CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. The Theoretical Framework

This research discuses about the effect of learning guidance to students' achievement in English lesson on class VIII at MTs Ribatul Muta'alimin Pekalongan.

1. Learning Guidance

There are two words from " learning guidance ", namely " learning and guidance ". In order to we can more understand about learning guidance, researcher will explain one by one word. The explanation is as follow.

a. Guidance

1) Definition of Guidance

Etymologically, the word "guidance" is from "to guide" that has the meaning "show, give suggestion, lead, or help". In accordance with the terms, then it generally can be interpreted as a help or guidance.[1]

Now the definition of guidance according to the experts. About it, Robert L. Gibson & Marianne H. Mitchell said that "guidance is a process of individual assistance in determining his life. This assistance is

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[1] Hallen A, *Bimbingan dan Konseling*,(Jakarta: Ciputat Pers, 2002), p. 3.

needed in the house, school, community and in all forms of the individual's environment".[2] Bimo Walgito added that "guidance is the help that is given to the individual or a community in facing difficulties in his life, in order to the individual or community can reach the welfare of his life".[3] Beside that, Dewa Ketut Sukardi said that "guidance is the process of giving help to a person or community continuously and systematically by the mentor in order to the individual or community can be independent personal".[4] In the last, Arthur J. Jones said that "guidance is the help that is given by a person to others in determining the choice, adjustments and problem solving".[5]

Some definitions of the guidance have been put forward by the experts. According to the researcher, the definition of guidance is helps given by a person or community to the individual or community in determining the choise, adjustments and problem solving about study faced, in order to the individual or community can become a better personal.

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[2] Robert L. Gibson dan Marienne H. Mitchel, Introduction to Guidance, (New York: Macmillan Publishing Co., Inc., 1981), p. 14

[3] Bimo Walgito, *Bimbingan dan Penyuluhan di Sekolah*, (Yogyakarta : Andi Offset, 1995), third edition, p. 4

[4]Dewa Ketut Sukardi, *Proses Bimbingan dan Penyuluhan di Sekolah*, (Jakarta : Rineka Cipta, 1995), first edition, p. 2

[5] Arthur J. Jones, et.all., Principle of Guidance, (New York : Mc. Graw-Hill, 1979), p. 7

2) The Purpose of The Guidance.

The purpose of the guidance generally is helping the children in order to get a good adjustment in the learning situation, so that every child can learn efficiently in accordance with the ability that they have and achieve optimal development.

The purpose of the guidance can be distinguished in the purpose of temporary and final. The temporary purpose is in order that the children behave and act himself in the situation of his life. While the final purpose is so that the children can set up his own, take the attitude of itself, have their own views and bear itself over his actions.[6]

For more details, the purpose of the guidance according to Oemar Hamalik is as follows.

a) The students are responsible for measuring ability themselves and using the knowledge effectively for themselves.

b) The students can live effectively and prepare their basis of future life.

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[6] W.S. Winkel, *Bimbingan dan Konseling di Sekolah Menengah*, (Jakarta : Grasindo, 1991), p. 17

c) All students' potentials develop optimally cover all personal aspect as a potential individual.[7]

From explanations above, the purpose of the guidance according to omar hamalik is that students are able to live the life and manage their time optimally to prepare the basis of life in the future so that students can be responsible and their potentials can develop optimally.

3) The Natures of Guidance

The natures of guidance show helper's purpose in providing services. The natures of guidance are preventive, preservative, and corrective. Now the explanation as follows.

a) Preventive guidance is given with the purpose to prevent/ avoid the emergence of a serious problem in the future. For example, teachers provide guidance on students to avoid negative actions.

b) Preservative guidance is given especially with the purpose to guidance students when they are in the development progress, for example, teacher help students in taking the right attitude toward the teachers and parents and others.

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[7]Oemar Hamalik, *Psikologi Belajar dan Mengajar*, (Bandung : Sinar Baru Algensindo, 2000), p. 195

c) Corrective guidance is given with the purpose to correct the incorrect development or review a wrong choice that brings negative consequences, for example, the students have done negative action such steal, fighting or talking dirty. This guidance is done to correct the students to the good activities.

