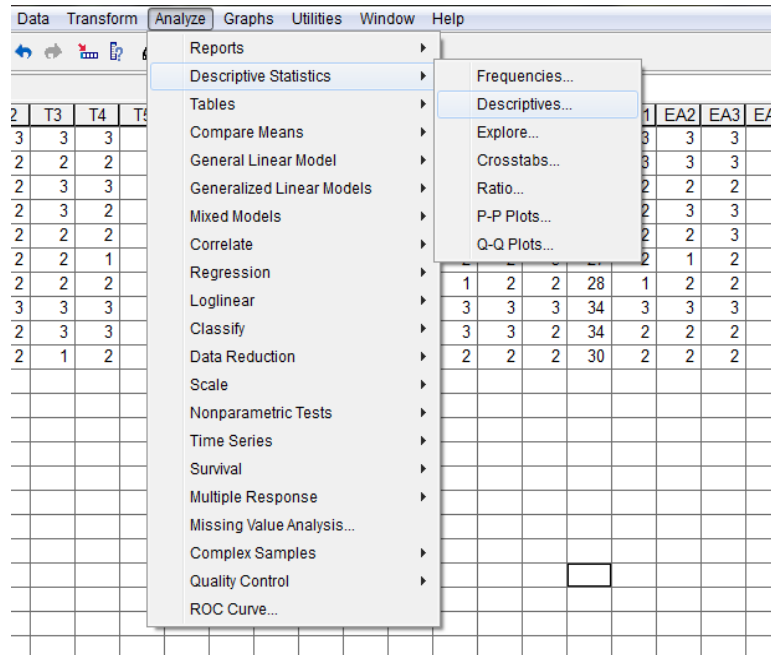
4) This brings up the dialog box. Note that the side of the box contains a list of all the variables in our data file. On the right is an area labeled variables, where can select the variables we would like to use in analysis.
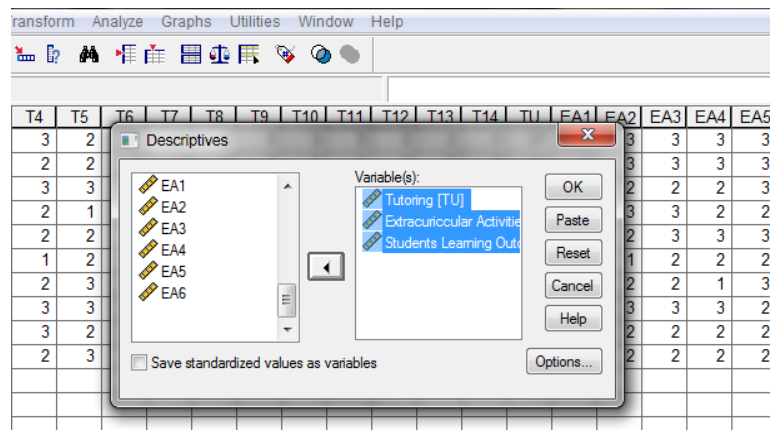
5) Then click the data file that we want to check the mean.

6) Choose mean in the descriptive option box.
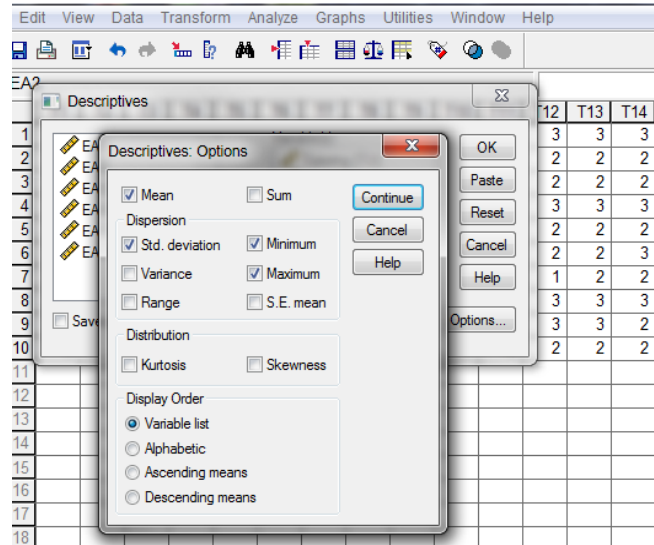
7) Click continue and click OK.

b. Median

Median is a group explanation technique that is based on the middle value of the group which has been arranged in order from smallest to largest, or vice versa from largest to smallest (Sugiyono, 2016: 230). The steps to check the median score as follow:

1) Click analyze.

2) Then click descriptive statistics.

3) Choose frequencies.
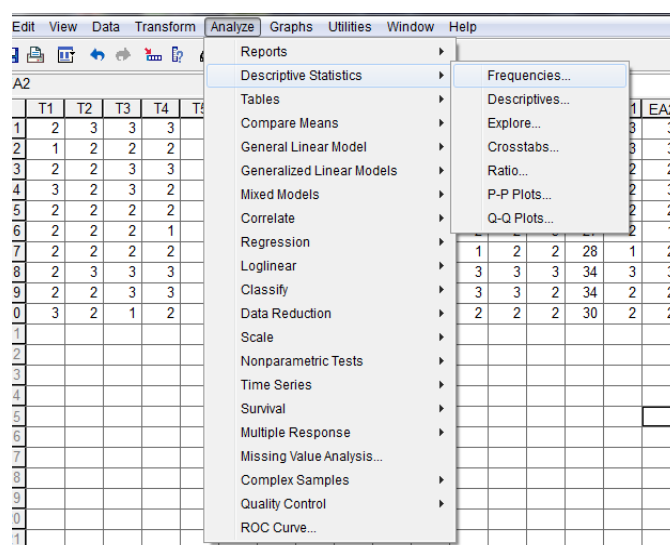
4) Choose the data that we want to check the median.
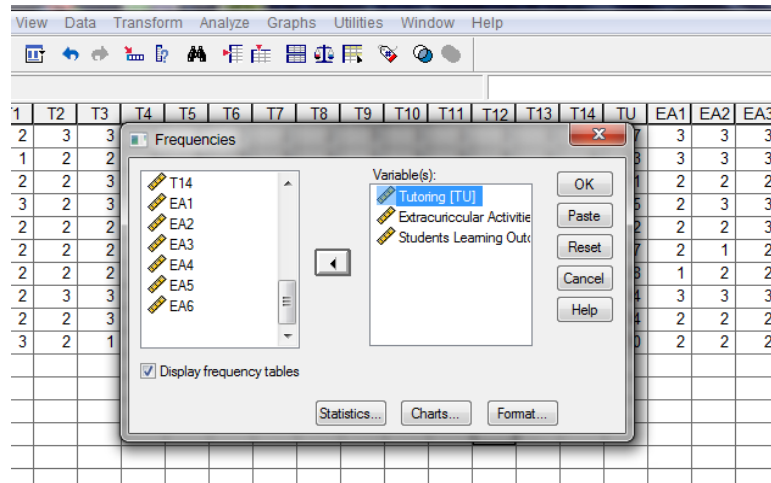
5) Then click statistics.

6) Choose median in frequency statistics box.
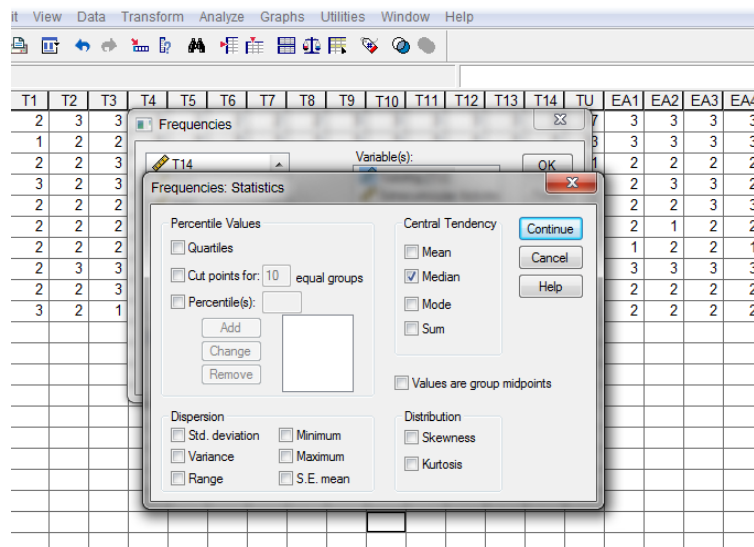
7) Click continue and click OK.

c. Mode

Mode is a group explanation technique that is based on values that are currently popular (which are currently in mode) or which often appear in the group (Sugiyono, 2016: 231). The steps to check the mode as follow:

1) Click analyze.

2) Then click descriptive statistics.

3) Choose frequencies.
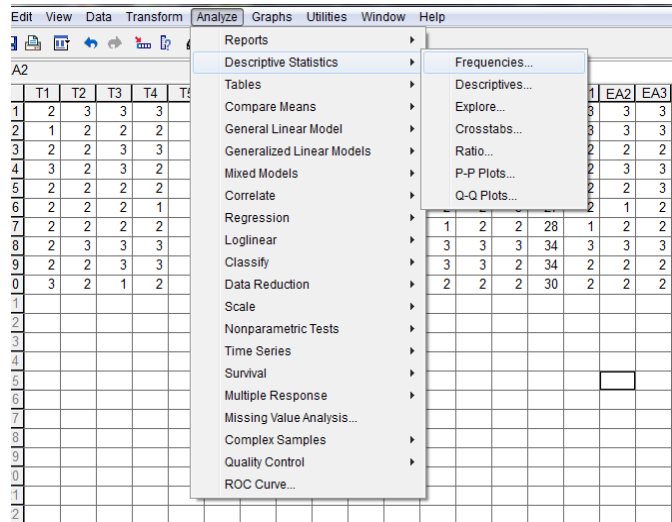
4) Choose the data that we want to check the mode.
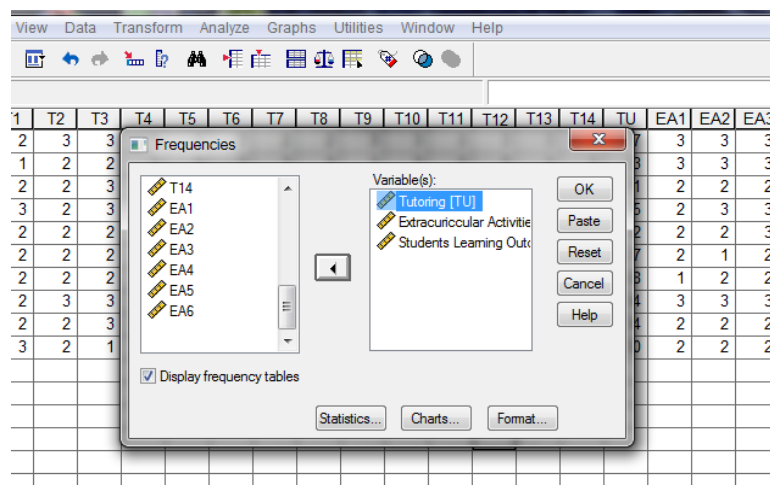
5) Then click statistics.

6) Choose mode in frequency statistics box.
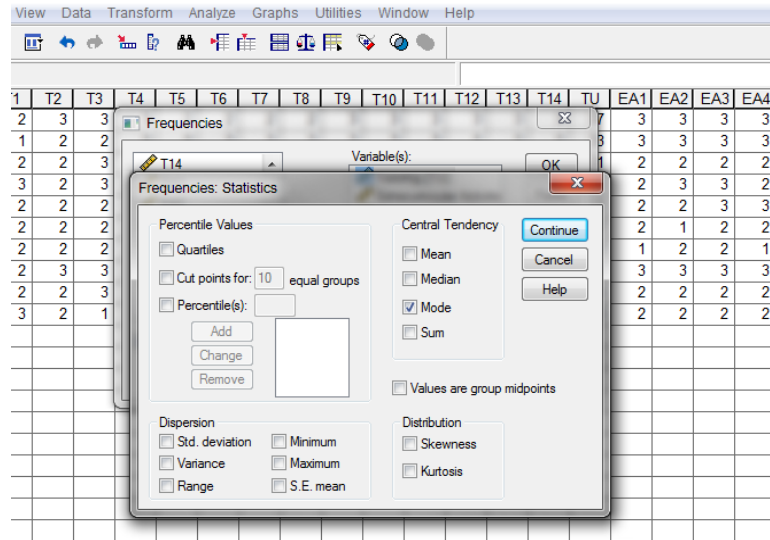
7) Click continue and click OK.

d. Standard Deviation

Standard deviation is the root of variance. Meanwhile, variance is the sum of the squares of all deviations of individual values from the group average (Sugiyono, 2016: 231). The steps to check the standard deviation as follow:

1) Click analyze.

2) Then click descriptive statistics.

3) Choose descriptive.
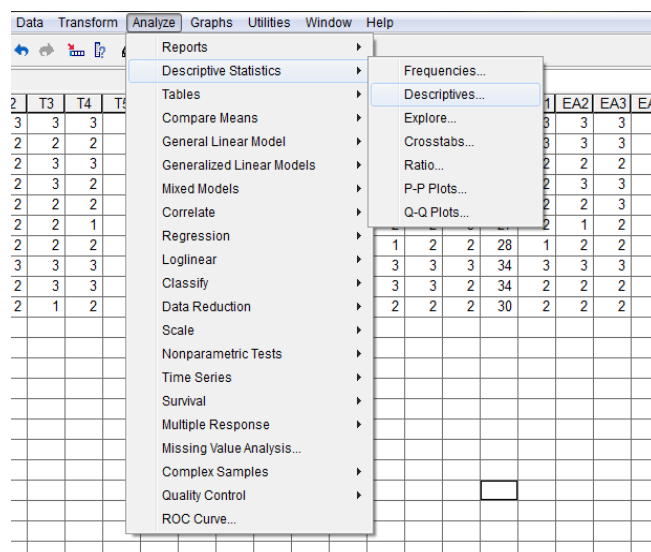
4) Click the data file that we want to check the standard deviation.
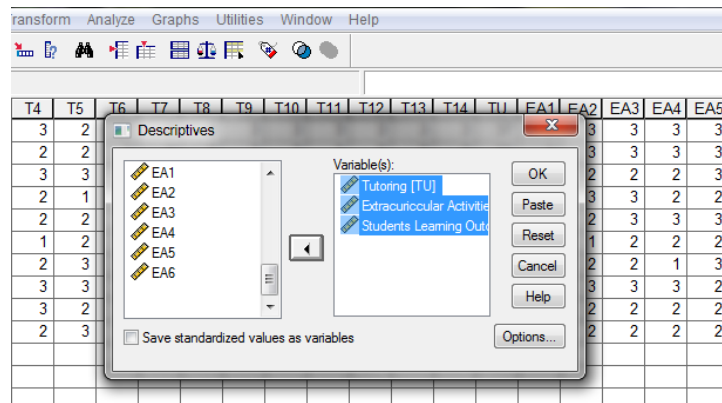
5) Choose standard deviation in the descriptive option box.
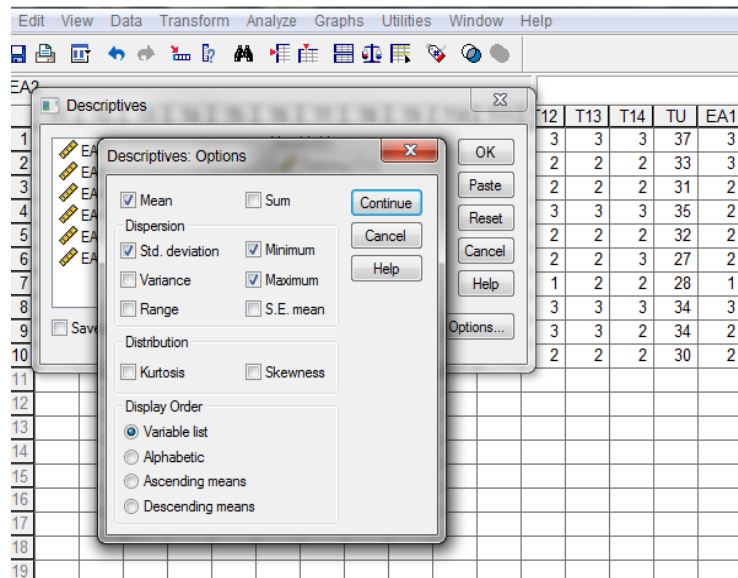
6) Click continue and click OK.

