

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, The researcher discussed about the analysis of the data obtained from observations, interview and documentation that can be known whether or not the effect of learning guidance to students' achievements in English lessons on class VIII at MTs Ribatul Muta'alimin Pekalongan in academic year of 2015/2016.

A. The Profile of MTs Ribatul Muta'alimin Pekalongan

1. The history of The Establishment of MTs Ribatul Muta'alimin Pekalongan

In 1980, The society especially parents wanted their children can get religious and general knowledge. So their children was expected to be the religious and good children.

Because of that, Pondok Pesantren Ribatul Muta'allimin was very responsive. In 1983, Management of Pondok Pesantren Ribatul Muta'allimin held a meeting, exactly 1 July 1983. It resulted in the decision to establish a public school but religious. They builded education institution that was under the Ministry of Religious Affairs namely MTs Ribatul Muta'allimin led by KH Dja'far Nachrowi as Headmaster and helped by the teachers / teachers of diniyah (religion teachers) who were committed to open the Registration of new students.

In the first registration, it was years 1983 / 1984. alhamdulillah Society gave good welcome and enthusiastic. This was shown with the first acceptance, MTs Ribatul Muta'allimin obtain 84 students (two classes) . Then the year by year the number of students continually increased as well as the quality of graduation. Therefore MTs Ribatul Muta'allimin always tried to increase the tools and infrastructures of the teaching and learning process in order to promote education in their schools.

After ten years, the management of MTs Ribatul Muta'alimin began to improve the status that was registered to be recognized. Then less than 2 years, the desire reached namely exactly 25 October 1995, the status became recognized. On 31 October 2001, the status became likened. On 18 April 2005, Madrasah Accredited B by Ministry of Religious Affairs Office in the province of Central Java. On 11 November 2009, It accredited B by the National Accreditation of Schools / Madrasah until now.

K.H. Dja'far Nachrowi became as headmaster of MTs Ribatul Muta'alimin from 1983 until 1996. Then H. Sjatibi, A. Md became as headmaster from 1996 until 2009. After that, Hj. Muhibah Nachrowi, S.IP. became as headmaster from 2009 until now.

In the latest development, MTs Ribatul Muta'allimin Pekalongan developed tools and infrastructures adjusted with

the demands of time with the development of new building that had 3 building. The building had been completed in June 2012. On the year 2012/2013, it had been used for teaching and learning activities. Educational activities in addition to the learning process such as : Scouts, BTQ, Computer, sewing walked better.

MTs Ribatul Muta'allimin Pekalongan is an educational institution under the foundation of Pondok Pesantren Ribatul Muta'allimin then for learners who want to deepen the knowledge of religion, both from the city of Pekalongan or from outside the city of Pekalongan can be settled in Pondok Pesantren Ribatul Muta'allimin with immediate monitoring by caregivers and managements of pondok pesantren.

2. School Location

The location of MTs Ribatul Muta'alimin Pekalongan is not far from the city center, exactly at Jl. HOS Cokroaminoto 57 Pekalongan (0285) 420756, (0285) 412448, 085741869448.