From the explanation above, we know that guidance can be divided into 3 guidances seen from purpose of guidance. If they are seen from implementation they are not three forms but one form because they are needed all by students and given all to students. Students still must not know negative action in future So they need preventative guidance. Students are still in development progress So they need preservative guidance. Students still are in incorrect development because they can be doctrine by friends, environment, and others. So they need corrective guidance.

4) Types of Guidance

It seen from the areas, there are five types of guidance.[8]

a) Educational Guidance

The educational guidance is a efforts of guidance addressed to the students to overcome

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[8] Masdudi, *Bimbingan dan Konseling Perspektif Sekolah* (Cirebon: Al Tarbiyah Press, 2012)

difficulties in the field of education. for example : providing information about the majoring, the continuation of study, orientation services to new students, and so on.

b) Personal Guidance

The personal Guidance is a efforts of guidance addressed to students to overcome personal difficulties. for example : giving counseling, role-playing, information how to associate, and soon.

c) Social Guidance

The social guidance is a efforts of guidance aimed to help students to overcome the difficulties in the social. For example : the information how to organize, how to associate to favor with the group, ways to get the school fees without compromising learning and so on.

d) Work Guidance

The work guidance is a efforts guidance in helping students to overcome difficulties in the field of the work. For example : providing information about the works, how to select and determine the work, and so on.

e) Guidance in using of spare time

Type of this guidance aims to help students in charge of time in reaffirming the productive

activities. Because it is usually in a state of jobless. The children will think things negative. Therefore, free time should be filled with good activities, for example breeding, farming, going to library and so on.

It is seen from the problems of the individual , there are four types of guidance.

a) Academic Guidance

It is the guidance directed to help the individual in the facing and solving the problems of academic problems. The academic issues is the introduction of the curriculum, election / concentration of majoring, ways to learn, finishing tasks and exercises, searching and using of the learning resources, planning next education and so on.

b) Social or Personal Guidance

It is guidance to help the individual in solving the social or personal issues. The problems of social or personal is problem of relationship with friends, lecturers and staff, the understanding of the nature and the ability to themselves, and adapting with the educational environment and society where they live.

c) Career Guidance

It is the guidance to help individual in planning, development and troubleshooting problems of career. For example : the understanding of the kingship and the tasks of the work, the understanding of the condition and ability, the understanding of the condition of the environment, planning and career development, adjustment of the work and problem solving of career faced.

d) Family Guidance

It is efforts of giving helps to the individual as the leader/family members so that they are able to create harmonious family, create and adapt to the norms of the family, and play an active role in creating of happy family.

The learning guidance in this research includes all of it. Because the teacher is not just as teacher but counselor.

It is seen from who give guidance, there are two guidances :

a) Teacher Guidance

This guidance is done by teacher, like giving motivation and so on.

b) Parents Guidance

This guidance is done by parents like accompanying the children when they are learning, and so on.

b. **Learning**

It is a complex problem because each individual who are learning involves aspects of their personalities, both physical and mental So it will occur changes of each individual .

To understand the definition of learning, the following is put some opinions. In this case, Syaeful Bahri Djamaroh said that "learning is a series of activities of soul and body to obtain a behavior change as a result of individual experience in the interaction with his environment regarding cognition, affective and psych motoric aspects".[9] Ahmad Mudzakir and Joko Sutrisno added that "learning is a effort or activity which aims to make changes in the individual, includes changes of behavior, attitudes, knowledge, skills and so on".[10] Beside that, Elizabeth B Hurlock said that "learning is development that comes for exercise and effort".[11] Shaykh

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[9] Syaeful Bahri Djamaroh, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), first edition, p. 13
[10]Ahmad Mustakim dan Joko Sutrisno, *Psikologi Pendidikan*, (Bandung: Pustaka Setia, 1997), first edition, p. 34
[11] Elizabet B Hurlock, Child Covelopment, (Tokyo: Mc Grow Hill International Book Company, 1878), p. 28

Abdul Aziz and Abdul Aziz Abdul Majid explained it in their book :

ان التعلم هو تغير فى ذهن المتعلم يطراء على خبرة سابقة

فيحدث فيما تغيرا جديدا

> The learning is a change in the mind of a students, which is produced by past experiences so that it can make in them the new changes.[12]

From some understanding of learning, it can be concluded that learning is the activity of soul and body which aims to obtain the change of behavior and mind produced from the experiences in the interaction with his environment regarding cognitive, affective, and psych motoric aspects through filtering and living impulse that comes from the exercise and effort.

c. Definition of Learning Guidance

From the definition of the guidance and learning above, So it can be concluded that learning guidance is helps given by a person or community to the individual or community which aims to get behavior changes and cognitive aspects expected, they are produced from the experiences in the interaction with environment regarding cognitive affective,

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[12] Saleh Abdul Aziz dan Abdul Aziz Abdul Majid, Al Tarbiyah wa Al Thuruqi Al Tadris, Juz 2, (Cairo: Dasar Al Ma'arif, 1979), p. 169

and psych motoric aspects through this filtering and living impulse that come from the experiences of the exercises and efforts.