2. Prerequisite Analysis

Before proceeding to hypothesis testing, the analysis requirements must be tested first.

a. Data Normality Test

The use of parametric statistics requires that the data for each variable to be analyzed must be normally distributed (Sugiyono, 2016:

228). The normality test in this study used Kolmogorov-Smirnov (KS) in the SPSS program. The steps to check the normality of data as follow:

1) Click analyze.

2) Then click nonparametric tests.

3) Choose 1-sample KS.
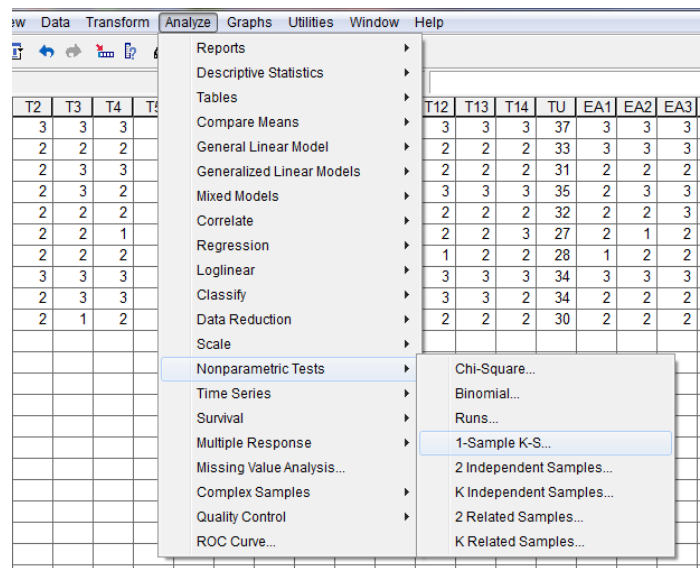
4) Click the data file that we want to check the normality of the data.
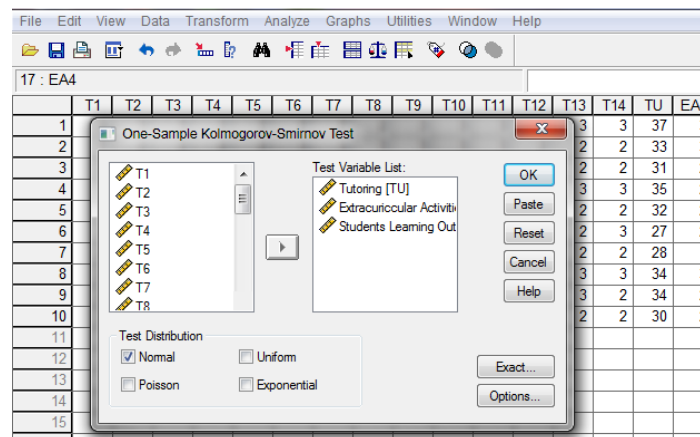
5) Choose normal in the one-sample kolmogorov-smirnov test option box.

6) Click OK.

By using this test, the decision whether or not the residuals are normally distributed depends on:

1) If a significant number > 0.05 is obtained, it means that the data is normally distributed.

2) If a significant number <0.05 is obtained, it means that the data is not normally distributed.

b. Linearity Test

According to Sugiyono (2016: 325), the linearity test is used to determine whether the dependent variable and the independent variable have a significant linear relationship or not. The linearity test can be carried out through a test of linearity. The steps to check the linearity as follow:

1) Click analyze.

2) Then click compare means.

3) Choose means.
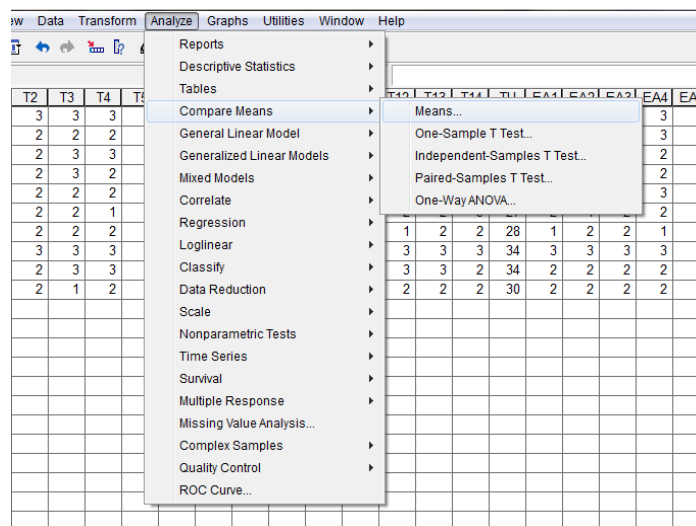
4) Click the data file that we want to check the linearity according to the research variables.
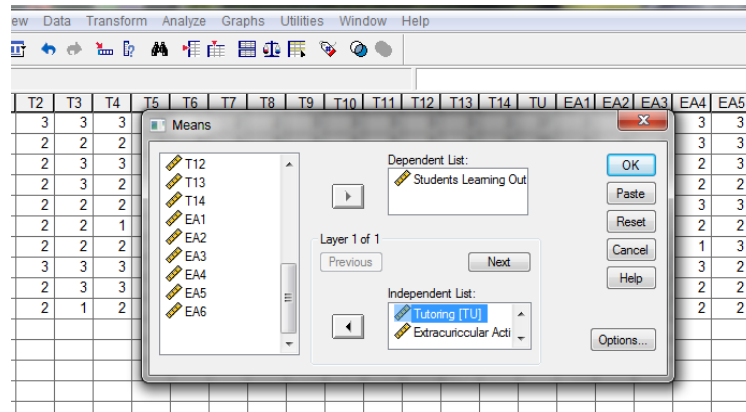
5) Click option and choose test for linearity
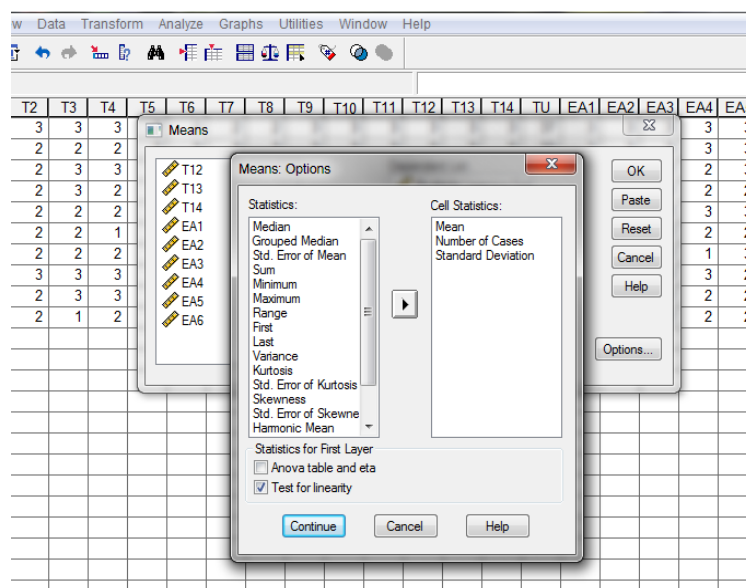
6) Click continue and click OK.

The criteria that apply to the linearity test are:

1) If a significant number > 0.05 is obtained, it can be interpreted that there is a linear relationship between the independent variable and the dependent variable.

2) If a significant number < 0.05 is obtained, it can be interpreted that there is no linear relationship between the independent variable and the dependent variable.

3. Hypothesis Testing

According to Sugiyono (2016: 206), to test the hypothesis of a relationship (correlation) between an independent variable and a dependent variable, if the data is normal, use Product Moment correlation, but if the data is not normal or non-parametric, use Spearman Rank correlation. In this research, there are three hypotheses:

a. Hypothesis 1, There is an effect of English Course on the learning outcomes of class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

b. Hypothesis 2, There is an effect of English extracurricular on the learning outcomes of class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

c. Hypothesis 3, There is an effect of English Course and English extracurricular on the learning outcomes of cas VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

The researcher used computerized techniques with the SPSS for Windows version 22 program. The steps to check the product moment correlation as follow:

a. Hypothesis 1

Ha: There is an effect of English Course on the learning outcomes of class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

Ho: There is no effect of English Course on the learning outcomes of class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

1) Click analyze.

2) Then click correlation.

3) Choose bivariate.
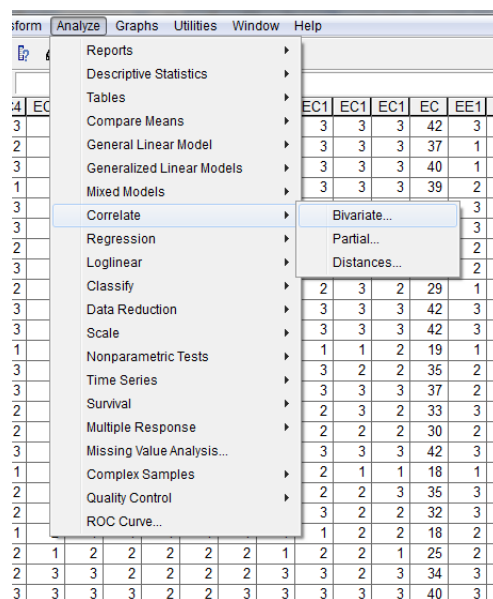
4) Choose the data english courses and learning outcomes that we want to check the product moment correlation, then choose pearson, choose two-tailed, choose flag significant correlations,
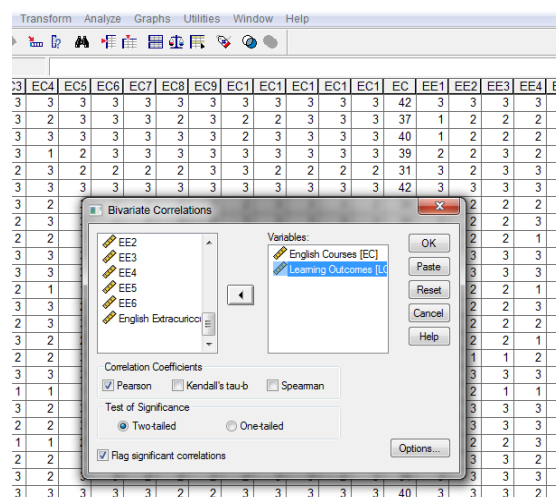
5) Click OK.

b. Hypothesis 2

Ha: There is an effect of English extracurricular on the learning outcomes of class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

Ho: There is no effect of English extracurricular on the learning outcomes of class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

1) Click analyze.

2) Then click correlation.

3) Choose bivariate.

4) Choose the data english extracurricular and learning outcomes that we want to check the product moment correlation, then choose pearson, choose two-tailed, choose flag significant correlations

m Analyze Graphs Utilities Window Help

EC5	EC6	EC7	EC8	EC9	EC1	EC1	EC1	EC1	EC1	EC	EE1	EE2	EE3	EE4	EE5	EE6
3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	3	3
3	3	3	2	3	2	2	3	3	3	37	1	2	2	2	2	2
3	3	3	3	3	2	3	3	3	3	40	1	2	2	2	3	2
2	3	3		3	3	3	3	3	3	39	2	2	3	2	2	2
2	2												3	2	2
3	3												3	1	1
3	2												2	2	2
3	2												3	3	1
1	1												1	1	2
3	3												3	3	3
3	3												3	3	3
1	1												1	1	1
2	3												3	2	2
3	2												2	2	2
2	3												1	2	1
3	2												2	2	2
3	3												3	3	3
1	2												1	1	2
3	2												3	3	3
3	3												3	3	3
2	1												3	1	1
1	2	2	2	2	1	2	2	1	25	2	3	3	2	2	3
3	3	2	2	2	2	3	3	2	3	34	3	3	3	3	3	3
3	3	3	2	2	3	3	3	3	3	40	3	3	3	2	3	2
2	3	3	3	3	3	2	3	3	39	3	2	2	2	3	2
2	2	2	2	2	3	2	2	2	31	1	1	1	3	2	1
2	2	2	2	1	1	3	1	1	1	25	3	3	3	3	1	1

Bivariate Correlations

EE1
EE2
EE3
EE4
EE5
EE6

Variables:
English Extracurricular
Learning Outcomes [L...

OK · Paste · Reset · Cancel · Help

Correlation Coefficients: ☑ Pearson · ☐ Kendall's tau-b · ☐ Spearman

Test of Significance: ● Two-tailed · ○ One-tailed

☑ Flag significant correlations · Options...

5) Click OK.

c. Hypothesis 3

Ha: There is an effect of English Course and English extracurricular on the learning outcomes of cas VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

Ho: There is no effect of English Course and English extracurricular on the learning outcomes of cas VII students of SMP Negeri 1 Mojolaban on English subject in the academic year 2022/2023.

1) Click analyze.

2) Then click correlation.

3) Choose bivariate.

4) Choose the data english courses, english extracurricular and learning outcomes that we want to check the product moment correlation, then choose pearson, choose two-tailed, choose flag significant correlations,
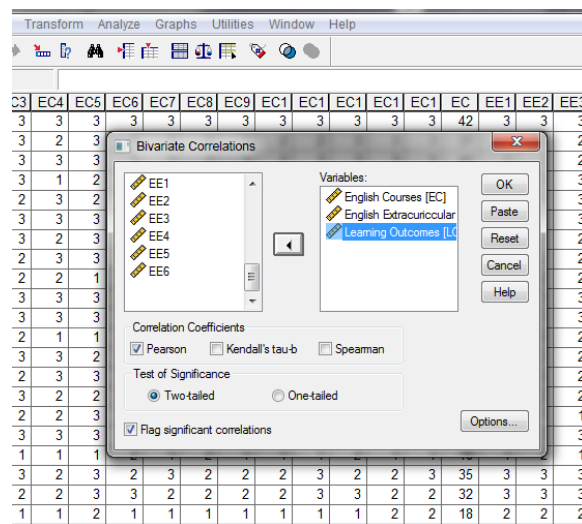
5) Click OK.

The criteria for taking conclusions based on the level of significance (p value) are:

a. If the p value is > 0.05 then Ha is rejected and Ho is accepted, meaning there is no effect English courses and English extracurricular on the learning outcomes of class VII students at SMP Negeri 1 Mojolaban on English in the academic year of 2022/2023.

b. If the p value ≤ 0.05 then Ha is accepted and Ho is rejected, meaning there is an influence English courses and English extracurricular on the learning outcomes of class VII students at SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023.