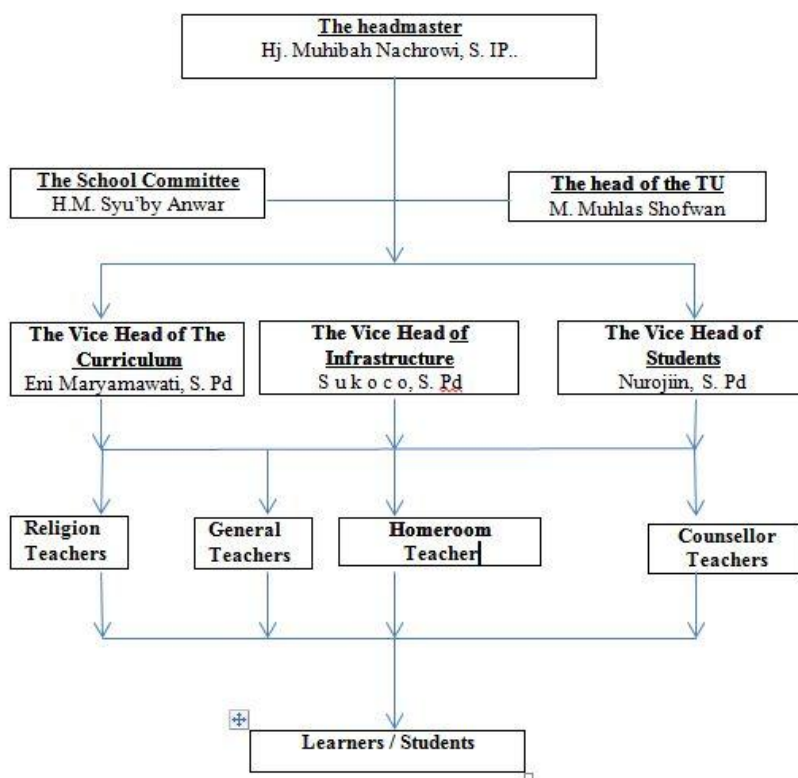
3. Organization Structure

To maintain the efficiency, cooperation and responsibilities in the implementation of the system so that there will be no offer lapping in carrying out their respective duties, then management of madrasah formed the body structurally where management systems is according to the hierarchy of the work. The command line is from top to bottom, responsibility and

execution of duties is in accordance with the order that has been determined.

Now the organizational structure of MTs Ribatul Muta'alimin Pekalongan can be seen in the table as follows.

Table 4.1
The Organizational Structure
MTs Ribatul Muta'alimin Pekalongan¹



¹The documentation of MTs Ribatul Muta'allimin by the Deputy Head of Infrastructure Sukoco, S.Pd on 25th December 2015.

4. Teachers and Students of MTs Ribatul Muta'alimin Pekalongan

a. Teachers

In the framework of education management, MTs Ribatul Muta'allimin Pekalongan have potential and professional teachers. The teachers have a good education background in public and in religious education and they are also from pondok pesantren.

Table 4.2

A list of Teachers MTs Ribatul Muta'allimin Pekalongan

In academic Year of 2014/2015 and 2015/2016²

No	The Name	The kingship	Subject
1	Hj. Muhibah Nachrowi, S.IP.	Teacher The headmaster	Aqidah Akhlaq Ke-NU-an
2	Hj. Umi Tis'ah, BA	Teacher The treasurer of the Madrasah	Indonesia language
3	H. Eri Bahri, BA	Teacher Counsellor (BP / BK)	English Language
4	H. Marsono, S.Pd.	Teacher	IPA
5	Eni Maryamawati, S.Pd.	Teacher The Vice Head of the Curriculum	Mathematics
6	Sukoco, S.Pd.	Teacher The Vice Head of Infrastructure	Mathematics
7	Nur Khasanah, S.Pd.	Teacher	I P S
8	Nurojiin, S.Pd.	Teacher The Vice Head	Mathematics

² The documentation of M.Ts Ribatul Muta'alimin Pekalongan taken on 23th May 2016.

		of Students	
9	Drs. Ali Faoni	Teacher	S K I B T Q
10	Nur Sholihati, S.Ag	Teacher	Fiqh Ke-NU-an
11	Sri Yatini, S.Pd.Ing.	Teacher	English
12	Hj. Kholifah, S.Ag	Teacher	Arabic Ke-NU-an
13	Eva Meliana, S.Pd.	Teacher	English
14	M. Zamahsari, S.IP .	Teacher	P K n
15	Enis Muazaroh, S.PdI.	Teacher	Al-Qur'an Hadits
16	Rosyidah, S.Pt.	Teacher	I P A
17	Sokhib, SE	Teacher Counsellor (BP / BK)	I P S
18	Eddy Fistifal Yanto, A.Md.	Teacher	T I K
19	Agus Budiono, S.Pd.	Teacher	P K n
20	Edy Sulisty, S.Pd.	Teacher	Penjaskes
21	Mohammad Shofwan	Teacher	Tartil Suwar
22	Rin Hernawati, S.Pd.	Teacher	Indonesia Language
23	Tri Hartanto, A.Ma.Pd.Or.	Teacher	Penjaskes
24	Muhammad Taufiq, S.Pd.	Teacher	I P A
25	Qorri Aina, S.Pd.I.	Teacher	Arabic language
26	Ainun Nafi'ah, S.Pd.	Teacher	BP / BK
27	Danial Oktafin, S.Pd.	Teacher	Arts and Culture
28	Herman Prihatno, S.Pd.	Teacher	Arts and Culture
29	M. Nasrul Khaq, S.Pd.	Teacher	English
30	Basoka Irawan, S.Pd.	Teacher	Penjaskes
31	Siti Aminah, S.Pd.	Teacher	Java Language
32	Musyafa'	Teacher	Al-Qur'an Hadits
33	Achmad Qomarudin	Teacher	Fiqh
34	Amaliya, S.PdI.	Teacher	S K I