From the definition, researcher defines that learning guidance is the helps given by the teacher to the students both in the subjects and personal problems that inhibit the learning process so that they can learn optimally and get a better achievement.

d. The Need for the Learning Guidance.

As previous description, the learning guidance is one of the efforts that need to be performed to achieve the maximum learning goal. The implementation of the learning guidance based on some aspects are the psychological, cultural and pedagogic aspect.

The psychological background in education process, the students as the subject in education are one of a unique personal with all its characteristics. This causes the differences between the abilities of the every students in receiving the lesson given by the teacher.

Ahmadi and Pupriyono explained that "the ability of learning on each individual students are not the same. It is fast or slow in catching the contents of the lesson".[13] Therefore the teacher has a great responsibility in helping

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[13] http://privat-eksakta.blogspot.co.id/2016/04/pentingnya-bimbingan-belajar-bagi.html. Accessed on 6th juni 2016 at 22.00.

students to success in learning by providing learning guidance.

The cultural background, learning and teaching are one of the activities given in the school with the purpose to make students successful in the field of education and in the end the students can adapt to the environment. However, there are still students who have not successfully. It is for this reason that the role of the teacher is needed to provide learning guidance to the students who are not successful yet.

The pedagogic background, learning guidance has a very important role in education. It is to help each individual students in order to develop optimally and be success in learning activities.

In class conventional, teacher just be as teacher. But in class that gets learning guidance, the teacher be teacher and counselor. So the students feel comfortable with their teacher.

e. **The steps of learning guidance**

Now the steps that have to be done in learning guidance are as follows.[14]

1) Related and keep the relationship with students continuously.

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[14] Abu ahmadi and widodo supriono, *Psikologi belajar* (Jakarta : Reneka Cipta, 2013), p. 113-114

2) Understand and help them in order to their social needs are met.

3) Understand and help them to get balance in psychological and physical.

4) Motivate them to do the learning activities that lead to good behavior and appropriate with the norms of life that there is.

5) Help them to overcome and eliminate the taste of humble, fear or anxiety and a sense of arrogant.

6) Understand and help them to instill confidence in themselves.

7) Help them to overcome and eliminate to worry, a sense of doubt against the problem solving that they are encountering.

8) Help them to know and understand in depth the purpose of the lessons that are being learned in developing their career in the future.

9) Understand and help them to use and manage the time in the learning activities by orderly, organized and effective.

10) Understand and help them to develop and improve their personal quality overall.

11) Understand and help them so that they can be related with their friends.

Based on explanation, the teacher is expected to provide learning guidance in the best possible way. The Teacher needs more to understand their students both individually and groups. because by understanding their students, the teacher can provide a good and optimal learning guidance. To understand the students, data about the students really are needed. because each students have similarities and differences. so that in the learning activities, teacher needs to know the aspects of students' similarities and differences in order to classify the students when they are in the learning process.

f. The Benefits of Learning Guidance

The benefits of learning guidance are as follows.

1) The students can learn optimally.
2) The students can use their ability optimally.
3) The students get more teacher's attention.
4) The goals of learning can be achieved.
5) The student can find problem solving of their problem by helping of teacher.
6) The students are responsible for measuring ability themselves and using the knowledge effectively for themselves.

g. **The characteristics of the class with a positive atmosphere that supports learning.**

Now the characteristics of the class with a positive atmosphere that supports learning[15] are as follow.

1) The Smile and handshake.

The existence of a smile and friendly and handshake show that the class emotionally is in good condition. Learning will need very good emotional atmosphere so that it can walk toward the goals.

2) The Positive relations.