The criteria for closeness of relationship using the correlation coefficient are as follows (Sugiyono, 2016: 242):

Table 3.9

Correlation Coefficient Interpretation Guidelines

Coefficient Interval	Relationship Level
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 – 0.799	Strong
0.80 – 1,000	Very strong

Source: Sugiyono (2016: 242)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. **Research Findings**

1. **Data Description**

The aim of this research is to determine English courses and English extracurriculars on the learning outcomes of class VII students at SMP Negeri 1 Mojolaban in the academic year of 2022/2023. This research involved class VII students at SMP Negeri 1 Mojolaban in the academic year of 2022/2023 with random sampling, the sample size or number used the Isaac and Michael table (1984) with a precision of 10% from a population of 192, those are 67 students.

The data analyzed in this research is obtained from a questionnaire filled out by relevant class VII students English courses and English extracurriculars, and English learning outcomes are documentation data Grade VII PTS/UTS scores on English subject at SMP Negeri 1 Mojolaban in the academic year of 2022/2023 held by the English subject teacher. The following are the results of the data description for the variables English courses, English extracurriculars and English learning outcomes, then the data is explained in detail, this includes the mean, median, mode and standard deviation.

a. English Courses Variable

English courses is the process of assistance provided to students in order to overcome the problems they face in learning English. This data is obtained from students/respondents after filling

out the questionnaire. This below is a table showing the scores for the

variables English courses.

Table 4.1

Score List of English Courses Variable

No.	Student's name	Gender	Score
1.	S.J.N	Female	42
2.	A.B.A	Female	37
3.	H.S	Female	40
4.	S.M.A	Female	39
5.	L.A.D	Female	31
6.	Y.A.H	Female	42
7.	Z.F.R	Female	36
8.	A.E.N	Female	38
9.	M.D.M	Female	29
10.	A.A.M	Female	42
11.	M.D.K	Female	42
12.	A.T.P	Female	19
13.	N.I.P	Female	35
14.	Y.C.A	Female	37
15.	K.Z.S	Female	33
16.	H.H.S	Female	30
17.	R.F	Male	42
18.	S.P.Y	Female	18
19.	M.A.S.P	Male	35
20.	N.A.N	Female	32
21.	S.B.N	Female	18
22.	A.Q.A	Female	25
23.	N.D.S	Female	34
24.	K.N.B	Female	40
25.	I.F.R	Female	39

No.	Student's name	Gender	Score
26.	S.A.A.K	Female	31
27.	N.K.A.P	Female	25
28.	A.M	Female	22
29.	M.P.M	Female	28
30.	A.N.M	Female	26
31.	N.O.P	Female	42
32.	A.P.R	Female	24
33.	A.P.S	Male	27
34.	A.V.P.A	Male	39
35.	A.F.C	Female	40
36.	S.Y	Female	32
37.	F.F.H	Male	37
38.	P.A.G.W	Male	35
39.	M.A.B	Male	25
40.	R.R.F	Male	31
41.	A.K.M	Male	33
42.	I.A.A	Male	18
43.	F.J.E.P	Female	19
44.	A.N.H	Female	29
45.	A.C.S	Female	42
46.	M.N.R	Female	33
47.	H.J.W	Male	42
48.	D.N.A	Female	42
49.	N.F.F	Female	38
50.	S.A.N	Female	33
51.	N.R.H.A	Male	34
52.	V.A.B	Female	41
53.	G.M.P	Female	42
54.	A.W.C	Female	30
55.	G.A.N.A	Female	39

No.	Student's name	Gender	Score
56.	A.N	Female	27
57.	R.S.O.B	Female	42
58.	T.N.R.A	Female	38
59.	T.D.R	Female	31
60.	P.A.N	Male	20
61.	N.A	Female	37
62.	D.B.D	Male	38
63.	A.A.N	Female	35
64.	I.R.R	Male	39
65.	J.E.F.S	Woman	34
66.	L.S	Female	35
67.	I.A.M	Male	37

Data description English courses include mean, median, mode and standard deviation values, as well as minimum and maximum values. The following is the data shown in Table 4.2.

Table 4.2

English Courses Score Statistics

Statistics

English Courses

N	Valid	67
	Missing	0
Mean		33.54
Median		35.00
Mode		42
Std. Deviation		7,091
Minimum		18
Maximum		42
Sum		2247

From the table 4.2 above, descriptive analysis of the English courses variable data shows that the lowest value is 18 and the highest

is 42. The mean value is 33.54, the median is 35.00, the mode is 42, and the standard deviation is 7.091. The frequency distribution of the English courses variable data is in Table 4.3.

Table 4.3

Frequency Distribution of English Courses Variable Data

English Courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	3	4.5	4.5	4.5
	19	2	3.0	3.0	7.5
	20	1	1.5	1.5	9.0
	22	1	1.5	1.5	10.4
	24	1	1.5	1.5	11.9
	25	3	4.5	4.5	16.4
	26	1	1.5	1.5	17.9
	27	2	3.0	3.0	20.9
	28	1	1.5	1.5	22.4
	29	2	3.0	3.0	25.4
	30	2	3.0	3.0	28.4
	31	4	6.0	6.0	34.3
	32	2	3.0	3.0	37.3
	33	4	6.0	6.0	43.3
	34	3	4.5	4.5	47.8
	35	5	7.5	7.5	55.2
	36	1	1.5	1.5	56.7
	37	5	7.5	7.5	64.2
	38	4	6.0	6.0	70.1
	39	5	7.5	7.5	77.6
	40	3	4.5	4.5	82.1
	41	1	1.5	1.5	83.6
	42	11	16.4	16.4	100.0
	Total	67	100.0	100.0	

Descriptive analysis of the frequency distribution of the English courses variable data shows that the lowest value is 18 and the

highest value is 42. The mean value is 33.54, the median value is 35, the mode is 42, and the standard deviation is 7.091.

b. English Extracurricular Variable

English extracurricular is additional activities at school that are directed at developing students themselves according to students' interests, talents and abilities. This data is obtained from students/respondents after filling out the questionnaire. Below is a table showing the scores for the variables English extracurricular.

Table 4.4

List of English Extracurricular Variable Scores

No.	Student's name	Gender	Score
1.	S.J.N	Female	18
2.	A.B.A	Female	11
3.	H.S	Female	12
4.	S.M.A	Female	13
5.	L.A.D	Female	15
6.	Y.A.H	Female	14
7.	Z.F.R	Female	12
8.	A.E.N	Female	13
9.	M.D.M	Female	9
10.	A.A.M	Female	18
11.	M.D.K	Female	18
12.	A.T.P	Female	8
13.	N.I.P	Female	13
14.	Y.C.A	Female	12
15.	K.Z.S	Female	11
16.	H.H.S	Female	10
17.	R.F	Male	18

No.	Student's name	Gender	Score
18.	S.P.Y	Female	8
19.	M.A.S.P	Male	18
20.	N.A.N	Female	18
21.	S.B.N	Female	11
22.	A.Q.A	Female	15
23.	N.D.S	Female	18
24.	K.N.B	Female	16
25.	I.F.R	Female	14
26.	S.A.A.K	Female	9
27.	N.K.A.P	Female	14
28.	A.M	Female	12
29.	M.P.M	Female	12
30.	A.N.M	Female	18
31.	N.O.P	Female	18
32.	A.P.R	Female	15
33.	A.P.S	Male	18
34.	A.V.P.A	Male	18
35.	A.F.C	Female	13
36.	S.Y	Female	14
37.	F.F.H	Male	15
38.	P.A.G.W	Male	12
39.	M.A.B	Male	18
40.	R.R.F	Male	18
41.	A.K.M	Male	18
42.	I.A.A	Male	18
43.	F.J.E.P	Female	7
44.	A.N.H	Female	12
45.	A.C.S	Female	15
46.	M.N.R	Female	13
47.	H.J.W	Male	16

No.	Student's name	Gender	Score
48.	D.N.A	Female	16
49.	N.F.F	Female	14
50.	S.A.N	Female	13
51.	N.R.H.A	Male	18
52.	V.A.B	Female	12
53.	G.M.P	Female	15
54.	A.W.C	Female	13
55.	G.A.N.A	Female	14
56.	A.N	Female	11
57.	R.S.O.B	Female	16
58.	T.N.R.A	Female	14
59.	T.D.R	Female	11
60.	P.A.N	Male	14
61.	N.A	Female	14
62.	D.B.D	Male	14
63.	A.A.N	Female	9
64.	I.R.R	Male	13
65.	J.E.F.S	Female	16
66.	L.S	Female	10
67.	I.A.M	Male	13

Data description English extracurriculars includes mean, median, mode and standard deviation, as well as minimum and maximum values. The following is the data shown in Table 4.5.

Table 4.5

English Extracurricular Scores Statistics

Statistics

English Extracurricular

N	Valid	67
	Missing	0
Mean		13.97
Median		14.00
Mode		18
Std. Deviation		3,005
Minimum		7
Maximum		18
Sum		936

The table 4.5 above, descriptive analysis of the English extracurriculars variable data shows that the lowest value is 7 and the highest is 18. The mean value is 13.97, the median is 14.00, the mode is 18, and the standard deviation is 3.005. The frequency distribution of the English extracurricular variable data is in Table 4.6.

Table 4.6

Frequency Distribution of English Extracurricular Variable Data

English Extracurricular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	1.5	1.5	1.5
	8	2	3.0	3.0	4.5
	9	3	4.5	4.5	9.0
	10	2	3.0	3.0	11.9
	11	5	7.5	7.5	19.4
	12	8	11.9	11.9	31.3
	13	9	13.4	13.4	44.8
	14	10	14.9	14.9	59.7
	15	6	9.0	9.0	68.7
	16	5	7.5	7.5	76.1
	18	16	23.9	23.9	100.0
	Total	67	100.0	100.0	

Descriptive analysis of the frequency distribution of the English extracurricular variable data shows that the lowest value is 7 and the highest value is 18. The mean value is 13.97, the median value is 14, the mode is 18, and the standard deviation is 3.005.

c. Student Learning Outcome Variables

Learning outcomes are an assessment student learning outcomes on English subjects. These data are obtained from documentation of class VII PTS/UTS scores on English subject at SMP Negeri 1 Mojolaban in the academic year of 2022/2023 which is organized by the English subject teacher. This below is a table showing the scores for the variables student learning outcomes.

Table 4.7

List of Student Learning Outcome Variable Scores

No.	Student's name	Gender	Score
1.	S.J.N	Female	77
2.	A.B.A	Female	67
3.	H.S	Female	70
4.	S.M.A	Female	70
5.	L.A.D	Female	70
6.	Y.A.H	Female	77
7.	Z.F.R	Female	70
8.	A.E.N	Female	70
9.	M.D.M	Female	63
10.	A.A.M	Female	87
11.	M.D.K	Female	83
12.	A.T.P	Female	57
13.	N.I.P	Female	60

No.	Student's name	Gender	Score
14.	Y.C.A	Female	63
15.	K.Z.S	Female	60
16.	H.H.S	Female	60
17.	R.F	Male	87
18.	S.P.Y	Female	17
19.	M.A.S.P	Male	67
20.	N.A.N	Female	53
21.	S.B.N	Female	50
22.	A.Q.A	Female	57
23.	N.D.S	Female	60
24.	K.N.B	Female	77
25.	I.F.R	Female	77
26.	S.A.A.K	Female	70
27.	N.K.A.P	Female	57
28.	A.M	Female	53
29.	M.P.M	Female	57
30.	A.N.M	Female	57
31.	N.O.P	Female	87
32.	A.P.R	Female	50
33.	A.P.S	Male	57
34.	A.V.P.A	Male	73
35.	A.F.C	Female	77
36.	S.Y	Female	67
37.	F.F.H	Male	73
38.	P.A.G.W	Male	73
39.	M.A.B	Male	57
40.	R.R.F	Male	70
41.	A.K.M	Male	70
42.	I.A.A	Male	47
43.	F.J.E.P	Female	43

No.	Student's name	Gender	Score
44.	A.N.H	Female	53
45.	A.C.S	Female	93
46.	M.N.R	Female	77
47.	H.J.W	Male	83
48.	D.N.A	Female	80
49.	N.F.F	Female	57
50.	S.A.N	Female	77
51.	N.R.H.A	Male	60
52.	V.A.B	Female	87
53.	G.M.P	Female	83
54.	A.W.C	Female	63
55.	G.A.N.A	Female	77
56.	A.N	Female	50
57.	R.S.O.B	Female	90
58.	T.N.R.A	Female	67
59.	T.D.R	Female	67
60.	P.A.N	Male	47
61.	N.A	Female	53
62.	D.B.D	Male	63
63.	A.A.N	Female	37
64.	I.R.R	Male	83
65.	J.E.F.S	Female	77
66.	L.S	Female	50
67.	I.A.M	Male	43

Data description student learning outcomes include mean, median, mode and standard deviation, as well as minimum and maximum values. The following is the data shown in Table 4.8.

Table 4.8

Student Learning Outcome Scores Statistics

Statistics

Learning Outcomes

N	Valid	67
	Missing	0
Mean		65.73
Median		67.00
Mode		77
Std. Deviation		14,234
Minimum		17
Maximum		93
Sum		4404

The table 4.8 above, descriptive analysis of students learning outcomes variable data shows that the lowest value is 17 and the highest is 93. The mean value is 65.73, the median is 67.00, the mode is 77, and the standard deviation is 14.234. The frequency distribution of the English extracurricular variable data is in Table 4.9.

Table 4.9

Frequency Distribution of Student Learning Outcome Variable Data

Learning Outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	1	1.5	1.5	1.5
	37	1	1.5	1.5	3.0
	43	2	3.0	3.0	6.0
	47	2	3.0	3.0	9.0
	50	4	6.0	6.0	14.9
	53	4	6.0	6.0	20.9
	57	8	11.9	11.9	32.8
	60	5	7.5	7.5	40.3
	63	4	6.0	6.0	46.3
	67	5	7.5	7.5	53.7
	70	8	11.9	11.9	65.7

	Frequency	Percent	Valid Percent	Cumulative Percent
73	3	4.5	4.5	70.1
77	9	13.4	13.4	83.6
80	1	1.5	1.5	85.1
83	4	6.0	6.0	91.0
87	4	6.0	6.0	97.0
90	1	1.5	1.5	98.5
93	1	1.5	1.5	100.0
Total	67	100.0	100.0	

Descriptive analysis of the frequency distribution of student learning outcome variable data shows that the lowest value is 17 and the highest value is 93. The mean value is 65.73, the median value is 67, the mode is 77, and the standard deviation is 14.234.

2. Pre-Required Tests

a. Normality test

The normality test is used to test the data for each variable normally distributed or not. In this research, the normality test used by researcher is Kolmogorov-Smirnov (KS), the data is said to be normally distributed if the Sig. > 0.05, and if the Sig. < 0.05 then the data does not have a normal distribution.

Table 4.10

Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		English Courses	English Extracurricular	Learning Outcomes
N		67	67	67
Normal Parameters(a,b)	Mean	33.54	13.97	65.73
	Std. Deviation	7,091	3,005	14,234
Most Extreme Differences	Absolute	,120	,149	,084

	Positive	,116	,093	,059
	Negative	-,120	-,149	-,084
Kolmogorov-Smirnov Z		,984	1,218	,690
Asymp. Sig. (2-tailed)		,288	,103	,729

a Test distribution is Normal.
b Calculated from data.

The explanation of Table 4.10 above as follows:

1) The criterion for normality test results is that Ha is accepted if the Sig value. > 0.05. The results of the English courses data show that the Sig. 0.288 > 0.05, this means that the English courses variable data is normally distributed.

2) The criterion for normality test results is that Ha is accepted if the Sig value. > 0.05. The results of the English extracurricular data show that the Sig. 0.103 > 0.05, this means that the English extracurricular variable data is normally distributed.