35	Nailatul Ilmi, S.Si	Teacher	I P A
36	Anik Wijayanti, S.Pd.	Teacher	Indonesia Language
37	Endhy Widiyanto M.T., S.Pd.	Teacher	Indonesia Language
38	Islakhul Mila M., S.Pd.I.	Teacher	B T Q

Table 4.3

**A list of Official of MTs Ribatul Muta'allimin Pekalongan
In academic Year of 2015/2016³**

No	The Name	The kingship
1	M. Mukhlas Shofwan	The head of the TU
2	Ristiyana	Staff of Financial Department I
3	Abas	The Librarian
4	Lika Sholihatun Nisa'	Staff of Financial Department II
5	Umar	The guard of Madrasah
6	Edy Santoso	The guard of Madrasah
7	Masriyah	The guard of Madrasah
8	A. Sofyan	Security Guard

b. The Students

The students what was meant here is the students who followed the education program in MTs Ribatul Muta'alimin Pekalongan that aim to learn the science of religion as well as

³ The documentation M.Ts Ribatul Muta'alimin Pekalongan taken on 23th May 2016.

science of general taught in MTs Ribatul Muta'alimin Pekalongan.

The students of MTs Ribatul Muta'allimin Pekalongan in academic year of 2015/2016 numbered 580 students.

Table 4.4.
The number of Students MTs Ribatul
Muta'allimin Pekalongan from 2009/2010 until 2015/2016⁴

No	The Years	Class 7		Class 8		Class 9		The number of	The number of
		Students	Class	Students	Class	Students	Class	Students	Class
1	2009/2010	138	4	109	3	110	3	357	10
2	2010/2011	144	4	131	4	99	3	374	11
3	2011/2012	197	5	139	4	104	3	440	12
4	2012/2013	256	7	182	5	122	4	560	16
5	2013/2014	183	5	240	6	164	5	587	16
6	2014/2015	217	5	179	5	208	6	604	16
7	2015/2016	195	5	210	5	175	5	580	15

⁴ The documentation of MTs Ribatul Muta'allimin by Nurojiin, S.Pd as the Deputy Head of Students 29th December 2015.

5. The facilities and infrastructures

To support the purpose of learning , then it was needed the facilities and infrastructure that support . Now the available facilities and infrastructures at MTs Ribatul Muta'allimin Pekalongan are as follows.

- a. The classroom is representative
- b. The Room of Computer Laboratory & the Network
- c. The Room of IPA Laboratory
- d. The Room of Sewing Skills
- e. The Room of School Health Unit
- f. The Adequate Parking Area
- g. The Library
- h. Free hot spot areas / Wi-Fi Access
- i. The Pondok for Students who come from outside the city/outside the area.⁵

⁵ The documentation of M.Ts. Ribatul Muta'allimin by the Deputy Head of the Infrastructure Sukoco, S.Pd 24th December 2015.

B. Data Analysis Technique

Now the steps of data analysis in this research based on data collected from the observation, interview and documentation was as follows.

1. Preliminary analysis

a. The quality of learning guidance

From observations about learning guidance in MTs Ribatul Muta'alimin Pekalongan , Researcher got data as follows.

