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THE EFFECTIVENESS OF FREQUENCY IN GIVING ASSIGNMENTS ON ENGLISH LEARNING OUTCOMES AT GRADE SIXTH STUDENTS OF GLOBAL PERSADA MANDIRI ELEMENTARY SCHOOL

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ABSTRAK

Tujuan Penelitian adalah untuk mengetahui efektivitas frekuensi pemberian tugas terhadap hasil belajar bahasa Inggris pada siswa kelas 6 SD Global Persada Mandiri Bekasi. Instrumen untuk memperoleh data penelitian adalah hasil tes yang diberikan kepada siswa di dua kelas yang berbeda dengan metode pemberian yang berbeda. Metode penelitian ini adalah metode eksperimen, populasinya adalah seluruh siswa kelas VI SD Global Persada Mandiri Bekasi. Penelitian ini melibatkan 60 sampel yang diambil secara acak. Berdasarkan hasil penelitian yang dilakukan terbukti terdapat pengaruh frekuensi penugasan terhadap hasil belajar bahasa Inggris dengan hasil perhitungan penelitian kelas kontrol dimana nilai mean (65,9), median (64,6), dan modus (65,1) pada kelas eksperimen memperoleh nilai mean (73,9), median (71,2) dan modus (72,5). Kemudian hasil uji hipotesis fairing sebesar 3,88 dan sebesar 1,644. Dalam pengujian H0 ditolak jika lebih besar dari . Hasil uji t menunjukkan > dimana 3,88>1,644. Jadi dapat disimpulkan bahwa terdapat pengaruh frekuensi pemberian tugas terhadap hasil belajar bahasa Inggris kelas VI Global Persada Mandiri Bekasi.
Kata Kunci : Frekuensi pemberian tugas, Hasil belajar

ABSTRACT

Purpose of The Research is to find out the effectiveness of frequency in giving assignments on English learning outcomes at grade 6th students at Global Persada Mandiri Elementary School Bekasi. The instrument for obtaining research data was the results of test given to students in two different classes with different methods of giving. The method of this research is experiment method, the population was all class VI students at SD Global Persada Mandiri Bekasi. This research involving 60 samples which taken randomly. Based on the result of the research conducted, it is proven that there is an effect of the frequency of assignments on English learning outcomes with the results of the control class research calculations where the mean value is (65,9), median(64,6), and the mode(65,1) for the experimental class obtained a mean value of (73,9), median (71,2) and mode (72,5). Then the results of the hypothesis test a fairing of 3,88 and of 1,644. In testing the H_0 it is rejected if is greater than . The results of the t-test show that > where 3,88>1,644. So it can be concluded that there is an effect of the frequency in giving assignments on the English learning outcomes at grade sixth of Global Persada Mandiri Bekasi.
Keyword : Frequency in giving assignments, Learning outcomes

INTRODUCTION

Learning is an activity carried out to obatin something ftom ignorance to becoming more knowledgeable. As stated by Suyono(2011:165), learning is an effort to development the entire personality, both physical and psychological. The entire personality, both physical and psychological. Learning is intended to development all aspects of intelligence so that students become complete human beings, intelligent intelectually, emotionally, phsychomotorically, and have skills that are useful for their lives.

In the process of teaching and learning English at school, there are four basic language skills that students can learn in class, including: listening, reading, writing and speaking. Supposedly with the implementation and application of appropriate learning methods, good teaching quality and supported by good infrastructure, students are able to master the four language skills above. However, based on preliminary observations made by the researcher, namely by conducting short interviews with the English teacher for grade VI of Global Persada Mandiri Bekasi Elementary School, the learning outcomes received by the students were not optimal. This can be seen from the less than optimal ability of the students on how to speak English well, quantity of vocabulary, ability to pronounce words as well as in terms of structure or grammar. With the non-optimality in the learning process, an extraordinary effort is needed that must be made by all parties in the school in order to achieve maximum learning outcomes. The not optimal results of learning English at Global Persada Mandiri Bekasi Elementary School are thought to be influenced by several factors that come from individual students (internal factors) and factors that come from outside the individual students (external factors). The internal factor is the lack of interest and motivation of students in learning English, while the external factors that affect student learning outcomes come from teachers who teach, classmates, facilities and infrastructure that support the learning process and the methods or methods used in the learning process.

By considering this problem, there is one effort that can be made to find a solution to this problem, namely by giving regular assignments given to students as an appropriate step to stimulate their learning outcomes .Ibrahim and Syaodih (2003:107) state that "The method of giving assignments is intended to provide opportunities for students to carry out assignments or activities related to learning such as working on questions, collecting clippings, and so on". There are many assignments that can be given to students to support their learning outcomes, including making clippings, papers and tasks that are only repetition. With various forms of assignments, there will be many ways to support students in achieving maximum results in the classroom.