3) The criterion for normality test results is that Ha is accepted if the Sig value. > 0.05. The results of student learning outcomes data show that the Sig. 0.729 > 0.05, this means that the student learning outcome variable data is normally distributed.

b. **Linearity Test**

The next calculation step is the linearity test, that is for find out whether the dependent variable and the independent variable have a significant linear relationship or not. Researcher carried out this test through a test of linearity. The results of the linearity test are as follows:

1) Linear Relationships English Courses with Student Learning Outcomes

Table 4.11

Linearity Test Results of English Courses with Learning Outcomes

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * English Courses	Between Groups	(Combined)	10175,149	22	462,507	6,367	,000
		Linearity	7616,781	1	7616,781	104,861	,000
		Deviation from Linearity	2558,368	21	121,827	1,677	,074
	Within Groups		3196,015	44	72,637		
	Total		13371,164	66			

The applicable criteria for the linearity test is if the Sig value. > 0.05, which means that there is a linear relationship between the independent variable and the dependent variable. The research results show that the Sig. 0.074, this is significant English courses with student learning outcomes has a significant linear relationship.

2) Linear Relationships of English Extracurricular with Student Learning Outcomes

Table 4.12

Linearity Test Results English Extracurricular with Learning

Outcomes

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * English Extracurricular	Between Groups	(Combined)	4493,509	10	449,351	2,834	,006
		Linearity	2220,968	1	2220,968	14,010	,000
		Deviation from Linearity	2272,541	9	252,505	1,593	,140
	Within Groups		8877,656	56	158,530		
	Total		13371,164	66			

The applicable criteria for the linearity test is if the Sig value. > 0.05, which means that there is a linear relationship between the independent variable and the dependent variable. The research results show that the Sig. 0.140, this is significant English extracurricular with student learning outcomes has a significant linear relationship.

3. **Hypothesis Test**

After the normality and linearity tests are fulfilled, the next step is to test the hypothesis using Product Moment correlation with the SPSS for Windows version 22 program which aims to determine the effect of English courses and English extracurriculars on the learning outcomes of class VII students at SMP Negeri 1 Mojolaban in the academic year of 2022/2023.

a. The Effect of English Courses Towards Students Learning Outcomes

Table 4.13

The Correlation Test Results English Courses Towards Learning

Outcomes

Correlations

		English Courses	Learning Outcomes
English Courses	Pearson Correlation	1	,755(**)
	Sig. (2-tailed)		,000
	N	67	67
Learning Outcomes	Pearson Correlation	,755(**)	1
	Sig. (2-tailed)	,000	
	N	67	67

** Correlation is significant at the 0.01 level (2-tailed).

The criteria for taking conclusion, if the Sig value. ≤ 0.05 then Ha is accepted and Ho is rejected. The research results show that the Sig. $0.000 < 0.05$, meaning there is an effect English courses towards students learning outcomes of class VII students at SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023. The correlation coefficient value is 0.755 ($> r_{table}=0.244$), if translated into the interpretation of the correlation coefficient, then the correlation value is between English courses with learning outcomes for class VII students at SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023 is between the interval 0.60-0.799, which is at the level of relationship with the strong category.

b. The Effect of English Extracurricular Towards Students Learning Outcomes

Table 4.14

The Correlation Test Results English Extracurricular Towards

Learning Outcomes

Correlations

		English Extracurricular	Learning Outcomes
English Extracurricular	Pearson Correlation	1	,408(**)
	Sig. (2-tailed)		,001
	N	67	67
Learning Outcomes	Pearson Correlation	,408(**)	1
	Sig. (2-tailed)	,001	
	N	67	67

** Correlation is significant at the 0.01 level (2-tailed).

The criteria of taking conclusion, if the Sig value. ≤ 0.05 then Ha is accepted and Ho is rejected. The research results show that the Sig. $0.001 < 0.05$, meaning there is an effect English extracurricular towards students learning outcomes of class VII students at SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023. The correlation coefficient value is 0.408 ($> r_{table}=0.244$), if translated into the interpretation of the correlation coefficient, then the correlation value is between English extracurricular towards students learning outcomes for class VII students at SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023 is between the interval 0.40-0.599, which is at the level of relationship with the medium category.

c. The Effect of English Courses and English Extracurricular Towards Students Learning outcomes

Table 4.15

The Correlation Test Results English Courses and English

Extracurricular Towards Learning Outcomes

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8012,760	2	4006,380	47,852	,000(a)
	Residual	5358,404	64	83,725		
	Total	13371,164	66			

a Predictors: (Constant), English Extracurricular, English Courses
b Dependent Variable: Learning Outcomes

Criteria for taking conclusions, if the Sig. < 0.05 then Ha is accepted and Ho is rejected. The research results show that the value of F_{count}=47.852 > F_{table}=3.140 and Sig. 0.000 < 0.05, meaning there is an effect English courses and English extracurricular towards students learning outcomes of class VII students at SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023.

B. Discussion

1. The Effect of English Courses with Students Learning Outcomes

The research results show that there is an effect English courses with students learning outcomes Class VII at SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023. This can be proven from the results Sig. (2-tailed) 0.000 which is lower than 0.05, and the correlation coefficient value is 0.755 which is between 0.60-0.799, which is at the level of relationship in the strong category. This means that

students who follow English courses can improve English learning outcomes.

This result is in line with research by Maiyanti and Ummiy (2022). There is an effect of English course on student learning outcomes and shows the significance of the value of students who take English course compared to students who do not take tutoring outside of school hours. Then, the results of Ubaidillah's research (2022) show that students' English learning achievement increases significantly after taking English course. But it is different from research by Guill et al (2019) which shows that there is no effect of English course or the effect of the quality of teaching on students' grades in English.

English courses are included in non-formal education units which refer to learning guidance in academic subjects (for example: language, mathematics, or science) with the aim of improving academic achievement, this is provided by tutors or course providers (private teachers) for financial gain, and does not include extracurricular activities, such as sports, or remedial lessons at school. According to Winiarti (2020: 3-4), non-formal education is really needed to help improve the learning process in schools and can minimize the difficulties faced by students, English courses or other non-formal education is growing rapidly at the moment because the education system in Indonesia is considered to have failed in its implementation, adding There is also a lack of time for parents to help their children learn because they are busy.

From the explanation above, it can be concluded that English course efforts outside of school are a solution related to increasing the value of English learning outcomes. This is also a choice for parents as an effective way to obtain maximum learning outcomes for their children. It is not without reason that parents choose to register their children in additional learning assistance such as taking English course, the inability of parents to master the knowledge that must be taught to their children, as well as not having much time because they are busy working is their main reason.

2. **The Effect English Extracurricular With Students Learning Outcomes**

The research results show that there is an effect English extracurricular towards students learning outcomes of Class VII students at SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023. This can be proven from the results Sig. (2-tailed) 0.001 which is lower than 0.05, and the correlation coefficient value is 0.408 which is between 0.40-0.599, which is at the level of relationship in the medium category. This means that students are actively participating English extracurricular can improve English learning outcomes.

These results are in line with his research Nafi'ah and Totok (2017) that There is a positive and significant relationship between student activity in academic and non-academic English extracurricular on student learning achievement. Chairani and Ratna (2019) show that the implementation of extracurricular activities has an effect on student

learning achievement. The more active students are in extracurricular activities, the more positive student learning achievement will increase.

The existence of extracurricular activities as a form of accommodation for the process of developing students' potential (such as affective, cognitive and psychomotor). Shilviana andTasman(2020: 168) said that the importance of English extracurricular for students is to train and develop the talents and potential that students have, so that they can be more focused and developed, while English course is important for students to increase understanding and deepening of school subject matter. This goal is related to with preparation for exams at school.

In the explanation above, it can be concluded that English extracurricular is additional activities at school which is directed at developing students them selves according to the students' interests, talents and abilities, however, this tutoring tends to be more about preparation for exams.

3. **The Effect of English Courses and English Extracurricular to Students Learning Outcomes**

Research result show there is Effect english courses and English extracurricular towards Students learning outcomes Class VII students at SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023. This can be proven from the results Sig. (2-tailed) 0.000 which is lower than 0.05, this means that students who actively participate English courses and English extracurricular can improveEnglish learning outcomes.

English courses is are process of assistance provided to individuals so they can overcome the problems they face in learning so that after going through a process of change in learning they will achieve optimal learning results. Meanwhile, English extracurricular at school play a role in coaching, strengthening, deepening and expanding students' knowledge (Karim, 2013: 2;Pangaribuan et al, 2022: 13). According to Yhunanda and Muhamad (2020: 532), English course outside of school can improve student learning outcomes, but it is also necessary to realize that it is possible that students who take part in the course only feel forced due to the demands of parents who do not believe that learning in schools are able to make their children achieve more, which indirectly takes up time and makes students feel tired, it is resulting in their learning outcomes decreasing. It is also hoped that the existence of English extracurricular at school will not interfere with student learning outcomes. Students should have a balance between formal education that drains their thinking and education that is entertainment or recreational in nature.

The explanation above, it can be concluded that English courses and English extracurricular is an effort to overcome students' learning difficulties, but it often takes up a lot of time or is unable to manage their time. This can result in student fatigue and as a result a decrease in learning achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion mentioned in the previous chapter, it can be concluded that:

1. There is an effect of English courses towards Students learning outcomes class VII students of SMP Negeri 1 Mojolaban on English subject in the accademic year of 2022/2023 academic with Sig. (2-tailed) 0.000 which is lower than 0.05.

2. There is an effect of English extracurricular towards students learning outcomes class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023 with Sig. (2-tailed) 0.001 which is lower than 0.05.

3. There is an effect English courses and English extracurricular towards students learning outcomes class VII students of SMP Negeri 1 Mojolaban on English subject in the academic year of 2022/2023 academic with Sig. (2-tailed) 0.000 which is lower than 0.05.

B. Suggestion

Related from the results, researcher would like to provide the following suggestions:

1. For Parents

Can maximize and utilize existing activities at school with the aim of honing their talents, interests, and abilities in a field of activity.

2. For Teachers

   It is important in fostering and developing student potential, therefore, a teacher must know the obstacles of students who are less active in teaching and learning activities in the classroom, by directing students in terms of managing time as well as possible and how students can learn more effectively.

3. For Students

   Increase knowledge, especially related to the effect of english courses and english extracurricular on the students learning outcomes.

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Appendix 1 Instrumen Angket English Courses dan English Extracurricular

ANGKET PENELITIAN

PENGARUH ENGLISH COURSES DAN ENGLISH EXTRACURRICULAR TERHADAP HASIL BELAJAR SISWA KELAS VII SMP NEGERI 1 MOJOLABAN TAHUN PELAJARAN 2022/2023

Kepada Yth
Siswa/siswi Kelas VII
SMP Negeri 1 Mojolaban
di Mojolaban

Assalamu'alaikum Warahmatullahi Wabarakatuh

Saya Helmi Husnun Nada mahasiswi Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan Bahasa Inggris, Universitas Islam Negeri Raden Mas Said Surakarta. Saat ini saya sedang melakukan penelitian tentang **Pengaruh English Courses dan English Extracurricular Terhadap Hasil Belajar Siswa Kelas VII SMP Negeri 1 Mojolaban Tahun Pelajaran 2022/2023**, dalam rangka menyelesaikan skripsi di Universitas Islam Negeri Raden Mas Said Surakarta. Oleh karena itu, saya membutuhkan data untuk diolah dan kemudian akan dijadikan sebagai bahan penelitian, tidak ada jawaban benar atau salah untuk setiap pertanyaan, yang diharapkan adalah jawaban yang benar-benar sesuai kondisi dan menggambarkan keadaan saat ini.

Atas kesediaan saudara/i untuk mengisi kuesioner ini, saya ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

A. Data Responden

1. Nama　　　　: S.J.M
2. Jenis Kelamin : P

B. Petunjuk

Berikut merupakan cara pengisian kuesioner:

1) Isilah dengan jujur dan kepercayaan masing-masing.
2) Kerahasiaan jawaban akan dijaga oleh peneliti.
3) Pilih salah satu jawaban di antara beberapa pilihan yang sesuai dengan diri sendiri.

C. Daftar Pertanyaan English Courses

No	Pertanyaan	Alternatif Jawaban		
		Kurang (1)	Cukup (2)	Baik (3)
1.	Ketepatan waktu memulai pembelajaran			✗
2.	Ketepatan waktu mengakhiri pembelajaran			✗
3.	Kinerja tutor memanfaatkan waktu			✗
4.	Kemampuan siswa mengikuti pembelajaran			✗
5.	Guru menguasai inti materi bahasa Inggris			✗
6.	Guru menyampaikan inti materi bahasa Inggris			✗
7.	Guru membimbing dengan media dan sarana belajar yang lengkap			✗
8.	Guru mengajar dengan metode belajar yang menyenangkan			✗
9.	Siswa menjawab ketika ditanya			✗
10.	Siswa bertanya ketika diberi kesempatan			✗
11.	Siswa mengikuti pembelajaran yang diajarkan			✗
12.	Siswa mengikuti dengan senang dan antusias			✗
13.	Siswa mengikuti sesuai petunjuk			✗
14.	Siswa menyiapkan alat dan bahan			✗

D. Daftar Pertanyaan English Extracurricular

No	Pertanyaan	Alternatif Jawaban		
		Tidak Setuju (1)	Kurang Setuju (2)	Setuju (3)
1.	Selama saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah, kemampuan Bahasa Inggris saya meningkat			✓
2.	Saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah dengan serius			✓
3.	Kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah membantu dalam mengembangkan bakat dan minat saya			✓
4.	Saya aktif mengikuti kegiatan ekstrakurikuler di sekolah, karena ingin mendapatkan ilmu dan pengalaman baru			✓
5.	Kegiatan ekstrakurikuler membuat tugas dan pekerjaan rumah tidak dapat terselesaikan dengan baik			✓
6.	Kegiatan ekstrakurikuler di sekolah mengganggu waktu belajar saya			✓

ANGKET PENELITIAN

PENGARUH ENGLISH COURSES DAN ENGLISH EXTRACURRICULAR TERHADAP HASIL BELAJAR SISWA KELAS VII SMP NEGERI 1 MOJOLABAN TAHUN PELAJARAN 2022/2023

Kepada Yth
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Atas kesediaan saudara/i untuk mengisi kuesioner ini, saya ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

A. **Data Responden**
   1. Nama   : A.B.A
   2. Jenis Kelamin : P

B. **Petunjuk**
   Berikut merupakan cara pengisian kuesioner:
   1) Isilah dengan jujur dan kepercayaan masing-masing.
   2) Kerahasiaan jawaban akan dijaga oleh peneliti.
   3) Pilih salah satu jawaban di antara beberapa pilihan yang sesuai dengan diri sendiri.