Another important aspect indicates that a class has a positive atmosphere is the existence of a positive relationship between the components or members of the class including the teacher and students. The students will feel very comfortable when teacher shows that he/she believes that the students are able to learn according to expectations. The teacher will be more comfortable when the students are very enthusiastic to participate in the lesson.

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[15] http://penelitiantindakankelas.blogspot.co.id/2012/07/ciri-ciri-kelas-dengan-suasana-positif.html. In access on 6 June 2016 at 22.19.

3) The focus of the lesson.

   The classroom environment is good can be seen from how the students focus on learning activities. When all the components of the class are serious in following learning, then the achievement of the purpose of the lesson is very easy to be obtained.

4) An error in learning is mundane things.

   An error done by students in learning is very mundane and humane. When the class humiliate students who are studying, so it can be assured that the class is not a comfortable place to learn.

5) The Challenged and supported to develop intellectually.

   A class with positive atmosphere will show how is challenged and the enthusiasm of students in working on the tasks given.

6) The Discipline.

   The discipline is a key to success. If a class shows the formation of a real discipline in every second time learning, then the success of learning only is small steps that must be achieved.

7) The Collaboration.

   The collaboration allows the students together to reach learning goals. The students help each others. The purpose of the lesson will be more easily achieved if the class shows that there is a real collaboration.

8) The Happiness

There is always happiness in the class to create positive atmosphere. The class that is in full with the happy students will be easier to learn.

From explanation above, researcher can make conclusion that learning guidance is needed in learning process because it can make the class has characteristics of the class with a positive atmosphere that supports learning.

2. Learning Achievements

a. The Definition of Learning Achievements

Learning achievement consists of two words namely "achievement and learning". About the definition of it, it will be explained into two words namely achievement and learning. Because explanation of learning is explained above, So researcher just will explain achievement.

Many experts who try to give the limits of the definition of achievement with the intent to gain a clear understanding of this achievement. About it, WJS Poerwadarminta said that "the achievement is the result of that has been achieved (done, and so on)".[16] Pasaribu dkk. Added that "the achievement is results achieved after

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[16] WJS Poerwadarminta, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1999), p. 768.

following the education or specific exercises".[17] Beside that, M. Bukhari said that "the term of achievements tend to show the results of the real results of an effort".[18]

From the definition of achievement and learning that has been described above, So it can be concluded that the definition of learning achievements is a real results from the students through the activities of the soul and body that aims to get change of behavior and mind that is produced from the experience in the interaction with its environment regarding cognitive, affective, and psych motoric aspects through filtering life impulses that originate from the exercise and effort.

b. **The Factors That Affect Learning Achievements**

The learning achievements achieved by individual is the result of the interaction between the various factors that influence both from inside themselves (internal factors) and outside themselves (external factors) individuals.

1) Internal Factors

   a) Physical Factor (physiological) both of built-in and obtained. That includes the five senses that can be not functioned properly. As pain, disability, development that is not a perfect,

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[17] M. Pasaribu dkk, *Proses Belajar Mengajar*, (Bandung: Tarsito, 1984), p. 10.
[18] M. Bukhari, *Teknik Evaluasi Pendidikan*, (Yogyakarta: Sumbangsih Off, 1985), p. 35

function of the glands of the body bring behavior disorder. For example : a person who cannot see, he will find difficulties in learning. He needs guidance from someone so that he can learn optimally.

b) Psychological factors, both of built-in and obtained, which consists of :

(1). An intellectual, namely the potential and skill that is had by each individual.

An intellectual has big influence to progress of learning. In the same situation, Students have a high intelligence will be more success than others.

The characteristics of the students who have the intellectual property are as follow [19].

(a) Students have a great curiosity of science.

(b) Students have a high ability to think logically and critical.

(c) Students are able to learn/work independently.

(d) Students are carefully or examine in observing.

(e) Students have a high imagination power.

[19] https://suciraye.wordpress.com/2014/04/16/identifikasi-anak-dengan-potensi-cerdas-istimewa-dan-bakat-istimewa/. In access on 6 June 2016 at 22.19.

(2). An interest

An interest has big influence in learning. It is not because the lessons learned, but if it doesn't match with the interest of students, they don't learn well because there is no attraction for him. For example : student doesnt have an interest in learning English, he can't learn well because he/she does not want to learn it.

(3). The motivation

A strong motivation is very necessary in learning. It can be performed with the exercises and the influences of their environment which strengthen.