Table 4.5.
Observation data about learning guidance in MTs Ribatul
Muta'alimin Pekalongan.

NO	Items of observation	Assessment
1	The teacher related and maintains the relationship with the students.	✓
2	The teacher understands and helps the students so that their social needs are met.	✓
3	The teacher understands and helps the students to get physical and mental balance.	✓
4	The teacher motivates the students to do	

	the learning activities that lead to good habits and appropriate religious norms.	✓
5	The teacher helps them to overcome and eliminate the taste of humble, fear or anxiety and a sense of arrogant	✓
6	The Teacher understands and helps them to instill confidence in themselves	✓
7	The teacher helps them to overcome and eliminate to worry, a sense of doubt against the problem solving that they are encountering.	✓
8	The teacher helps them to know and understand in depth the purpose of the lessons that are being learned in developing their career in the future.	✓
9	The teacher understands and helps them to use and manage the time in the learning activities by orderly, organized and effective.	✓
10	The teacher understands and helps them to develop and improve their personal quality overall.	✓
11	The teacher understand and help them so that they can be related with their friends.	✓

From the result of observation, Researcher got data that there were 11 item that was given mark. Thus the quality of learning guidance can be analyzed with the formula as below.

$$p = \frac{f}{n} \times 100 \%$$

$$P = \frac{11}{11} \times 100 \% = 1 \times 100 \% = 100 \%$$

From the data, Researcher can know that the percentage of learning guidance that was done by English teachers in class VIII year 2015/2016 was 100% meant that it was located on A qualification or predicated Very Good. So the Researcher can provide the temporary conclusion that guidance learning will affect students 'achievement in English lessons. This can be seen from learning guidance that done by English teacher maximally.

To know the mean of students' achievement who got the learning guidance in academic year of 2015/2016 and who did not get it academic year of 2014/2015 in English lessons will be presented in the following sections.

- b. Data of students' achievements that got learning guidance in English lesson.

From the documentation obtained from the English teachers, Data of third semester of class VIII year 2015/2016 was as follows.

Table 4.6.
Data of third semester of class VIII in academic year of
2015/2016.

NO	The Name of Students	Value of Third semester
1	Agil Jaya Akbar	76*
2	Agung Prayoga	63
3	Anggit Nirmala	69
4	Deni Ferianto	71*
5	Dewi Aisyah	69
6	Dillah Thufailah	59
7	Dini Fitrotul Izza	71*
8	Farrij Akhmad	71*
9	Fatimatus Zahro	70*
10	Gading Nanda Pamungkas	67
11	Inul	73*
12	Kholis Syahidin	74*
13	Komaruzaman	74*
14	Lailatul Rizqiani	64
15	Luthfi Ismawan	61
16	M. Bagus Alam	39
17	M. Imam Fatikhin	71*
18	M. Indra Dedy Kurniawan	67
19	M. Rhomadlon	69
20	M. Rizqu Rozas	46
21	Maila Nafriza	36
22	Milah Rizqiyah	51
23	Muhammad Fatih Rizqi R	60
24	Muhammad Khoirul Anam	70*
25	Muhammad Reza	44
26	Muti Anggraini	51
27	Nadya Fitri Febrina	69
28	Nailal Asna	69
29	Naja Amanda Ulayya	69
30	Novan Diyan P.	63

31	Putri fazaa Wafiqo Nabila	69
32	Reza Mukharrom	31
33	Rizki Maulana	70*
34	Rohmatun Ilahiyah	70*
35	Salsa Zafira Resqi	66
36	Sauqi Ilaika Muhammad	66
37	Tri Dia Suryaningrum	63
38	Yusron Nudrotus Zaman	66
$(\sum X_1)$		2.407

*who got standard of KKM (70)

$$\text{Mean } x_1 = \frac{\sum X_1}{N} = \frac{2.407}{38} = 63,34$$

From the data above, Researcher can know that the students who their achievement that achieve KKM were 12 students. While the average of the achievement was 63,34.

- c. Data of students' achievements that did not get learning guidance in English lesson.

From the documentation obtained from the English teachers, Data of third semester of class VIII year 2014/2015 was as follows.