C. Daftar Pertanyaan English Courses

No	Pertanyaan	Alternatif Jawaban		
		Kurang (1)	Cukup (2)	Baik (3)
1.	Ketepatan waktu memulai pembelajaran			✓
2.	Ketepatan waktu mengakhiri pembelajaran		✓	
3.	Kinerja tutor memanfaatkan waktu			✓
4.	Kemampuan siswa mengikuti pembelajaran		✓	
5.	Guru menguasai inti materi bahasa Inggris			✓
6.	Guru menyampaikan inti materi bahasa Inggris			✓
7.	Guru membimbing dengan media dan sarana belajar yang lengkap			✓
8.	Guru mengajar dengan metode belajar yang menyenangkan		✓	~~✓~~
9.	Siswa menjawab ketika ditanya			✓
10.	Siswa bertanya ketika diberi kesempatan		✓	
11.	Siswa mengikuti pembelajaran yang diajarkan			✓
12.	Siswa mengikuti dengan senang dan antusias		~~✓~~	✓
13.	Siswa mengikuti sesuai petunjuk			✓
14.	Siswa menyiapkan alat dan bahan			✓

D. Daftar Pertanyaan English Extracurricular

No	Pertanyaan	Alternatif Jawaban		
		Tidak Setuju (1)	Kurang Setuju (2)	Setuju (3)
1.	Selama saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah, kemampuan Bahasa Inggris saya meningkat	✓		
2.	Saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah dengan serius		✓	
3.	Kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah membantu dalam mengembangkan bakat dan minat saya		✓	
4.	Saya aktif mengikuti kegiatan ekstrakurikuler di sekolah, karena ingin mendapatkan ilmu dan pengalaman baru		✓	
5.	Kegiatan ekstrakurikuler membuat tugas dan pekerjaan rumah tidak dapat terselesaikan dengan baik		✓	
6.	Kegiatan ekstrakurikuler di sekolah mengganggu waktu belajar saya		✓	

ANGKET PENELITIAN

PENGARUH ENGLISH COURSES DAN ENGLISH EXTRACURRICULAR TERHADAP HASIL BELAJAR SISWA KELAS VII SMP NEGERI 1 MOJOLABAN TAHUN PELAJARAN 2022/2023

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Atas kesediaan saudara/i untuk mengisi kuesioner ini, saya ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

A. **Data Responden**
   1. Nama   : H.S
   2. Jenis Kelamin : P

B. **Petunjuk**

Berikut merupakan cara pengisian kuesioner:

1) Isilah dengan jujur dan kepercayaan masing-masing.

2) Kerahasiaan jawaban akan dijaga oleh peneliti.

3) Pilih salah satu jawaban di antara beberapa pilihan yang sesuai dengan diri sendiri.

C. Daftar Pertanyaan English Courses

No	Pertanyaan	Alternatif Jawaban		
		Kurang (1)	Cukup (2)	Baik (3)
1.	Ketepatan waktu memulai pembelajaran		✓	
2.	Ketepatan waktu mengakhiri pembelajaran			✓
3.	Kinerja tutor memanfaatkan waktu			✓
4.	Kemampuan siswa mengikuti pembelajaran			✓
5.	Guru menguasai inti materi bahasa Inggris			✓
6.	Guru menyampaikan inti materi bahasa Inggris			✓
7.	Guru membimbing dengan media dan sarana belajar yang lengkap			✓
8.	Guru mengajar dengan metode belajar yang menyenangkan			✓
9.	Siswa menjawab ketika ditanya			✓
10.	Siswa bertanya ketika diberi kesempatan		✓	
11.	Siswa mengikuti pembelajaran yang diajarkan			✓
12.	Siswa mengikuti dengan senang dan antusias			✓
13.	Siswa mengikuti sesuai petunjuk			✓
14.	Siswa menyiapkan alat dan bahan			✓

D. Daftar Pertanyaan English Extracurricular

No	Pertanyaan	Alternatif Jawaban		
		Tidak Setuju (1)	Kurang Setuju (2)	Setuju (3)
1.	Selama saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah, kemampuan Bahasa Inggris saya meningkat	✓		
2.	Saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah dengan serius		✓	
3.	Kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah membantu dalam mengembangkan bakat dan minat saya		✓	
4.	Saya aktif mengikuti kegiatan ekstrakurikuler di sekolah, karena ingin mendapatkan ilmu dan pengalaman baru		✓	
5.	Kegiatan ekstrakurikuler membuat tugas dan pekerjaan rumah tidak dapat terselesaikan dengan baik			✓
6.	Kegiatan ekstrakurikuler di sekolah mengganggu waktu belajar saya		✓	

ANGKET PENELITIAN

PENGARUH ENGLISH COURSES DAN ENGLISH EXTRACURRICULAR TERHADAP HASIL BELAJAR SISWA KELAS VII SMP NEGERI 1 MOJOLABAN TAHUN PELAJARAN 2022/2023

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      Atas kesediaan saudara/i untuk mengisi kuesioner ini, saya ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

A. Data Responden

1. Nama   : S.M.A

2. Jenis Kelamin : Perempuan

B. Petunjuk

Berikut merupakan cara pengisian kuesioner:

1) Isilah dengan jujur dan kepercayaan masing-masing.

2) Kerahasiaan jawaban akan dijaga oleh peneliti.

3) Pilih salah satu jawaban di antara beberapa pilihan yang sesuai dengan diri sendiri.

C. Daftar Pertanyaan English Courses

No	Pertanyaan	Alternatif Jawaban		
		Kurang (1)	Cukup (2)	Baik (3)
1.	Ketepatan waktu memulai pembelajaran			✓
2.	Ketepatan waktu mengakhiri pembelajaran			✓
3.	Kinerja tutor memanfaatkan waktu			✓
4.	Kemampuan siswa mengikuti pembelajaran	✓		
5.	Guru menguasai inti materi bahasa Inggris		✓	
6.	Guru menyampaikan inti materi bahasa Inggris			✓
7.	Guru membimbing dengan media dan sarana belajar yang lengkap			✓
8.	Guru mengajar dengan metode belajar yang menyenangkan			✓
9.	Siswa menjawab ketika ditanya			✓
10.	Siswa bertanya ketika diberi kesempatan			✓
11.	Siswa mengikuti pembelajaran yang diajarkan			✓
12.	Siswa mengikuti dengan senang dan antusias			✓
13.	Siswa mengikuti sesuai petunjuk			✓
14.	Siswa menyiapkan alat dan bahan			✓

D. Daftar Pertanyaan English Extracurricular

No	Pertanyaan	Alternatif Jawaban		
		Tidak Setuju (1)	Kurang Setuju (2)	Setuju (3)
1.	Selama saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah, kemampuan Bahasa Inggris saya meningkat		✓	
2.	Saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah dengan serius		✓	
3.	Kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah membantu dalam mengembangkan bakat dan minat saya			✓
4.	Saya aktif mengikuti kegiatan ekstrakurikuler di sekolah, karena ingin mendapatkan ilmu dan pengalaman baru		✓	
5.	Kegiatan ekstrakurikuler membuat tugas dan pekerjaan rumah tidak dapat terselesaikan dengan baik		✓	
6.	Kegiatan ekstrakurikuler di sekolah mengganggu waktu belajar saya		✓	

ANGKET PENELITIAN

**PENGARUH ENGLISH COURSES DAN ENGLISH
EXTRACURRICULAR TERHADAP HASIL BELAJAR SISWA KELAS
VII SMP NEGERI 1 MOJOLABAN TAHUN PELAJARAN 2022/2023**

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Assalamu'alaikum Warahmatullahi Wabarakatuh

      Saya Helmi Husnun Nada mahasiswi Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan Bahasa Inggris, Universitas Islam Negeri Raden Mas Said Surakarta. Saat ini saya sedang melakukan penelitian tentang **Pengaruh English Courses dan English Extracurricular Terhadap Hasil Belajar Siswa Kelas VII SMP Negeri 1 Mojolaban Tahun Pelajaran 2022/2023**, dalam rangka menyelesaikan skripsi di Universitas Islam Negeri Raden Mas Said Surakarta. Oleh karena itu, saya membutuhkan data untuk diolah dan kemudian akan dijadikan sebagai bahan penelitian, tidak ada jawaban benar atau salah untuk setiap pertanyaan, yang diharapkan adalah jawaban yang benar-benar sesuai kondisi dan menggambarkan keadaan saat ini.

      Atas kesediaan saudara/i untuk mengisi kuesioner ini, saya ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

A. Data Responden

1. Nama   : Z.A.D

2. Jenis Kelamin : P

B. Petunjuk

Berikut merupakan cara pengisian kuesioner:

1) Isilah dengan jujur dan kepercayaan masing-masing.

2) Kerahasiaan jawaban akan dijaga oleh peneliti.

3) Pilih salah satu jawaban di antara beberapa pilihan yang sesuai dengan diri sendiri.

C. Daftar Pertanyaan English Courses

No	Pertanyaan	Alternatif Jawaban		
		Kurang (1)	Cukup (2)	Baik (3)
1.	Ketepatan waktu memulai pembelajaran		✓	
2.	Ketepatan waktu mengakhiri pembelajaran		✓	
3.	Kinerja tutor memanfaatkan waktu		✓	
4.	Kemampuan siswa mengikuti pembelajaran			✓
5.	Guru menguasai inti materi bahasa Inggris		✓	
6.	Guru menyampaikan inti materi bahasa Inggris		✓	
7.	Guru membimbing dengan media dan sarana belajar yang lengkap		✓	
8.	Guru mengajar dengan metode belajar yang menyenangkan		✓	
9.	Siswa menjawab ketika ditanya			✓
10.	Siswa bertanya ketika diberi kesempatan			✓
11.	Siswa mengikuti pembelajaran yang diajarkan		✓	
12.	Siswa mengikuti dengan senang dan antusias		✓	
13.	Siswa mengikuti sesuai petunjuk		✓	
14.	Siswa menyiapkan alat dan bahan		✓	

D. Daftar Pertanyaan English Extracurricular

No	Pertanyaan	Alternatif Jawaban		
		Tidak Setuju (1)	Kurang Setuju (2)	Setuju (3)
1.	Selama saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah, kemampuan Bahasa Inggris saya meningkat			✓
2.	Saya mengikuti kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah dengan serius		✓	
3.	Kegiatan ekstrakurikuler Bahasa Inggris Peminatan di sekolah membantu dalam mengembangkan bakat dan minat saya			✓
4.	Saya aktif mengikuti kegiatan ekstrakurikuler di sekolah, karena ingin mendapatkan ilmu dan pengalaman baru			✓
5.	Kegiatan ekstrakurikuler membuat tugas dan pekerjaan rumah tidak dapat terselesaikan dengan baik		✓	
6.	Kegiatan ekstrakurikuler di sekolah mengganggu waktu belajar saya		✓	

Appendix 2 Research Data

No	Nama	Jenis Kelamin	English Courses														Total	English Extracuriccular						Total	Learning Outcomes
			1	2	3	4	5	6	7	8	9	10	11	12	13	14		1	2	3	4	5	6		
1	S.J.N	Perempuan	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	3	3	18	77
2	A.B.A	Perempuan	3	2	3	2	3	3	3	2	3	2	2	3	3	3	37	1	2	2	2	2	2	11	67
3	H.S	Perempuan	2	3	3	3	3	3	3	3	3	2	3	3	3	3	40	1	2	2	2	3	2	12	70
4	S.M.A	Perempuan	3	3	3	1	2	3	3	3	3	3	3	3	3	3	39	2	2	3	2	2	2	13	70
5	L.A.D	Perempuan	2	2	2	3	2	2	2	2	3	3	2	2	2	2	31	3	2	3	3	2	2	15	70
6	Y.A.H	Perempuan	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	1	1	14	77
7	Z.F.R	Perempuan	3	3	3	2	3	2	2	3	2	3	3	3	3	2	36	2	2	2	2	2	2	12	70
8	A.E.N	Perempuan	3	3	2	3	3	2	2	3	2	3	3	3	3	3	38	2	2	2	3	3	1	13	70
9	M.D.M	Perempuan	2	2	2	2	1	1	2	2	3	3	2	2	3	2	29	1	2	2	1	1	2	9	63
10	A.A.M	Perempuan	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	3	3	18	87
11	M.D.K	Perempuan	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	3	3	18	83
12	A.T.P	Perempuan	2	2	2	1	1	1	1	1	1	1	2	1	1	2	19	1	2	2	1	1	1	8	57
13	N.I.P	Perempuan	2	2	3	3	2	3	2	3	3	3	2	3	2	2	35	2	2	2	3	2	2	13	60
14	Y.C.A	Perempuan	2	2	2	3	3	2	3	3	3	2	3	3	3	3	37	2	2	2	2	2	2	12	63
15	K.Z.S	Perempuan	2	3	3	2	2	3	3	2	2	2	2	3	2	2	33	3	2	2	1	2	1	11	60
16	H.H.S	Perempuan	2	2	2	2	3	2	2	2	2	3	2	2	2	2	30	2	1	1	2	2	2	10	60
17	R.F	Laki-laki	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	3	3	18	87
18	S.P.Y	Perempuan	1	2	1	1	1	2	1	2	1	1	1	2	1	1	18	1	2	1	1	1	2	8	17
19	M.A.S.P	Laki-laki	3	3	3	2	3	2	3	2	2	2	3	2	2	3	35	3	3	3	3	3	3	18	67
20	N.A.N	Perempuan	2	2	2	2	3	3	2	2	2	2	3	3	2	2	32	3	3	3	3	3	3	18	53
21	S.B.N	Perempuan	2	1	1	1	2	1	1	1	1	1	1	1	2	2	18	2	2	2	3	1	1	11	50
22	A.Q.A	Perempuan	2	2	2	2	1	2	2	2	2	2	1	2	2	1	25	2	3	3	2	2	3	15	57
23	N.D.S	Perempuan	2	2	3	2	3	3	2	2	2	2	3	3	2	3	34	3	3	3	3	3	3	18	60
24	K.N.B	Perempuan	3	3	3	3	3	3	3	2	2	3	3	3	3	3	40	3	3	3	2	3	2	16	77
25	I.F.R	Perempuan	3	3	3	2	2	3	3	3	3	3	3	2	3	3	39	3	2	2	2	3	2	14	77
26	S.A.A.K	Perempuan	3	2	3	2	2	2	2	2	2	2	3	2	2	2	31	1	1	1	3	2	1	9	70
27	N.K.A.P	Perempuan	3	2	2	2	2	2	2	2	1	1	3	1	1	1	25	3	3	3	3	1	1	14	57
28	A.M	Perempuan	1	1	2	1	2	2	1	1	2	2	2	2	2	1	22	2	2	2	2	2	2	12	53
29	M.P.M	Perempuan	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28	2	2	2	2	2	2	12	57
30	A.N.M	Perempuan	2	2	1	2	1	2	2	2	2	2	1	2	2	2	26	3	3	3	3	3	3	18	57
31	N.O.P	Perempuan	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	3	3	18	87
32	A.P.R	Perempuan	2	2	1	2	1	2	2	2	2	2	1	1	2	2	24	3	3	2	3	2	2	15	50
33	A.P.S	Laki-laki	3	2	2	3	1	1	1	2	2	2	2	2	2	2	27	3	3	3	3	3	3	18	57
34	A.V.P.A	Laki-laki	3	3	2	3	3	3	3	2	3	2	3	3	3	3	39	3	3	3	3	3	3	18	73
35	A.F.C	Perempuan	3	3	3	3	3	3	2	3	3	2	3	3	3	3	40	3	3	3	2	1	1	13	77
36	S.Y	Perempuan	3	2	2	2	3	2	2	2	2	1	2	3	3	3	32	3	3	3	2	2	1	14	67
37	F.F.H	Laki-laki	2	3	3	2	2	3	3	3	3	3	2	3	3	2	37	3	3	3	3	1	2	15	73
38	P.A.G.W	Laki-laki	2	2	2	3	2	3	2	2	3	3	2	3	3	3	35	2	1	2	3	2	2	12	73
39	M.A.B	Laki-laki	2	2	1	2	2	1	2	2	2	2	1	2	2	2	25	3	3	3	3	3	3	18	57
40	R.R.F	Laki-laki	2	2	2	2	2	2	2	3	3	3	2	2	2	2	31	3	3	3	3	3	3	18	70
41	A.K.M	Laki-laki	2	2	3	2	3	3	2	2	2	2	3	2	3	3	33	3	3	3	3	3	3	18	70
42	I.A.A	Laki-laki	1	1	1	1	2	1	2	1	1	2	1	1	1	2	18	3	3	3	3	3	3	18	47
43	F.J.E.P	Perempuan	2	1	2	2	1	1	1	1	1	1	1	2	1	2	19	1	1	2	1	1	1	7	43
44	A.N.H	Perempuan	2	2	2	2	2	2	2	2	2	1	2	3	2	3	29	2	3	2	3	1	1	12	53
45	A.C.S	Perempuan	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	2	2	2	15	93
46	M.N.R	Perempuan	2	1	1	2	2	3	2	3	3	3	2	3	3	3	33	3	1	2	3	2	2	13	77
47	H.J.W	Laki-laki	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	2	2	3	3	3	16	83
48	D.N.A	Perempuan	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	2	2	16	80
49	N.F.F	Perempuan	3	3	3	3	3	3	3	2	2	3	3	3	2	2	38	3	3	3	3	1	1	14	57
50	S.A.N	Perempuan	3	3	3	2	3	2	2	2	2	2	2	3	2	2	33	3	3	3	2	1	1	13	77
51	N.R.H.A	Laki-laki	1	2	1	2	3	3	3	3	3	3	3	3	2	2	34	3	3	3	3	3	3	18	60
52	V.A.B	Perempuan	2	3	3	3	3	3	3	3	3	3	3	3	3	3	41	3	3	2	2	1	1	12	87
53	G.M.P	Perempuan	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	2	1	15	83
54	A.W.C	Perempuan	2	2	2	2	1	2	2	2	3	2	2	3	2	3	30	2	2	2	3	3	1	13	63
55	G.A.N.A	Perempuan	3	3	3	3	2	3	2	2	3	3	3	3	3	3	39	3	3	3	3	1	1	14	77
56	A.N	Perempuan	2	2	1	1	2	2	2	3	2	1	3	2	2	2	27	2	2	2	2	2	1	11	50
57	R.S.O.B	Perempuan	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	3	1	16	90
58	T.N.R.A	Perempuan	2	2	3	3	3	3	3	2	3	2	3	3	3	3	38	3	3	3	3	1	1	14	67
59	T.D.R	Perempuan	2	2	2	3	2	2	2	2	2	2	3	3	2	2	31	3	1	2	3	1	1	11	67
60	P.A.N	Laki-laki	2	2	2	1	1	2	1	2	1	1	2	1	1	1	20	3	3	3	3	1	1	14	47
61	N.A	Perempuan	2	2	3	3	3	3	2	2	3	2	3	3	3	3	37	2	2	3	2	3	2	14	53
62	D.B.D	Laki-laki	3	3	3	2	3	3	2	3	2	2	3	3	3	3	38	2	2	3	3	2	2	14	63
63	A.A.N	Laki-laki	3	3	2	3	3	1	2	2	3	3	2	2	3	3	35	1	2	2	1	2	1	9	37
64	I.R.R	Laki-laki	3	3	2	3	3	3	3	2	3	3	3	3	3	3	39	3	2	2	3	1	2	13	83
65	J.E.F.S	Perempuan	2	2	3	3	3	3	3	3	2	2	2	2	2	2	34	3	3	3	3	3	1	16	77
66	L.S	Perempuan	2	3	3	2	2	3	2	3	2	2	3	3	3	2	35	2	2	1	2	2	1	10	50
67	I.A.M	Laki-laki	2	3	2	3	2	3	3	3	3	3	2	2	3	3	37	2	2	3	2	2	2	13	43