The characteristics of the students who have the motivation are as follows[20].

(a)   Students interested in subjects taught.

(b)   Students always want to join in the class groups.

(c)   Students want their credentials recognized by others.

(d)   Students always remember lessons and learn them again.

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[20] https://muzzam.wordpress.com/2012/05/18/motivasi-belajar-pengertian-ciri-ciri-dan-upaya/. In access on 6 June 2016 at 22.19.

(4). The emotion

The learning will be more successful if The children ready with mature emotions so that children are more ready to accept the subjects. For example : Teacher asks student to come forward and do task at the blackboard. He/she can't do it but he/she is angry or shy. That will be problem in lerning process.

(5). The Attitude

The Attitude needs to be paid attention in the learning process. Because if students have a good attitude,The results of their learning will be better.[21] For example : Student disturbs his/her friends when they are in learning process.

c) The Physical and Psychological Matureness Factors

The maturity achieved by an individual after his physiology growth. The maturity provides the conditions which the physical structure coupled with qualitative changes of it. The maturity provides the condition which the functions of the physiological including the nervous system and

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[21] M. Dalyono, *Psikologi Pendidikan*, (Jakarta: PT. Rineka Cipta, 2001), second edition, p. 56.

brain functions develop. With the development of the functions of the brain and nervous system, it will grow the child's mental capacity. The child's mental capacity has the influences to child's learning. For example : The student who has a sense of confidence and believes that he is able to learn.

2) External Factors
   a) Social factors that consist of :
      (1). The family environment

   Students who are learning will receive the influences of the family in the form: education of parents, relation of family members, the atmosphere of the house, economic situation of the family, paying attention of parents and cultural backgrounds. For example : The parents ask their son to learn but they watch TV. The son can't learn because he/she will feel disturbed.

      (2). The school environment

   School factors affect this learning includes a teaching method, curriculum, teacher's relation with students, student's relation with other students, school

discipline, tools of teaching, school time, the situation of the building, learning methods and homework. For example : student who always is bullied will feel lazy to come to school.

(3). The Society environment

The society is external factors that also affect to attitudes and reactions of individuals in the learning activities because the individual who is learning will interact with their environment. For example : the student lives in bad environment, he has bad friends too, he will be lazy in learning.

b) The Cultural factors such as customs, science, technology and art. For example : group of samin reject technology, So their childreen feel difficulty in learning.

c) The Physical environment factors such as house facilities and learning facilities. For example : the student lives in the home that is no electrik or light, he will feel difficulty in learning.

d) The Spiritual or security environment factor.

These factors support each other and influence directly or indirectly in achieving

learning achievements.[22] For example : student lives in criminal environment, he will not feel comfortable when he want to go to learn with his friends. His friends will be afraid when they want to come his home.

c. **Efforts in Improving Learning Achievements**

In learning, we could not escape our self from the various things that can deliver us to be succeeded in learning. Syaiful Bahri Djamarah provide some efforts to improve learning achievements, that is:[23]

a) Learning regularly

Learning regularly is absolute guidelines that cannot be ignored by someone who studied.[24] For example : the student does learning regularly he will always remember what is learned.

b) Discipline and Spirit

The Discipline is an exercise to control our self both our situation, and characters to be correct and efficient.[25]without spirit, we cant do anything. For example : the student always comes late to school, he

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[22] Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar*, (Jakarta : PT Rineka Cipta, 1991), p. 131.

[23] Thursan Hakim, *Belajar Secara Efektif*, (Jakarta: Puspa Swara, 2000), p. 1.

[24] Saiful Bahri Djamarah, *Rahasia Sukses Belajar*, (Jakarta: PT. Rineka Cipta, 2002), p. 21.

[25] Ali Imron, *Pembinaan Guru di Indonesia*, (Jakarta: PT. Dunia Pustika Jaya, 1995), p. 158.

will gets punishment and can't learn because he must finish punishment.

c) Concentration

The concentration is the centrality of the soul function against a problems or object.[26] For example : the student is learning but his thinking is not in learning. He can't understand what he learn.

d) Time setting

The time is organized according to our self. Therefore the setting of time to learn, play, work and rest can only be organized by our self.[27] For example : the student doesnt organize his time will give minimum time to learn and use other time to others like play game, etc.

e) Rest and Sleep

Rest and sleep are very useful to eliminate tired, tension of mind, in calmness of soul, and so on.[28] for example : the student always sleeps late he will feel sleepy when he is in class.