Table 4.7.
Data of third semester of class VIII in academic year of 2014/2015.

NO	The Name of Students	Value of Third semester
1	Agung Maulana Fadhillah	56
2	Azqiatuz Zilmi	46
3	Bahtian Fikri Fahrezi	48
4	Dita Wadiah	56

5	Dwi Ratriningtyas	44
6	Eka Riskiana	44
7	Farhan Ika Afandi	46
8	Hanifah Rahma Na'ilah	66
9	M. Asyir Wildana	26
10	M.Fajar Hidayatullah	66
11	M. Jati Nugroho	50
12	M. Luthfi Mundhori	60
13	M. Nova Abi Zidane	74*
14	M. Wafaurrosyid	52
15	M. Yusril Herdanto	42
16	Meilda Friandari	56
17	Miftakhuzzaman	62
18	Muhammad Rofi'i	68
19	Muhammad Hanif Arrizal	68
20	Muhammad Yusron	66
21	Muhammad Sayyid Akil	60
22	Musthofa Kamal	62
23	Nada Khusna Fadlilah	50
24	Nadi Ratu A	56
25	Naila Hulli Munissa	70*
26	Naila Zulfa	68
27	Nimas Sukma Ayu Anjani	62
28	Nisrofa	64
29	Nurul Izza	62
30	Nurul Riska Fatia	62
31	Putri Naila Latifah	42
32	Robi'ah Al Adawiyah	56
33	Sakinah	52
34	Sulkha Sania	52
35	Tis'atun Baitul Muttaqimah	52
36	Tsulaibatul Aslamiyah	54
37	Wilda Amalia	58
ΣX_2		2.078

*who got standard of KKM (70)

$$\text{Mean } X_2 = \frac{\sum X_2}{N} = \frac{2.078}{37} = 56,16$$

From the data, Researcher can know that the students who their achievement that achieve KKM were 2 students. While the average of the achievement was 56,16.

Thus the researcher can provide the temporary conclusions that with existence of differences about achievements in English lessons after learning guidance. So learning guidance affected students' achievement in English lesson on class VIII in academic year of 2015/2016.

Existence of differences about achievements in English lessons after learning guidance only happened or this was significant. To answer this problem, then it was needed analysis of the hypothesis test that will be presented in the following sections.

2. Analysis of the hypothesis

Hypothesis test analysis is analysis that is intended to test the hypothesis that proposed in this research so that the hypothesis can be accepted or rejected. Now the hypothesis proposed in this research was that : "guidance learning affect students' achievement in the English lessons on class VIII at M.Ts. Ribatul Muta'alimin Pekalongan years 2015/2016". To do analysis of this hypothesis test then researcher used the formula statistics T-Test or T-Score. Now the formula was as follows.

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}, \text{ with}$$

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Now the data of comparison between the students' achievement in the English lessons who got the learning guidance in academic year of 2015/2016 and did not get it in academic year of 2014/2015 was as follows.

Table 4.8.

The data of comparison in English lessons between who got the learning guidance in academic year of 2015/2016 and who did not get it in academic year of 2014/2015 on class VIII .

NO.	Students' achievement on Class VIII in academic year of 2015/2016	Students' achievement on Class VIII in academic year of 2014/2015
1	76	56
2	63	46
3	69	48
4	71	56
5	69	44
6	59	44
7	71	46
8	71	66
9	70	26
10	67	66
11	73	50
12	74	60

13	74	74
14	64	52
15	61	42
16	39	56
17	71	62
18	67	68
19	69	68
20	46	66
21	36	60
22	51	62
23	60	50
24	70	56
25	44	70
26	51	68
27	69	62
28	69	64
29	69	62
30	63	62
31	69	42
32	31	56
33	70	52
34	70	52
35	66	52
36	66	54
37	63	58
38	66	
Total	2407	2.078
Mean	(X1) 63,34	(X2) 56,16

From the table , The researcher can know the comparison of the students' value of the final examination Semester 3 in the English lessons who got learning guidance in academic year of 2015/2016 and did not get it in academic year of 2014/2015 on class VIII where the average of X_1 was greater than the average X_2 .