Appendix 3 Leger PTS Ganjil

PEMERINTAH KABUPATEN SUKOHARJO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS DAERAH
SMP NEGERI 1 MOJOLABAN
Jl. Mayor Achmadi No. 191 Mojolaban, Sukoharjo, Kode Pos 57554
Telp. (0271) 611536, e-mail : smpn1mojolaban@yahoo.com

LAPORAN NILAI KOLEKTIF
HASIL PENILAIAN SUMATIF TENGAH SEMESTER (PSTS) GANJIL
TAHUN PELAJARAN 2022/2023

Kelas : 7 A
Wali kelas : Sri Mujirahayu, S.Ag., S.PdI.

NO	NAMA	PAI/K	PKn	BInd	Mat	IPA	IPS	Bing	SB	PJOK	INF	B. Jawa	Juml	Rata - Rata	Prkt
1	AHMAD KHAIRUL MU'THI	37	87	77	64	70	70	70	70	90	63	77	775	70,5	9
2	AINI NURFATISIN	60	80	63	72	70	67	50	50	87	47	73	719	65,4	17
3	AISYAH ALUNA NASYAFA	47	80	80	56	70	57	37	70	90	70	80	737	67	15
4	ALIFIA FRISCA CAHYANI	63	60	67	68	43	40	77	40	57	40	70	625	56,8	28
5	ANGEL'S CAHAYA SUTRISNO	60	77	83	68	50	47	93	77	83	80	77	795	72,3	5
6	ANNISA NUR HUSNA	33	67	80	60	53	70	53	67	70	67	83	703	63,9	20
7	DENITA NUR AINI	37	70	70	60	47	47	80	63	83	50	83	690	62,7	24
8	DETA NORVEDA NATASARI	40	50	63	40	30	43	83	87	73	57	53	619	56,3	30
9	DUAMAR BINGAR DANANJOYO	73	73	87	84	50	53	63	60	90	47	77	757	68,8	12
10	FAISHAL FADHILAH HARTANTO	60	77	77	80	47	67	73	50	87	43	77	738	67,1	13
11	FUUNEYSHA JANE EKA PATRICIA	53	90	63	56	70	43	43	80	73	57	70	698	63,5	23
12	GADIZA MEIDINA PUTRI	63	87	83	72	40	57	83	53	97	63	83	781	71	7
13	GHINAA AYU NUR AFIIFAH	63	90	83	64	53	57	77	60	87	63	80	777	70,6	8
14	HASYIM JAYA WIBISANA	37	50	70	44	23	47	83	40	60	43	70	567	51,5	32
15	IBRAHIM AL ASYRAF	37	73	77	92	47	77	47	67	70	53	77	717	65,2	18
16	ILHAM RIZKI ROMADON	37	73	67	64	57	67	83	60	83	63	60	714	64,9	19
17	JAWANE ESTRI FITROH SASMITA	50	67	70	44	50	60	77	67	70	63	63	681	61,9	25
18	MIFTAH NUR ROHMAH	70	83	87	80	50	73	77	73	90	57	67	807	73,4	3
19	MUHAMMAD NAUFAL ARROYAN	27	47	67	44	37	47	67	50	90	23	83	582	52,9	31
20	MUHAMMAD ZANUAR ROJUL MUTOHAR	63	70	63	32	47	70	70	63	73	37	67	655	59,5	26
21	NADINDRA REYHAN HELGA ABQARY	57	77	70	56	37	60	60	77	90	57	60	701	63,7	22
22	NAFIZA FILZA FARZANA	37	70	87	80	53	50	57	77	87	73	67	738	67,1	13
23	NURAINI ARIFIAH	50	87	87	52	43	73	53	53	90	63	73	724	65,8	16
24	PANDU ARIEF GANDA WIGUNO	63	57	67	36	47	60	73	77	67	40	43	630	57,3	27
25	PRAYATA ARKHAN NIRWASITO	33	70	67	40	50	60	47	53	83	47	70	620	56,4	29
26	RAZIQ RIFQI FATHUDIN	80	80	87	84	47	43	70	73	90	60	77	791	71,9	6
27	ROSELA SABDAREFALIN OKTI BELINDA	73	83	83	68	57	67	90	83	90	73	83	850	77,3	1
28	SALWA ANNISTYA NINGRUM	63	73	73	64	30	63	77	57	90	43	70	703	63,9	20
29	SELVIKA YULIANINGRUM	67	83	73	84	47	67	67	67	87	77	77	796	72,4	4
30	TARA NINDITA RATU ADE	77	97	77	84	63	77	67	80	67	70	77	836	76	2
31	TRYAS DESI RAHMAWATY	47	77	83	68	60	53	67	77	87	67	80	766	69,6	11
32	VELMA ACINTA BALI	83	73	67	68	53	60	87	67	77	63	73	771	70,1	10

Sukoharjo, 19 September 2022

Kepala Sekolah

Wali Kelas

Drs. Oko Tri Mustofa
NIP. 19631003 199512 1 001

Sri Mujirahayu, S.Ag., S.PdI.
NIP. 19710912 2022212003

PEMERINTAH KABUPATEN SUKOHARJO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS DAERAH
SMP NEGERI 1 MOJOLABAN
Jl. Mayor Achmadi No. 191 Mojolaban, Sukoharjo, Kode Pos 57554
Telp. (0271) 611536, e-mail : smpn1mojolaban@yahoo.com

LAPORAN NILAI KOLEKTIF
HASIL PENILAIAN TENGAH SEMESTER (PTS) GANJIL
TAHUN PELAJARAN 2022/2023

Kelas   : 7 B
Wali kelas : Atin Lestari, S.H.

NO	NAMA	PAI	PKn	BInd	Mat	IPA	IPS	Bing	SB	PJOK	INF	B. Jawa	Juml	Rata - Rata	Prkt
1	ALIFFIN VALENTINO PUTRA AMBIKAR	63	50	50	24	50	37	73	30	50	23	40	490	44,5	21
2	ALVINO PUTRA SETYAWAN	57	37	40	44	47	30	57	77	33	37	30	489	44,5	22
3	ALYCIA NIMAS MEYDIANA	63	70	43	40	30	63	57	60	53	47	60	586	53,3	7
4	AMELIA BINTANG ARDINA	27	67	67	32	37	47	67	63	60	47	47	561	51	12
5	ANANDA PUTRI RAMADHANI	67	77	63	24	33	47	50	50	67	37	47	562	51,1	11
6	AULIYA QUINN AUBERTHA	47	73	53	56	50	57	57	60	73	53	60	639	58,1	5
7	BAGUS FERNANDO	30	33	27	28	30	13	17	23	37	23	37	298	27,1	32
8	CINTA SAYIDINA ALKAFILI	63	73	70	32	43	57	67	63	73	53	43	637	57,9	6
9	FAUZAN DAVID WIJAYA	30	53	43	40	43	37	53	60	70	27	47	503	45,7	17
10	GEVIN MAHENDRA SAPUTRA	37	53	50	20	33	30	50	30	47	23	33	406	36,9	29
11	HAFSHOH HASNAI SHOBAHAH	67	73	53	40	43	40	60	57	43	43	50	569	51,7	10
12	HAVISA LINTANG PERTIWI	30	50	77	24	53	37	60	47	47	33	37	495	45	19
13	JOVYAN ALDAFA SAPUTRA	20	33	30	32	27	17	30	30	23	30	37	309	28,1	31
14	KAMILLA ZAHROTU SHYTTA	67	57	67	44	50	57	60	83	53	47	67	652	59,3	3
15	KENZIE MAULANA RIHANTA	47	57	60	52	43	27	57	47	50	23	30	493	44,8	20
16	KHAULAH	47	77	83	60	67	53	77	93	70	53	53	733	66,6	1
17	KHUMAIRA NUR BAITI	40	77	67	20	37	47	77	63	57	30	37	552	50,2	13
18	MARCIO ALFIANO SYAH PUTRA	57	47	53	24	27	40	67	33	73	20	37	478	43,5	23
19	MESI RIKI SAPUTRO	33	33	47	20	37	0	37	40	40	10	40	337	30,6	30
20	MESSA DWI KURNIA	67	53	47	40	43	43	83	53	50	47	47	573	52,1	9
21	NADIA OKTAVIANA PUTRI	33	60	67	36	47	40	87	43	53	30	50	546	49,6	14
22	NATASYA AURA NABILLAH	67	73	87	48	43	50	53	83	47	33	57	641	58,3	4
23	NAYLA AYU PUTRI WIJANGSARI	63	53	57	33	33	47	67	37	53	30	50	518	47,1	16
24	NUR DIAN SAFITRI	67	43	40	32	30	30	60	33	50	30	37	452	41,1	27
25	OKTAVIA RAMADHANI PUTRI	73	80	47	44	53	57	77	63	60	50	57	661	60,1	2
26	REHAN FAHRESA	37	40	60	28	40	40	87	43	63	40	53	534	48,5	15
27	SHENA JELITA NURQORI	30	37	40	32	30	37	77	27	53	23	27	413	37,5	28
28	TEGAR ADITYATAMA ALAMSYAH	47	37	47	28	53	33	70	30	50	33	33	461	41,9	24
29	VINZA FE YOMANCU	60	20	50	28	40	57	53	37	40	30	43	458	41,6	25
30	YULIANA CAHYA NINGRUM	80	53	43	32	40	37	63	37	47	23	43	498	45,3	18
31	ZAHRA NISA LATIFAH	80	77	47	32	33	40	77	40	63	40	47	576	52,4	8
32	ZULVITA LUSIANA AURELIA	10	57	37	28	43	53	50	50	37	33	57	455	41,4	26

Sukoharjo, 19 September 2022

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LAPORAN NILAI KOLEKTIF
HASIL PENILAIAN TENGAH SEMESTER (PTS) GANJIL
TAHUN PELAJARAN 2022/2023

Kelas   : 7 C
Wali kelas : Widyaningsih, S Pd.

NO	NAMA	PA	PKn	BInd	Mat	IPA	IPS	Bing	SB	PJOK	INF	B. Jaw	Juml	Rata - Rata	Prkt
1	AFIF SETIAWAN	47	47	67	32	30	53	60	50	67	53	50	556	50,5	30
2	ALVINA GISKA SAPUTRI	37	80	70	72	40	53	77	77	60	77	77	720	65,5	14
3	ANAYA TIARA PUTRI	77	90	73	80	63	50	57	50	87	80	63	770	70	8
4	ANCIKA HASNA TSABITA	27	83	73	60	57	73	70	80	70	60	80	733	66,6	13
5	ARA ARTIFA THANIA AYUSHENA	37	63	73	52	37	50	57	63	57	63	70	622	56,5	27
6	ASTRIA EKA WULANSARI	67	63	70	88	53	53	53	43	67	37	77	671	61	23
7	ASYIFA ERINA PUTRI MAULIDA	60	53	63	24	50	53	57	57	70	37	53	577	52,5	28
8	AZZAHRA ECHA RAMADHANI	53	90	83	64	47	73	57	67	77	83	63	770	70	8
9	BETA NUR ANGGRAINI	33	87	67	64	47	53	87	77	87	33	73	708	64,4	15
10	FABRIAN ARYA KUSUMA	43	90	80	52	43	57	50	77	73	57	43	665	60,5	25
11	FAHMI FATHIN FAWAZIY	63	70	63	48	30	60	57	80	90	50	70	681	61,9	22
12	FARLA AZZAHRA MUHARROMMAH	80	93	77	64	63	70	87	87	97	87	70	875	79,5	1
13	FIRMAN AZHAR SANTOSO	47	73	60	60	60	67	73	53	87	53	73	706	64,2	17
14	FITRA SEPTIANA TAUFIQAH	63	70	60	80	57	63	67	63	67	50	50	690	62,7	20
15	INDAH ASARI PUTRI	63	70	77	40	43	53	60	57	50	73	57	643	58,5	26
16	IVO ALVIN MAHARDHIKA	73	83	67	56	63	67	43	70	93	60	77	752	68,4	12
17	LAELA SYIFA RAMDHANI	37	93	67	32	50	60	73	57	80	73	73	695	63,2	19
18	LATHIFA NINDY PERMATASARI	80	63	63	40	30	40	70	50	67	40	30	573	52,1	29
19	LINTANG SAPDYANINGPUTRI	30	60	70	48	37	40	50	43	67	47	63	555	50,5	31
20	MEILANA IKHSAN SOBIRIN	63	73	77	56	50	57	50	60	77	43	60	666	60,5	24
21	MUHAMMAD AZAM NOORISLAMI ATIJANI	73	87	80	84	53	77	100	80	97	67	77	875	79,5	1
22	SYACHPUTRA	87	90	77	76	40	73	77	80	93	80	73	846	76,9	3
23	NANDA APRILIA ANGEL SAPUTRI	77	90	73	84	53	73	67	83	77	73	73	823	74,8	5
24	OCTA HARUN IRSYADAH	7	87	83	64	63	83	80	77	87	80	87	798	72,5	6
25	PANDU MUHAMMAD RAIHAN	53	77	70	72	47	50	63	63	100	60	53	708	64,4	15
26	RIZKY PHIO PRADIPTA	87	77	87	64	50	80	77	67	97	63	83	832	75,6	4
27	SAFIRA OKTAVIA WULANDARI	53	77	77	44	47	70	80	67	63	70	57	705	64,1	18
28	VANESHA PUTRI EVELIN	40	90	57	72	37	67	80	50	63	63	63	682	62	21
29	VICKA ARFELIANA SAPUTRI	63	90	63	88	60	80	73	83	73	37	60	770	70	8
30	ZEVA ADITYA DANENDRA	83	43	57	20	20	47	50	40	77	47	63	547	49,7	32
31	ZHARIFA PRADIPA ANINDYA	63	90	77	48	57	57	73	80	70	83	57	755	68,6	11
32	ZIDAN AL HADI	80	90	73	68	47	83	67	63	90	77	60	798	72,5	6

Sukoharjo, 19 September 2022

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LAPORAN NILAI KOLEKTIF
HASIL PENILAIAN TENGAH SEMESTER (PTS) GANJIL
TAHUN PELAJARAN 2022/2023

Kelas   : 7 D
Wali kelas : Senggono, S.Pd.