Learning achievements of someone don't come by itself, but it must be planned and negotiated through various ways and efforts, that all of it is still centered

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[26] Saiful,*Rahasia*..., p. 15
[27] Thursan, *Belaja*r..., p. 20.
[28] Saiful,Rahasia..., p. 22

around one purpose, that is in order to increase the learning achievements.

B. Previous research

The first previous research is "The effect of the parents' learning guidance on Children to students' Achievements at class IV in Madrasah Ibtidaiyah Harjosari Doro Pekalongan". This research done by Eni Tuslihah (2010/2011) . This research was done to know how big the effect of the parents' learning guidance on Children to students' Achievements at class IV in Madrasah Ibtidaiyah Harjosari Doro Pekalongan. Because of the research objects are only 28 of students then this research made all of students as samples in this research. She used the observation, questionnaires, interview, and documentation as data collection. In this research, the research variable was composed of two variables. That was a bound variable or dependent (Y) and free variable or independent (X). The variables X was parents' learning guidance. The variables Y was students' achievement. The hypothesis that proposed was the parents 'learning guidance will affect students' achievement especially on the students of M.I. Harjosari Doro Pekalongan. And then to know the true or not of hypothesis proposed so it can be seen from the hypothesis test with using the technique of correlation " product moment". In the beginning, this argumentation make work table data of correlation coefficient in order to find out sigma X, sigma Y, sigma X², sigma Y² and sigma

XY. Then from the results of the hypothesis test with product moment and regression equation in this research produced 0,920. The results was consulted with the value of the correlation coefficient product moment on the table with N= 28, both in 5% or 1% significant level, the result was $r_o = 0,920$, $r_t\ 0.05 = 0,361$, this meant $r_o > r_t\ 0.05$, $r_o = 0.92$, $r_t\ 0.01 = 0,463$, this meant $r_o > r_t\ 0.01$. Thus can be interpreted that there is a positive effect between the parents' learning guidance to students' Achievement of at class IV in Madrasah Ibtidaiyah Harjosari Doro Pekalongan.[29]

The differences between this research with Eni Tuslihah's research are this research focused on the learning guidance at school that was done by the English teacher and took a sample of some of the students of class VIII due to population exceeds the limit of minimum. While Eni Tuslihah's research focused on the learning guidance at home that was done by the students' parents and she used all students because in the school that she researched there are only 28 students, while this research. Time and place of both of them was difference too.

The Similarities between this research with Eni Tuslihah's the research are research on the guidance of learning and to know the effect of learning guidance.

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[29] Eni Tuslihah, *Pengaruh Bimbingan Belajar Orang Tua Pada Anak Terhadap Prestasi Belajar Siswa Kelas IV di Madrasah Ibtidaiyah Desa Harjosari Kecamatan Doro Kabupaten Pekalongan*, Thesis (Semarang: Program S1 IAIN walisongo, 2011). p. vi

The second previous research is "The effect of Teachers' learning guidance to Students' Achievements PAI at MI Hidayatul Atfal Gedanganak Ungaran Semarang". This research was done by Djamaluddin Fuaidy (2004/2005). This research was done to find out The effect of Teachers' learning guidance to Students' Achievements PAI at M.I. Hidayatul Atfal Gedanganak Ungaran Semarang. The population in this research was students of class III, IV and V in M.I. Hidayatul Atfal Gedanganak Ungaran so there were 125 students. The samples was taken by proportional random sampling as much as 29 students divided over 12 of student in class 3, 9 students in class 4 and 8 students in class V. the variables examined were the teachers' learning guidance as a free variable and students' achievement PAI as a bound variable. The data collect were with the technique of questionnaires and documentation. The Data obtained were analyzed by using simple linier regression. The research results obtained an average of teachers' learning guidance as big 84 in the good category and the average of students' achievement as big 82,24 in the enough category. regression analysis results obtained regression equation Y = -20,592 + 1,224X. The equation tested by using F tests and F arithmetic obtained as much 15,427. In error level 5% with dk (1:27) obtained F table = 4.21. Because F arithmetic > F table, which meant the regression equation is significantly. The effect of learning guidance to students' achievement PAI reached 36,4%, and 63,6% was influenced by other factors outside of this

regression model such as the interest, motivation, intellectual and environmental factors of family.[30]