To do the hypothesis test, The researcher began with making work table as below.

Table 4.9.

The work list table to find the difference between the two Mean.

Students' achievement on Class VIII in academic year of 2015/2016			Students' achievement on Class VIII in academic year of 2014/2015		
N_1	X_1	X_1^2	N_2	X_2	X_2^2
1	76	5.776	1	56	3.136
2	63	3.969	2	46	2.116
3	69	4.761	3	48	2.304
4	71	5.041	4	56	3.136
5	69	4.761	5	44	1.936
6	59	3.481	6	44	1.936
7	71	5.041	7	46	2.116
8	71	5.041	8	66	4.356
9	70	4.900	9	26	676
10	67	4.489	10	66	4.356
11	73	5.329	11	50	2.500
12	74	5.476	12	60	3.600
13	74	5.476	13	74	5.476
14	64	4.096	14	52	2.704
15	61	3.721	15	42	1.764
16	39	1.521	16	56	3.136
17	71	5.041	17	62	3.844
18	67	4.489	18	68	4.624
19	69	4.761	19	68	4.624
20	46	2.116	20	66	4.356
21	36	1.296	21	60	3.600
22	51	2.601	22	62	3.844
23	60	3.600	23	50	2.500
24	70	4.900	24	56	3.136
25	44	1.936	25	70	4.900
26	51	2.601	26	68	4.624
27	69	4.761	27	62	3.844

28	69	4.761	28	64	4.096
29	69	4.761	29	62	3.844
30	63	3.969	30	62	3.844
31	69	4.761	31	42	1.764
32	31	961	32	56	3.136
33	70	4.900	33	52	2.704
34	70	4.900	34	52	2.704
35	66	4.356	35	52	2.704
36	66	4.356	36	54	2.916
37	63	3.969	37	58	3.364
38	66	4.356			
$\sum N_1 = 38$	$\sum X_1 = 2.407$	$\sum X_1^2 = 157.031$	$\sum N_2 = 37$	$\sum X_2 = 2.078$	$\sum X_2^2 = 120.220$

Based on the work table, The researcher can know $\sum N_1$, $\sum X_1$, $\sum X_1^2$, $\sum N_2$, $\sum X_2$, and $\sum X_2^2$. After the all sigma was known, S_1^2 and S_2^2 will be searched. Now the X_1 and X_2 (mean) has been obtained in previous discussions.

$$X_1 = 63,34$$

$$X_2 = 56,16$$

$$N_1 = 38$$

$$N_2 = 37$$

$$S_1^2 = \frac{\left[\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} \right]}{N_1 - 1} = \frac{\left[157.031 - \frac{(2.407)^2}{38} \right]}{38 - 1}$$

$$= \frac{\left[157.031 - \frac{5.793.649}{38} \right]}{38 - 1}$$

$$= \frac{[157.031 - 152.464]}{37} = \frac{4567}{37}$$

$$= 123,4324.$$

$$S_2^2 = \frac{\left[\sum X^2 - \frac{(\sum X)^2}{N} \right]}{N-1}$$

$$= \frac{\left[120.220 - \frac{(2.078)^2}{37} \right]}{37-1}$$

$$= \frac{\left[120.220 - \frac{4.318.084}{37} \right]}{37-1}$$

$$= \frac{[120.220 - 116.705]}{36} = \frac{3515}{36}$$

$$= 97,6389.$$

$$S^2 = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}}$$

$$= 10,521992102$$

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{63,34 - 56,16}{\sqrt{\frac{1}{38} + \frac{1}{37}}} = \frac{7,18}{\sqrt{0,0533}} = 2,955$$

3. Hypothesis Analysis.

From the counting, It was known that the value t_o is 2,955. Next, to test the hypothesis that proposed in this research, then the next step was to consult (compare) value of t_o with t on the table (t_t) both on the significance of 1 % or 5 %, with the terms as follows. "When t_o is greater or equal to t_t means it is significant, and when the value of t_o is smaller than t_t means it is no significant".

