

CHAPTER I

INTRODUCTION

A. Background of The Study

Most people are aware of the fact that language is an important element of communication. In daily life, language is use to make social contact with one another, to express opinions, to persuade someone about something or to clarify information. And the English language is an example of language, because it is the International language and has become the most important language to people in many parts of the world.

In teaching English as an International language, the cultures of its native speakers can be used as meaningful input texts to explore and elaborate local cultures consisting of moral values and local wisdoms meaningful for character building.¹ English like a connection between Culture and Language. Language is one of the cultural products of a community or a nation. Culture cannot be expessed and communicated without language. So, Language and Culture are two things which cannot be separated and support each other.

According to Claire Kramsch, Culture in language learning is not included in the fifth skill in English, which relates to teaching speaking,

¹Sukarno, *Integrating Local Cultures In Teaching English As A Foreign Language For Character Building*, (Faculty of Languages and Arts Yogyakarta State University, No.2, June 2012), 1.

listening, reading and writing. Because Culture is not studied about skill but it's studied more about that. Culture can be the way for speak to another people, the way to dress, cook, eat, and drink. Take a simple example, the way the Western people eat which uses knife and fork is different from the Korean people eat which uses chopstick, and also different with Indonesian people eat which use righthand. So, in daily life activity is the representation of culture.

Based on the observasion, the researcher found the problem in the students of SMA N 8 Kota Serang are students almost forgot about local culture, the English language is one of the difficulties subject and teacher used the monotonous method when teaching English language in the class. Actually, to be successful in English language teaching-learning process, the teachers of English must incorporate or integrate local cultures in their teaching, so the students learning will be meaningful and useful for study in the class.

The teachers should start with students local cultures and end with students cultures also. At the beginning of the class, the teachers should give the students apperception the influence of inserting local cultures in teaching the English language for character building question and answer session employing students real-life situations. In short, the teaching ends with students real-life situation revealing moral values, living values, and

wisdoms to be applied in their daily lives and English functions as a means of communication.

For examples, students can be more interest in learning the English language through stories from thier own Country (Indonesia), namely the storiesis Malin Kundang. The story of Malin Kundang teaches students to keep remembering who we are before succed and always be pround of our parents because of what we get now from our parents too, beside that don't care what people said about ourself, just take it easy and always be a good person. Whichis, the moral value of that story can be the way to build the students' character education.

Finally, based on the problem above the researcher draws the conclusion that local culture using Malin Kundang drama is one of the interesting method in learning English. The researcher decided to conduct as study entitled "**The Correlation Between Local Culture In Malin Kundang Story And Students' Achievement In Learning English**", (A Correlational Study at the Second Grade of SMA N 8 Kota Serang in Academic Year of 2018-2019).

B. The Identification of the Problem

Based on the background above, the researcher identified some problems appear as follows:

1. Most of the second grade students in academic year 2018-2019 almost forgot about the knowledge of local culture.

2. English language is one of the difficulties subject.
3. Teachers used monotonous method when teaching English language in the class.

C. Limitation of the Research

Based on the identification of problems, the researcher limits them as follows:

1. The researcher focus on the correlation between local culture in Malin Kundang story and students' achievement in learning English.
2. The object of research is students at the second grade of SMA N 8 Kota Serang in Academic Year of 2018-2019.
3. The research methodology in this research is used quantitative method through correlational research.

D. Statement of The Problem

According to the background of this study, the researcher determined the problem of the study that becomes the concern of the discussion. The reseach questions that reads:

1. How is the local culture in Malin Kundang story at second grade of SMA N 8 Kota Serang?
2. How is the students' achievement in learning English at the second grade of SMA N 8 Kota Serang?

3. How is the correlation between local culture in Malin Kundang story and students' achievement in learning English at the second grade of SMA N 8 Kota Serang?

E. The Objectives Of The Research

Based on the statements of problem, the objectives of research are to know:

1. The local culture in Malin Kundang story at second grade of SMA N 8 Kota Serang.
2. The students' achievement in learning English at the second grade of SMA N 8 Kota Serang.
3. The correlation between local culture in Malin Kundang story and students' achievement in learning English at the second grade of SMA N 8 Kota Serang.

F. The Significance Of The Study

Based on the statement of problem above, the researcher has aims as follows:

1. The Students

The result of this research hopefully can help the students to acknowledge their local culture in Malin Kundang story, so they can find the way for themselves in learning achievement in learning English.