By giving assignments to students, it is hoped that students can increase their work activities, resulting in restraint and strengthening of the material provided in the hope that students can improve their learning outcomes. Giving assignments is one way to provide learning experiences that can improve better ways of learning and monitor mastery of the acquisition of learning outcomes. Giving assignments is the most important stage in teaching, because in giving assignments the teacher gets feedback about the quality of student learning outcomes. The results of giving assignments that are given appropriately and become the prerequisite abilities of students to gain broader, higher and more complex learning experiences.

This assignment method is a learning method that is carried out by giving assignments that include individual assignments and group assignments, assignments done at school and tasks done at home. Nana Sudjana, 2010:80) states that "Assignments can stimulate children to be more active in learning both individually and in groups."

Syah (2008:123) has the opinion that "Learning habits (frequency in learning) is the process of forming existing habits" Learning habits uses orders, examples and special experiences. The goal is for students to acquire new attitudes and habits of action that are more appropriate and positive in the sense that they are in harmony with the needs of space and time.With the frequency of assignments, it is hoped that students will be able to provide positive feedback on their learning outcomes so far. Based on the description above, it is necessary to have a task research on students' English learning outcomes. It is hoped that by giving assignments students will be able to hone their abilities and enthusiasm in learning and make education a positive challenge in achieving achievements in school.

The reason for choosing the title of this study is that the writer wants to know how to improve students' English learning outcomes. Hamalik (2006:30) argues that " A learning outcomes is when a person learns that there is a change in their behavior, for examples, from not knowing to understanding or from not understanding to understanding" Learning outcomes are a process where there are changes and improvements in a positive direction. To improve student learning outcomes is not easy, therefore the author is interested in solving the problems mentioned above, namely by selecting the appropriate learning method. The frequency of giving assignments is an effective method and can increase students' interest and motivation in learning. The author is interested in conducting research on these problems because giving assignments will help students actively learn to carry out exercises and further strengthen their mastery of the material presented so that learning outcomes are better. Based on these thoughts, the authors are interested in conducting research with the title "The Effectiveness of Frequency in Giving Assignment on English Learning Outcomes at Grade 6th Students of Global Persada Mandiri Elementary School Bekasi".

RESEARCH METHOD

This research was held at one of Bekasi private school located at Mekarsari street no. 5, East Bekasi, SD Global Persada Mandiri. Purpose of The Research is to find out the effectiveness of frequency in giving assignments on English learning outcomes at grade 6th students at Global Persada Mandiri Elementary School Bekasi.

Method used in this research is the experimental method. Research design that used in this research is posttest only control design. In this research design, two groups of students were selected, each of which was randomly selected (R). Furthermore, one group was treated with the application of the frequency of assignments and the other class did not use the application the frequency of assignments in English subjects. The group that was given the treatment was called the experimental group and the group that was not given the treatment was called the control group. The effect of the treatment was (O1:O2).. The population was all class VI students at SD Global Persada Mandiri Bekasi, which consisted of 3 classes, totaling 120 students. According to Arikunto (2006:131) the sample is "part or representative of the population being studied, it is called sample research if we intend to generalize the results of the sample research" The sample technique chosen was simple random sampling. According to Suseno (2013:33) "The sampling and population members were taken randomly without regard to the existing strata in the population." And as a data source that will provide answers to this problem, the authors determined a sample frame, namely students and two different classes that were randomly selected which amounted to 30 students from a total of each class which amounted to 40 students. Research design that used in this research is posttest only control design.

Table 1 Research Design.

Sample	Treatment	Class
R1	X	O1
R2		O2

Information:
R   : Random sample selection
O1 : Experimental class learning outcomes
O2 : Control class learning outcomes
X   : Treatment (frequency of assignment)

The data collection method used in this study to use an instrument in the form of a test. The test is used to determine the result of the English learning outcomes test. After observation

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and planning then the author give assignment technique in learning English. After observation and planning then the author give assignment technique in learning English. Frequency intensive assignments were carried out in 4 meetings(four times at school and four times at home). Finally, the writer gives a final test to students to compare students learning outcomes and after being given treatment. The test results are then used as a source of data in statistical calculations in the next chapter. The instrument for obtaining research data was the results of test given to students in two different classes with different methods. The test given is in the form of multiple choice questions of 20 questions by providing the frequency method of giving assignments to students. The test content contained in the research instrument is the instrument of variable Y, namely the results of the students English learning.

RESULT AND DISCUSSION

Result

The data analyzed in this study are data from the test results of students who use the method of giving assignments which are carried out periodically. Based on the results of the research results which include descriptions of research data, testing of data analysis requirements, testing of research hypotheses and discussion. The following is the results of students learning English in two different classes using the assignment frequency method. This value is obtained from the student learning outcomes test.