NO	NAMA	PAI	PKn	BInd	Mat	IPA	IPS	Bing	SB	PJOK	INF	B. Jawa	Juml	Rata - Rata	Prkt
1	AISHA ATMARANTI RONINDIA	47	83	67	88	50	57	73	67	73	70	70	745	67,7	1
2	ALFIANA RIZKI AZIZAH	60	80	63	88	60	63	77	77	57	40	73	738	67,1	2
3	ALFINA DAMAYANTI	30	60	57	44	60	43	67	50	63	57	77	608	55,3	18
4	ANITA KARUNIA PUTRI	37	73	57	44	57	37	73	47	63	60	70	618	56,2	17
5	ANNISA SHAFA ROSYIDAH	50	80	73	40	53	47	73	70	50	73	80	689	62,6	8
6	ASYFA KAYLA FAJ'RI	63	63	57	12	60	40	57	40	53	43	63	551	50,1	26
7	AULIYA PUTRI WULANSARI	60	83	77	48	57	50	70	30	67	60	73	675	61,4	10
8	AZZAHRA DEVER ZHUFAIRA	73	63	67	40	43	47	70	40	60	43	60	606	55,1	20
9	Danita Putri Candra Trinata	83	70	50	20	57	43	47	57	37	50	67	581	52,8	24
10	DIDA RIZKI DAFANI	53	57	53	28	33	43	43	50	53	47	43	503	45,7	30
11	ERLANGGA GUNAWAN	60	70	37	40	30	30	53	50	40	37	40	487	44,3	32
12	EVANTIAGO RADIKA	53	77	57	52	30	60	63	50	80	50	60	632	57,5	15
13	FAUZAN ABI THALIB	27	67	63	72	50	60	53	53	67	43	53	608	55,3	18
14	GITA MUKTIA KUSUMA	67	47	37	28	43	43	60	47	33	30	63	498	45,3	31
15	HILYA BIANCA AULIA	60	80	67	36	40	37	73	50	50	50	57	600	54,5	22
16	HUDA RIZQI RAMADHAN	37	57	53	28	33	40	37	63	57	40	60	505	45,9	29
17	ILHAM NAEZAR YAHYA	67	90	60	48	33	67	57	77	43	47	63	652	59,3	14
18	JENITA FATMA SARI	70	77	47	56	60	47	70	57	57	70	77	688	62,5	9
19	KHEIZHA DEFFI MAHARDIKA	53	57	63	36	53	57	53	50	47	53	73	595	54,1	23
20	MUHAMMAD FATHAN IRSYAD AL ARSYQI	37	77	67	88	57	57	77	60	70	53	53	696	63,3	6
21	NAESA AKSYAROH SEZAMAULIA	63	80	63	56	73	50	70	70	80	50	73	728	66,2	3
22	NAUFAL AMMAR FAUZAN	40	73	63	48	53	53	63	73	67	53	73	659	59,9	13
23	NAYA FIRNANDA	63	67	63	36	37	47	83	70	57	37	67	627	57	16
24	NEYSA PRARAS KHANSA	43	73	63	64	53	53	70	73	63	43	73	671	61	11
25	NOVI DWI INDRIANI	33	60	40	60	53	40	50	50	70	57	50	563	51,2	25
26	RAHMA AULIANA	47	90	60	64	63	43	70	70	67	53	63	690	62,7	7
27	RAIHAN NUR CAHYO	50	53	57	44	40	47	43	57	57	43	57	548	49,8	27
28	RISMA NURANISA ISYARAHANI	67	80	63	56	57	53	67	80	57	47	87	714	64,9	5
29	SHINTA DEWI RAMADHANI	33	73	57	28	43	50	47	47	30	53	60	521	47,4	28
30	TIFANNY OLIVIA ANDISTASARI	30	87	47	52	50	46	63	30	60	70	63	605	55	21
31	WINDY SOFYANA NOOR	63	87	60	80	57	40	83	50	53	53	90	716	65,1	4
32	ZACKY ARJUNA PRATAMA	40	67	73	48	53	57	63	63	77	60	70	671	61	11

Sukoharjo, 19 September 2022

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LAPORAN NILAI KOLEKTIF
HASIL PENILAIAN TENGAH SEMESTER (PTS) GANJIL
TAHUN PELAJARAN 2022/2023

Kelas : 7 G
Wali kelas : Sumanti, S.Pd.

NO	NAMA	PA	PKn	BInd	Mat	IPA	IPS	Bing	SB	PJOK	INF	B. Jawa	Juml	Rata-Rata	Prkt
1	AATHIFAH FARAH SYIFA	90	87	63	72	53	63	93	80	73	47	80	801	72,8	7
2	ALIN MUSTAKIM	57	83	73	76	57	70	77	87	67	70	73	790	71,8	9
3	ANINTYA EKA NIRMALASARI	57	77	70	84	60	80	70	73	77	60	57	765	69,5	15
4	AUDINA MUSTHAFA	37	73	63	44	73	60	53	73	60	60	80	676	61,5	25
5	AULIA FEYLANI	80	80	60	60	63	63	57	67	93	77	73	773	70,3	12
6	DIAN AYU ESTININGTYAS	53	73	73	76	77	77	77	77	57	50	80	770	70	13
7	DYERA SHEVILLIA SRI NASYANTI	70	70	63	64	47	63	60	70	43	60	73	683	62,1	23
8	GERHANA SYAH RISYA PAHLEVI	53	87	70	52	57	80	87	73	87	43	70	759	69	16
9	GIBRAN RAHADIAN BIMASENA	67	73	70	68	63	70	83	90	70	70	77	801	72,8	7
10	IKHWAN YAHYA NUR'ISY	43	77	43	48	40	53	63	60	83	37	67	614	55,8	31
11	ISNAINI CAHYANINGTYAS	73	77	57	72	50	70	77	63	90	50	63	742	67,5	19
12	KAFA BILLAHI KAFILA	77	80	57	68	60	63	77	70	73	60	67	752	68,4	17
13	KHALIFA NURAYYA PUTRI	53	70	63	72	43	60	77	40	67	53	77	675	61,4	26
14	LIFIA ATIKA DEWI	73	87	53	72	77	73	70	87	50	73	73	788	71,6	10
15	MAHAYU PURI MAUDI	37	77	63	52	50	53	57	63	83	60	53	648	58,9	27
16	MUHAMMAD NIZAM	60	87	60	72	53	63	87	70	70	60	57	739	67,2	20
17	NAIRA DANISH ARA	50	93	67	80	70	87	93	87	70	63	87	847	77	1
18	NANDO ZHAFRAN	57	70	50	64	37	43	57	57	63	67	60	625	56,8	30
19	NAZWA KHUZAIMAH AYU PRATIWI	50	73	60	48	53	73	57	50	53	33	57	607	55,2	32
20	OKTANEILA WAHYU PANGESTU	33	93	73	60	77	83	90	90	83	80	80	842	76,5	3
21	PANDHU RAYA SATRIA SAKTI	23	83	70	84	67	83	83	63	93	57	63	769	69,9	14
22	PUTRI ISNAWATUN MARDIYANTI	23	87	80	60	60	80	73	67	73	67	73	743	67,5	18
23	QOWY AL RHOMADHONI	60	90	70	52	73	77	70	83	83	73	77	808	73,5	5
24	QUEENDA QIQI ANGELIC	57	90	60	88	67	77	97	63	97	70	77	843	76,6	2
25	RIZKY JELANG MAHARDHIKA	77	70	60	64	60	53	83	57	60	40	63	687	62,5	21
26	ROIHAN FAIZ FAKHRUDIN	40	87	57	84	50	67	87	73	87	60	83	775	70,5	11
27	ROSYID RAMADHAN IBNU WIBOWO	57	83	57	68	43	63	53	53	80	53	77	687	62,5	21
28	SEPTIANO ISNANTO NASHUHA	47	77	50	72	30	57	83	37	57	60	60	630	57,3	29
29	SILVIA BELLA NATASYA	40	90	60	36	57	57	50	57	63	63	73	646	58,7	28
30	TASYA PUTRI RAMADHANI	33	77	67	48	30	60	77	57	90	67	77	683	62,1	23
31	YOSHEVA AURILI HARYANTO	33	97	70	68	77	83	77	90	87	70	80	832	75,6	4
32	ZHASKYA FAUZIAH RACHMAWATI	77	77	60	76	63	90	70	60	80	60	90	803	73	6

Sukoharjo, 19 September 2022

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LAPORAN NILAI KOLEKTIF
HASIL PENILAIAN TENGAH SEMESTER (PTS) GANJIL
TAHUN PELAJARAN 2022/2023

Kelas   : 7 H
Wali kelas   : Ary Pujo Hastopo, S.Kom.

NO	NAMA	PAI/K	PKn	BInd	Mat	IPA	IPS	Bing	SB	PJOK	INF	B. Jaw	Juml	Rata - Rata	Prkt
1	AGUSTIN RAMADHANI	33	60	60	40	57	57	50	47	60	57	53	574	52,2	20
2	AHAD DINA TRIWARDANI	77	67	70	32	50	50	90	43	67	33	60	639	58,1	16
3	AHISTTA AKTA MARETTA	50	83	57	68	60	57	87	43	87	47	73	712	64,7	4
4	AISYAH BIRUL WALIDAINI GUNAWAN	43	80	63	36	37	77	67	80	57	53	73	666	60,5	11
5	ANONG ADIWIBOWO	50	77	27	32	37	67	47	47	33	30	40	487	44,3	28
6	ARETA CALYA SAFIRA	40	67	60	76	43	53	53	60	70	30	57	609	55,4	17
7	ATHALIA WAHYU CEMPAKA	73	87	57	68	63	40	63	67	50	80	77	725	65,9	3
8	BIMA PUTRA NUGROHO	33	70	40	52	47	50	37	50	43	43	47	512	46,5	25
9	DAWAM ROYAN AL GHOFUR	57	50	43	16	30	40	83	43	37	37	37	483	43,9	29
10	DEKSA MAULANA BARERA	47	90	53	60	50	77	77	77	53	57	63	704	64	6
11	DIMAS PRASETIA	43	43	60	44	47	40	50	43	57	43	43	513	46,6	24
12	HANIFAH SAFITRI	70	70	63	24	50	80	70	80	70	67	67	711	64,6	5
13	IFAN HARTAWAN	70	67	50	40	37	47	50	53	67	40	80	601	54,6	19
14	ISNAINI FITRIA RAHMADANI	60	83	67	48	57	33	77	53	67	47	67	659	59,9	14
15	KEISHA KHALFANI	43	73	53	60	50	43	77	60	80	63	63	665	60,5	13
16	KHANSA AURELIA FEBRIANTI	70	67	47	64	50	53	53	80	50	73	67	674	61,3	7
17	MALENDRA PUTRA JUANNANDA	57	67	73	48	37	57	40	67	33	40	53	572	52	21
18	MUHAMMAD AL BUKORI	27	23	63	52	60	47	57	23	20	57	33	462	42	31
19	MUHAMMAD EMIR SALAS	73	60	57	48	57	50	57	60	50	30	63	605	55	18
20	MUHAMMAD RADITYA ALBAQY	50	63	43	24	53	37	57	50	43	30	30	480	43,6	30
21	MUTIARA DAMAI MAHARDIKA	60	77	57	60	57	73	63	37	63	50	73	670	60,9	8
22	NABILLA ZULFA NUR MUFIDAH	70	83	67	64	67	77	87	83	83	70	83	834	75,8	1
23	NADIA AURA ROSELLA	84	83	60	48	60	70	57	50	47	47	63	669	60,8	9
24	NATASYA ISKA PRAMESTI	50	67	57	76	60	60	60	77	50	50	60	667	60,6	10
25	NOVAL BRIAN NUGROHO	43	60	60	20	33	53	43	50	40	37	57	496	45,1	27
26	RAJASA AD-HA NUUN YAHYA	37	77	63	72	53	67	60	47	70	50	70	666	60,5	11
27	RATNA MUTIARA CAHYANI	30	37	57	32	40	40	43	43	23	30	43	418	38	32
28	REGINA GRAZELA GEANITA BILLIAN	43	73	50	32	53	43	63	50	23	43	57	530	48,2	22
29	RIESKA REUMAWASTI	50	60	37	32	37	60	57	43	57	50	43	526	47,8	23
30	SAFA AULIA AYU KALESWARI	37	83	60	32	57	70	70	53	70	53	70	655	59,5	15
31	SAYYIDATI MAHABIBAH AZ-ZAHRA	73	87	70	68	73	67	70	73	40	43	67	731	66,5	2
32	SYAKILA PUTRI YULYAMTO	70	67	47	36	47	37	17	57	57	27	50	512	46,5	25

Sukoharjo, 19 September 2022

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Appendix 4 Research Results

Validity Test Results

Correlations

Correlations

		English Courses
EC1	Pearson Correlation	,630(**)
	Sig. (2-tailed)	,003
	N	20
EC2	Pearson Correlation	,740(**)
	Sig. (2-tailed)	,000
	N	20
EC3	Pearson Correlation	,652(**)
	Sig. (2-tailed)	,002
	N	20
EC4	Pearson Correlation	,593(**)
	Sig. (2-tailed)	,006
	N	20
EC5	Pearson Correlation	,550(*)
	Sig. (2-tailed)	,012
	N	20
EC6	Pearson Correlation	,660(**)
	Sig. (2-tailed)	,002
	N	20
EC7	Pearson Correlation	,590(**)
	Sig. (2-tailed)	,006
	N	20
EC8	Pearson Correlation	,718(**)
	Sig. (2-tailed)	,000
	N	20
EC9	Pearson Correlation	,731(**)
	Sig. (2-tailed)	,000
	N	20
EC10	Pearson Correlation	,781(**)
	Sig. (2-tailed)	,000
	N	20
EC11	Pearson Correlation	,659(**)
	Sig. (2-tailed)	,002
	N	20
EC12	Pearson Correlation	,862(**)
	Sig. (2-tailed)	,000
	N	20
EC13	Pearson Correlation	,896(**)
	Sig. (2-tailed)	,000

| | | N | 20 |

EC14	Pearson Correlation		,676(**)
	Sig. (2-tailed)		,001
	N		20
English Courses	Pearson Correlation		1
	N		20