The differences between this research with Djamaluddin Fuaidy's research were this research is done in M.Ts. Ribatul Muta'allimin Pekalongan, with observation, interview, and documentation in the collecting data technique, and researcher took class VIII in academic year of 2014/2015 and 2015/2016 as the sample. While Djamaluddin Fuaidy's research was done in M.I. Hidayatul Atfal Gedangak Ungaran. He used questionnaires and documentation in the collecting data technique and took class III,IV, and V as samples

The Similarities between this research with Djamaluddin Fuaidy's research were Focus on learning guidance in school that was done by teacher and to know the effect of learning guidance.

The third previous research is "The effect of learning guidance in improving students' achievement at Class VIII in MTs N. Godean, Sleman, Yogyakarta." this research was done by Vita Junivanka Tarwiah (2011/2012). This research was done to know how much effect the learning guidance seen from the learning strategies, learning consultation, problem solving in learning and evaluation of the learning development to students' achievements at MTs N. Godean. The research was conducted at MTs N. Godean, Sleman Yogyakarata with 100 samples taken from the

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[30] Djamaluddin Fuaidy, *Pengaruh Bimbingan Guru Terhadap Prestasi Belajar PAI Siswa MI Hidayatul Atfal Gedanganak Ungaran Kabupaten Semarang*, Thesis (Semarang: Program S1 IAIN walisongo, 2005). p. vi

students of class VIII . She used simple random sampling as sampling techniques with refers to the random table . the independent of this research was the learning guidance seen from learning strategies (X1), learning consultation (X2), problem solving (X3) and learning development evaluation (X4). While dependent factors is the students' achievement (Y). Analysis methods was used in this research was the first descriptive statistics to know the distribution of the frequency of the data from the field. Second, to know there was or not the effect of learning guidance toward the students' achievement. she used double linier regression analysis model by using SPSS (Statistical Package For Social Sciences) as the tool. The results correlation test and linier regression analysis showed that the effectiveness of learning strategies applied by teacher only able to affect the level of students' achievement at the medium level. But, both of them have significant relationships because value of significant is 0.019 smaller than 0.05 on the level of trust in the truth 95%. On the other hand, the intensity of the students' time in learning consultation only able to improve students' achievements at the medium level, but learning consultation did not affect students' achievements significantly because the value of significant is 0.50 greater than 0.05 on the level of trust in the truth 95%.. The relationship between the problem solving with students' achievements are not significant because the value of significance is 0.13 greater than 0.05 on the level of trust 95%. While the level

of the low of students' development after learning evaluation only able to affect the students' achievement at the medium level. The relationship between the learning development evaluation and students' achievements are not significant because the value of significance is 0.12 greater than 0.05 on the level of trust 95%.[31]

The differences between this research with Vita Junivanka Tarwiah's research were this research was seen from all of teacher's helps to his/her students in efforts of improving students' achievements . While Vita Junivanka Tarwiah's research was seen from learning strategies, learning consultation, problem solving and learning development evaluation.

The Similarities between this research with Vita Junivanka Tarwiah's research was that both of them focused on learning guidance at school that was done by teacher, took MTs at class VIII as samples and to know the effect of learning guidance.

C. Hypothesis

In order to this research can be more focused and to strengthen the purpose, hypothesis is required. Because hypothesis is temporary problem solving of research problem or prediction on result of research that is proposed and to clarify the

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[31] Vita Junivanka Tarwiah, *Pengaruh Bimbingan Belajar Dalam Meningkatkan Prestasi Belajar Peserta Didik Kelas VIII MTs Negeri Godean, Sleman, Yogyakarta*. Thesis. (yogyakarta: Program S1 UIN Sunan Kalijaga, 2012). p. Vi.

problem that are examined[32]. In other words, the hypothesis is the temporary conclusion and still need to be proved.

The hypothesis that proposed is accordance to the title, that was learning guidance affects to students' achievements in English lesson on the class VIII at MTs Ribatul Muta'alimin Pekalongan in academic year of 2015/2016.

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[32] Ibnu Hadjar, *Dasar-Dasar Metodologi Penelitian Kwantitatif Dalam Pendidikan*, (Jakarta: Raja Grafindo Persada,1996), p. 61