In this research, it was known that the degree of freedom (df or db) is $(n_1 + n_2 - 2) = 38 + 37 - 2 = 73$. From df 73, The researcher obtained t_t as follows.

- On equal to 5 % $t_t = 1,666$ and $t_o = 2,955$
- On equal to 1 % $t_t = 2,379$ and $t_o = 2,955$

From the results of the consultations, it was known that the value of t_o was greater than t_t both on the significance of 5 % and 1%, which it meant that it was significant. This meant that there is a significant difference of students' achievements in the English lessons who got learning guidance in academic year of 2015/2016 and who did not get it in academic year of 2014/2015. Thus the hypothesis that submitted by the researcher in this research accepted.

Table 4.10.

The recapitulation of the results of research Analysis

T_{arithmetic} (t_o)	df	T_{table} (t_t)		Conclusion	Hypothesis
		5%	1%		
2,955	73	1,666	2,379	Significant	Ha accepted , Ho rejected.

C. Discussion of The Research Findings

1. The relationship between the common data and results.

From common data in the previous discussion, researcher found that MTs Ribatul Muta'alimin was built to create students who could know the general and religion science. This had the relationship with the results. Because existence of learning guidance would make students had a good attitude and moral. It could be seen from teacher always taught a good attitude and moral.

The teachers in MTs Ribatul Muta'alimin are the profesional teacher. So that This could support the results. The good achievement could be achieved with existence of profesional teachers.

In the academic year of 2014/2015, the enthusiastic of people was good. But in the academic year of 2015/2016, the enthusiastic of people was low. It was caused the achievement of students was low. Because of that The English teacher of MTs Ribatul Muta'alimin Pekalongan conducted learning guidance.

There is the facilities and infrastructures that supported learning guidance, such as library, laboratory with network, and so on. It could make learning guidance was success.

2. The relationship between the theoretical framework and results.

In theoretical framework, there were steps that have to be done in learning guidance. The English teacher in MTs Ribatul

Muta'alimin had did it in his learning guidance on class VIII in academic year 2015/2016. Because of that, the learning guidance was conducted on class VIII in academic year of 2015/2016 was can be predicated very good because it got the precentage of 100% meant that it was located on A.

Learning achievement 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. The achievement of students on class VIII in academic year of 2015/2016 in English lesson was better than the achievement of students on class VIII in academic year of 2014/2015. It was happened because the students on class VIII in academic year of 2015/2016 got learning guidance and the students on class VIII in academic year 2014/2015 didn't get it.

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. The learning guidance was conducted by English teacher on class VIII in academic year of 2015/2016 affected achievement of students. It was happened because the English teacher did it optimally.

3. The relationship between the previous research and results.

This research supported Eni Tuslihah's research because the results of them was same. It was learning guidance affected achievement of students. But Eni Tuslihah's research researched learning guidance of parents and this researched learning guidance of teacher. This research could gave the information that learning guidance was not at home only but at school too.

This research supported the second previous research that was done by Djamaluddin Fuaidy. because the results of them was same. It was learning guidance affected achievement of students.. But Djamaluddin Fuaidy did it in PAI and researcher did it in English lesson. So that this research could enrich the research about learning guidance done by teacher.

This research supported the third previous research that was done by Vita Junivanka Tarwiah. because the results of them was same. It was learning guidance affected achievement of students. But learning guidance in Vita's research used the double linier regressions analysis model by using SPSS as testing the hypotesis and this research used T-test as testing the hypothesis.

D. Limitations of the Research

The researcher realized that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were as follos.

1. This research was simple research because it just was to know is there effect of learning guidance to students' achievement in English lesson on class VIII in academic year of 2015/2016.
2. This was an ex-post facto. So that researcher just do survei and didn't intervene the independent variable.
3. The research was limited on class VIII at MTs Ribatul Muta'alimin Pekalongan. So that, when the same research will be gone in other schools, it was still possible to get different result.
4. It only focused on learning guidance at school that was did by English teacher.

Considering all those limitations, there was a need to do more research about learning guidance. So that, the more optimal result will be gained.