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Correlations

Correlations

		English Extracurricular
EE1	Pearson Correlation	,812(**)
	Sig. (2-tailed)	,000
	N	20
EE2	Pearson Correlation	,731(**)
	Sig. (2-tailed)	,000
	N	20
EE3	Pearson Correlation	,822(**)
	Sig. (2-tailed)	,000
	N	20
EE4	Pearson Correlation	,782(**)
	Sig. (2-tailed)	,000
	N	20
EE5	Pearson Correlation	,793(**)
	Sig. (2-tailed)	,000
	N	20
EE6	Pearson Correlation	,721(**)
	Sig. (2-tailed)	,000
	N	20
English Extracurricular	Pearson Correlation	1
	N	20

** Correlation is significant at the 0.01 level (2-tailed).

Reliability Test Results

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,916	14

Item Statistics

	Mean	Std. Deviation	N
EC1	2,45	,510	20
EC2	2,25	,639	20
EC3	2,60	,503	20
EC4	2,20	,696	20
EC5	2,35	,745	20
EC6	2,25	,716	20
EC7	2,40	,503	20
EC8	2,20	,696	20
EC9	2,30	,657	20
EC10	2,50	,688	20
EC11	2,50	,513	20
EC12	2,25	,639	20
EC13	2,35	,671	20
EC14	2,50	,513	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33,10	36,832	6,069	14

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded[a]	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,848	6

Item Statistics

	Mean	Std. Deviation	N
EE1	2,60	,681	20
EE2	2,50	,513	20
EE3	2,75	,444	20
EE4	2,85	,366	20
EE5	2,45	,759	20
EE6	2,35	,671	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15,50	7,105	2,666	6

Descriptive Statistics Test Results
Frequencies

Statistics

English Courses

N	Valid	67
	Missing	0
Mean		33,54
Median		35,00
Mode		42
Std. Deviation		7,091
Minimum		18
Maximum		42
Sum		2247

English Courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	3	4,5	4,5	4,5
	19	2	3,0	3,0	7,5
	20	1	1,5	1,5	9,0
	22	1	1,5	1,5	10,4
	24	1	1,5	1,5	11,9
	25	3	4,5	4,5	16,4
	26	1	1,5	1,5	17,9
	27	2	3,0	3,0	20,9
	28	1	1,5	1,5	22,4
	29	2	3,0	3,0	25,4
	30	2	3,0	3,0	28,4
	31	4	6,0	6,0	34,3
	32	2	3,0	3,0	37,3
	33	4	6,0	6,0	43,3
	34	3	4,5	4,5	47,8
	35	5	7,5	7,5	55,2
	36	1	1,5	1,5	56,7
	37	5	7,5	7,5	64,2
	38	4	6,0	6,0	70,1
	39	5	7,5	7,5	77,6
	40	3	4,5	4,5	82,1
	41	1	1,5	1,5	83,6
	42	11	16,4	16,4	100,0
	Total	67	100,0	100,0	

Frequencies

Statistics

English Extracuriccular

N	Valid	67
	Missing	0
Mean		13,97
Median		14,00
Mode		18
Std. Deviation		3,005
Minimum		7
Maximum		18
Sum		936

English Extracuriccular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	1,5	1,5	1,5
	8	2	3,0	3,0	4,5
	9	3	4,5	4,5	9,0
	10	2	3,0	3,0	11,9
	11	5	7,5	7,5	19,4
	12	8	11,9	11,9	31,3
	13	9	13,4	13,4	44,8
	14	10	14,9	14,9	59,7
	15	6	9,0	9,0	68,7
	16	5	7,5	7,5	76,1
	18	16	23,9	23,9	100,0
	Total	67	100,0	100,0	

Frequencies

Statistics

Learning Outcomes

N	Valid	67
	Missing	0
Mean		65,73
Median		67,00
Mode		77
Std. Deviation		14,234
Minimum		17
Maximum		93
Sum		4404

Learning Outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	1	1,5	1,5	1,5
	37	1	1,5	1,5	3,0
	43	2	3,0	3,0	6,0
	47	2	3,0	3,0	9,0
	50	4	6,0	6,0	14,9
	53	4	6,0	6,0	20,9
	57	8	11,9	11,9	32,8
	60	5	7,5	7,5	40,3
	63	4	6,0	6,0	46,3
	67	5	7,5	7,5	53,7
	70	8	11,9	11,9	65,7
	73	3	4,5	4,5	70,1
	77	9	13,4	13,4	83,6
	80	1	1,5	1,5	85,1
	83	4	6,0	6,0	91,0
	87	4	6,0	6,0	97,0
	90	1	1,5	1,5	98,5
	93	1	1,5	1,5	100,0
	Total	67	100,0	100,0	

Normality Test Results
NPar Tests

One-Sample Kolmogorov-Smirnov Test

		English Courses	English Extracuricular	Learning Outcomes
N		67	67	67
Normal Parameters [a,b]	Mean	33,54	13,97	65,73
	Std. Deviation	7,091	3,005	14,234
Most Extreme Differences	Absolute	,120	,149	,084
	Positive	,116	,093	,059
	Negative	-,120	-,149	-,084
Kolmogorov-Smirnov Z		,984	1,218	,690
Asymp. Sig. (2-tailed)		,288	,103	,729

a. Test distribution is Normal.

b. Calculated from data.

Linearity Test Results
Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Learning Outcomes * English Courses	67	100,0%	0	,0%	67	100,0%
Learning Outcomes * English Extracuriccular	67	100,0%	0	,0%	67	100,0%

Learning Outcomes * English Courses

Report

Learning Outcomes

English Courses	Mean	N	Std. Deviation
18	38,00	3	18,248
19	50,00	2	9,899
20	47,00	1	.
22	53,00	1	.
24	50,00	1	.
25	57,00	3	,000
26	57,00	1	.
27	53,50	2	4,950
28	57,00	1	.
29	58,00	2	7,071
30	61,50	2	2,121
31	69,25	4	1,500
32	60,00	2	9,899
33	71,00	4	8,042
34	65,67	3	9,815
35	57,40	5	14,258
36	70,00	1	.
37	59,80	5	11,883
38	64,25	4	5,620
39	76,00	5	4,899
40	74,67	3	4,041
41	87,00	1	.
42	84,27	11	5,101
Total	65,73	67	14,234

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * English Courses	Between Groups	(Combined)	10175,149	22	462,507	6,367	,000
		Linearity	7616,781	1	7616,781	104,861	,000
		Deviation from Linearity	2558,368	21	121,827	1,677	,074
	Within Groups		3196,015	44	72,637		
	Total		13371,164	66			

Measures of Association

	R	R Squared	Eta	Eta Squared
Learning Outcomes * English Courses	,755	,570	,872	,761

Learning Outcomes * English Extracurricular

Report

Learning Outcomes

English Extracuriccular	Mean	N	Std. Deviation
7	43,00	1	.
8	37,00	2	28,284
9	56,67	3	17,388
10	55,00	2	7,071
11	58,80	5	8,526
12	65,75	8	11,647
13	68,89	9	12,160
14	64,20	10	10,717
15	71,00	6	15,937
16	81,40	5	5,413
18	68,25	16	13,112
Total	65,73	67	14,234

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * English Extracuriccular	Between Groups	(Combined)	4493,509	10	449,351	2,834	,006
		Linearity	2220,968	1	2220,968	14,010	,000
		Deviation from Linearity	2272,541	9	252,505	1,593	,140
	Within Groups		8877,656	56	158,530		
	Total		13371,164	66			

Measures of Association

	R	R Squared	Eta	Eta Squared
Learning Outcomes * English Extracuriccular	,408	,166	,580	,336

Hypothesis Test Results

Correlations

Correlations

		English Courses	Learning Outcomes
English Courses	Pearson Correlation	1	,755**
	Sig. (2-tailed)		,000
	N	67	67
Learning Outcomes	Pearson Correlation	,755**	1
	Sig. (2-tailed)	,000	
	N	67	67

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		English Extracuriccular	Learning Outcomes
English Extracuriccular	Pearson Correlation	1	,408**
	Sig. (2-tailed)		,001
	N	67	67
Learning Outcomes	Pearson Correlation	,408**	1
	Sig. (2-tailed)	,001	
	N	67	67

**. Correlation is significant at the 0.01 level (2-tailed).

Regression

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	English Extracuriccular, English Courses [a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Learning Outcomes

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,774[a]	,599	,587	9,150

a. Predictors: (Constant), English Extracuriccular, English Courses

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8012,760	2	4006,380	47,852	,000[a]
	Residual	5358,404	64	83,725		
	Total	13371,164	66			

a. Predictors: (Constant), English Extracuriccular, English Courses

b. Dependent Variable: Learning Outcomes

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6,857	6,587		1,041	,302
	English Courses	1,397	,168	,696	8,317	,000
	English Extracuriccular	,862	,396	,182	2,175	,033

a. Dependent Variable: Learning Outcomes

Appendix 5 Table Produk Moment

<div align="center">

TABLE VALUES OF rproduct moment

</div>

N	The Level of Significant		N	The Level of Significant	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Sumber: *Prosedur Penelitian* (Prof. Dr. Suharsimi Arikunto)

Appendix 6 Table F

Tabel Nilai F$_{0,05}$

Degrees of freedom for Nominator

Degrees of freedom for Denominator	1	2	3	4	5	6	7	8	9	10	12	15	20	24	30	40	60	120	∞
1	161	200	216	225	230	234	237	239	241	242	244	246	248	249	250	251	252	253	254
2	18.5	19.0	19.2	19.2	19.3	19.3	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.5	19.5	19.5	19.5	19.5	19.5
3	10.1	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.74	8.70	8.66	8.64	8.62	8.59	8.57	8.55	8.53
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.91	5.86	5.80	5.77	5.75	5.72	5.69	5.66	5.63
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.68	4.62	4.56	4.53	4.50	4.46	4.43	4.40	4.37
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.00	3.94	3.87	3.84	3.81	3.77	3.74	3.70	3.67
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.57	3.51	3.44	3.41	3.38	3.34	3.30	3.27	3.23
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.28	3.22	3.15	3.12	3.08	3.04	3.01	2.97	2.93
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.07	3.01	2.94	2.90	2.86	2.83	2.79	2.75	2.71
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.91	2.85	2.77	2.74	2.70	2.66	2.62	2.58	2.54
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.79	2.72	2.65	2.61	2.57	2.53	2.49	2.45	2.40
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.69	2.62	2.54	2.51	2.47	2.43	2.38	2.34	2.30
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.60	2.53	2.46	2.42	2.38	2.34	2.30	2.25	2.21
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.53	2.46	2.39	2.35	2.31	2.27	2.22	2.18	2.13
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.48	2.40	2.33	2.29	2.25	2.20	2.16	2.11	2.07
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.42	2.35	2.28	2.24	2.19	2.15	2.11	2.06	2.01
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.38	2.31	2.23	2.19	2.15	2.10	2.06	2.01	1.96
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.34	2.27	2.19	2.15	2.11	2.06	2.02	1.97	1.92
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.31	2.23	2.16	2.11	2.07	2.03	1.98	1.93	1.88
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.28	2.20	2.12	2.08	2.04	1.99	1.95	1.90	1.84
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.25	2.18	2.10	2.05	2.01	1.96	1.92	1.87	1.81
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.23	2.15	2.07	2.03	1.98	1.94	1.89	1.84	1.78
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.20	2.13	2.05	2.01	1.96	1.91	1.86	1.81	1.76
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.18	2.11	2.03	1.98	1.94	1.89	1.84	1.79	1.73
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.16	2.09	2.01	1.96	1.92	1.87	1.82	1.77	1.71
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.09	2.01	1.93	1.89	1.84	1.79	1.74	1.68	1.62
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.00	1.92	1.84	1.79	1.74	1.69	1.64	1.58	1.51
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.92	1.84	1.75	1.70	1.65	1.59	1.53	1.47	1.39
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.83	1.75	1.66	1.61	1.55	1.50	1.43	1.35	1.22
∞	3.84	3.00	2.60	2.37	2.21	2.10	2.01	1.94	1.88	1.83	1.75	1.67	1.57	1.52	1.46	1.39	1.32	1.22	1.00

Appendix 7 Recommended sample sizes for two different precision levels

Sample Sizes With Precision Levels

Population Size	Sample size +5%	10%	Population size	Sample size 5%	10%
10	10		275	163	74
15	14		300	172	76
20	19		325	180	77
25	24		350	187	78
30	28		375	194	80
35	32		400	201	81
40	36		425	207	82
45	40		450	212	82
50	44		475	218	83
55	48		500	222	83
60	52		1000	286	91
65	56		2000	333	95
70	59		3000	353	97
75	63		4000	364	98
80	66		5000	370	98
85	70		6000	375	98
90	73		7000	378	99
95	76		8000	381	99
100	81	51	9000	383	99
125	96	56	10,000	385	99
150	110	61	15,000	390	99
175	122	64	20,000	392	100
200	134	67	25,000	394	100
225	144	70	50,000	397	100
250	154	72	100,000	398	100

Source: Isaac and Michael, 1981; Smith, M. F., 1983

Appendix 8 Documentation of Research Activities

Research sites

Distribution of Questionnaires to Class VII Students

PEMERINTAH KABUPATEN SUKOHARJO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS DAERAH
SMP NEGERI 1 MOJOLABAN
Jalan Mayor Achmadi Nomor 191 Mojolaban, Sukoharjo, Kode Pos 57554
Telepon (0271) 611536, Pos-el smpn1mojolaban@yahoo.com

SURAT KETERANGAN
Nomor : 421.3/314/2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Mojolaban Kabupaten Sukoharjo, dengan ini menerangkan bahwa :

Nama	:	HELMI HUSNUN NADA
NIM	:	196121214
Tempat, tanggal lahir	:	Sukoharjo, 10 November 2000
Fakultas	:	Adab dan Bahasa
		Universitas Islam Negeri Raden Mas Said Surakarta
Jurusan/Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Bekonang Rt. 03, Rw. 08, Kel.Bekonang, Kec.Mojolaban,
		Kabupaten Sukoharjo

Mahasiswa tersebut telah mengadakan penelitian guna penyusunan skripsi dengan judul "THE EFFECT OF TUTORING AND EXTRACURRICULAR ACTIVITIES ON STUDENTS LEARNING OUTCOMES AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 1 MOJOLABAN ON ENGLISH SUBJECTS IN THE ACADEMIC YEAR OF 2022/2023" di SMP Negeri 1 Mojolaban Kabupaten Sukoharjo pada tanggal 20 Juni 2023 s.d. 10 Juli 2023.

Demikian surat keterangan ini dibuat agar yang berkepentingan harap maklum.

Sukoharjo, 11 Juli 2023

Kepala Sekolah

Drs. OKO TRI MUSTOFA
NIP. 19631003 199512 1 001