Table 1. Frequency of Distribution Control Class

Score	Fi	Xi	Fi.Xi	Xi²	Fi.Xi²
50-55	5	52,5	262,5	2756,25	13781,3
56-61	5	58,5	292,5	3422,25	17111,3
62-67	**8**	**64,5**	**516**	**4160,25**	**33282,0**
68-73	6	70,5	423	4970,25	29821,5
74-79	2	76,5	153	5852,25	11704,5
80-85	4	82,5	330	6806,25	27225,0

From the data above, then do the calculations frequency distribution of control class. And now the author input the experimental class data.

Table 22. Frequency Distribution Of Experimental Class

Nilai	Fi	Xi	Fi.Xi	Xi²	Fi.Xi²
60-65	6	62,5	375	2162.5	23437.50
66-71	8	68,5	548	2756.2	19293.4
72-77	6	74,5	447	3422.2	6844.4
78-83	4	80,5	322	4160.2	33281.6
84-89	5	86,5	432,5	4970.2	24851
90-95	1	92,5	459	5852.2	35113.2
Σ	30	465	2217	36667,5	166165,50

After reviewing posttest result, the writer input the data into IBM SPSS 26 to run the analysis. According to George and Mallery (2022: vii), IBM SPSS is a powerful tool that is capable of conducting just about any type of data analysis used in the social sciences, the natural sciences, or in the business world.

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Table 3. The Statistical Description of Control Class and Experimental Class

Score	Control Class	Experimental class
Mean	65.9	73.9
Median	64.5	72.2
Mode	65.1	66
Minimum Score	50	65
Maximum Score	80	90
Std. Deviation	9.5	9.6

After calculating the results of the mean, median, mode, and standard deviation then proceed to testing the research hypothesis. Hypothesis test in this study using the t- test. The writer also utilizes IBM SPSS Statistics 26 to run the paired samples t-test formula to find out whether null or alternative hypothesis that accepted in this research. The test variables (Control Class and Experimental Class) are statistically different on alpha level (@) = 0.05, at the degree of freedom (df) n1+n2-2 = 1.644 to see the difference.

Table 4. Calculation of t-test

Variables	t-test value	t-table value
Cont-Exp	3.38	**1.164**

The criteria of testing as follows:
If t-test ≥ t-table, it means that the null hypothesis (H_0) is rejected;
If t-test ≤ t-table, it means that the null hypothesis (H_1) is received.
According to Table 7, the value of t-test (3.38) was greater than the value of t-table (1.164) which means that below hypothesis is rejected.
H_0: there is no effect of the frequency in giving assignment on English learning outcomes

Discussion

After conducting research conducted of SD Global Persada Mandiri Bekasi to prove whether there is an effect of the frequency of assignments on students English learning outcomes, the authors draw the final conclusion that there is an influence on the application of the frequency of assignments. This proves that the frequency of giving assignments can make a difference to the achievement of English learning Outcomes for students. The test criteria are that is rejected if t-test value > t-test table and is accepted. From the calculation results obtained (3,88) > (1,644), thus proving that there is an effect of the frequency in giving assignments on the English learning outcomes of class VI students at Global Persada Mandiri Elementary School Bekasi.

The results of the research are supported by relevant theories where some experts state that by giving assignments to students they are doing exercises to remember and understand the lessons they learn while at school. Giving assignments to students is also the result of teachers' efforts to improve student's psychomotor, cognitive and affective abilities. According to Bloom in Dimyati and Mudjiono (2009:26) states that "student learning objectives are directed to achieve all three domains. The three domains are cognitive, effective and psychomotor. in these three domains. These three domains are cognition, emotional, and psychomotor domains". In other words, giving assignments will have a positive impact on the learning development of students. With this influence, it can be proven by the results of the test eliminate in two different

classes where one of the classes subject to regular assignments, and the results also show that the value of the class given the assignment method get a much better grade than the class that does not apply this assignment method.

CONCLUSION

The learning outcomes obtained by the control class still show relatively low achievement. By using conventional methods without giving the frequency of giving assignment results in learning outcomes that are less than optimal. This can be seen from the test scores obtained by students in the control class, where the lowest score 50 and the highest is 80. In terms of data description, it also shows less than optimal results where the mean (65,9), median(6,4), and the mode (65,1). And the standard deviation indicating the number (9,5). Then we compare with experimental class. The experimental class showed much better result than the control class. This can be seen from the description data where the lowest value is at point 90. The maximum results is supported by the mean of (73,9), median (72,2), mode (68,5) and standard deviation of (8,9). From these results also indicate that there are better achievement results with the application of assignment frequencies to English learning outcomes. The alternative hypothesis was accepted regarding the calculation showed the value of t-test (3.38) was greater than the value of t-table (1.164) with the level of significance 0.05 (5%). This research has succeeded in testing the truth of the hypothesis that the frequency of giving assignments has a positive influence improving English learning outcomes for students of grade Sixth Global Persada Mandiri Elementary school. There is an effect of frequency in assignment on English learning outcomes atau grade sixth students of Global Persada Mandiri School Bekasi.

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