2. The Teachers

This research will hopefully be beneficial for English teacher in adopting the ways in English language teaching. So, the Students will be more fun, and felt to interest when study about English subject in the class.

3. The Researcher

This research is expect to give a good understanding about the correlation between local culture in Malin Kundang story and students' achievement in learning English. In addition, this study also sharpens the inquiry of the researcher in doing research.

G. The Organization of The Paper

This research is systematically divided into five chapters. This following is short description about each chapter:

Chapter I, is introduction that consist of background of the study, the identification of the problem, limitation of the research, statement of the problem, the objectives of the research, the significant of the study, the organization of the paper.

Chapter II, is literature review. They are the definition of culture, the definition of local culture, short story of Malin Kundang, the cultural aspects analysis of Malin Kundang, the definition of students' achievement and factor that influenced learning achievement.

Chapter III, is methodology of the research that consist the research method, research variables, the palce and time of study,subject of research, data procedure collection and the technique of data analyzing.

Chapter IV, is result of the research that consists of description of data, analyzing of data research, interpretation data, discussion, reliability test and reliability test.

Chapter V, is closing that consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Local Culture

a. Definition of Culture

Culture is a way of life that developed and shared by a group of people and passed down from generation to generation. Culture is made up of many complex elements, including religious and political system, customs, languages, tools, clothing, buildings, as well as culture, an integral part of human beings, so many people tend to think inherited genetically. When someone tried to communicate with people of different cultures and adjust to the differences, proving that culture is learned. Besides that, culture is complex concept and no single definition of it has achieved consensus in the literature.² So, out of the many possible definitions examined, the following definition guides this study:

- 1) Culture is closely connected to the community. Melville Herskovits and Bronis law Malinowski argued that everything contained in society is determined by the culture which is owned by the community itself. The term for that opinion is Cultural-determinism.

²Abdessamad Elmachtam, Mohammed Elazzaoui, Isnifi Abdelghani, “*The impact of local culture in English language textbooks as a pedagogical item in teaching and learning process*”, 16 January 2019, <http://www.academia.edu/>, 17.

- 2) Herskovits looking at culture as something handed down from one generation to another, which is then referred to as super organic.
- 3) According to Andreas Eppink, contains the entire understanding of the culture of social values, social norms, knowledge and overall social structures, religious, and others, in addition all the intellectual and artistic expression that characterizes a society.
- 4) According to Edward Burnett Tylor, culture is a complex whole, which has in it the knowledge, belief, art, morals, law, customs, and other abilities from any person as a member of society.³

From these various definitions, can be obtained an understanding of the culture is something that will affect the level of knowledge and includes a system of ideas or the ideas contained in the human mind, so that in everyday life, the culture is abstract.

b. Definition of Local Culture

In the context of education, local culture is a group of people in a particular place who see themselves as a collective or a community, who share experiences and who work to preserve those traits and customs in order to claim uniqueness and to distinguish themselves from others.

On the other hand, local culture is the relationship with the local environment, it's different with Culture that describe about the way of life.

³ Novita, S. Kom., MBA, "Understanding the culture according to the Experts", <http://sbm.binus.ac.id/2016/03/16/understanding-the-culture-according-to-the-experts/>.

Local Culture is everything that create and share as part of our lives in the place. Local culture recognizes that people daily knowledge comes from shared life experience and information transmitted to them by family, friends, neighbors etc. So, the main factor of local culture is the place.

Local culture has connections to all aspects of the curriculum, including:

- 1) Art, music, theater
- 2) Geography, history, sociologi, economics, political science, psychology, anthropology, folklore
- 3) Reading, writing, speaking, listening
- 4) Foreign laguage, English as a second language
- 5) Media and technology, international education
- 6) Natural history and environmental education
- 7) Family and consumer education.⁴

c. Short Story of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch

⁴Wallace Stegner, "What is local culture", <http://csumc.wisc.edu/>

fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and

ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

d. The Cultural Aspects Analysis of Malin Kundang⁵

Malin Kundang is one of the famous folklores from Indonesia. The story tells about the rebellious son toward his mother. It is a story from West Sumatra, it means that the story is full of Minang ethnic group culture.

As other ethnic groups in Indonesia, Minang ethnic group also set out a politeness in their core of the culture. It reflects as the characteristic of eastern culture. From the story entitled Malin Kundang, the researcher will try to analysis it in cultural aspects. The aspects are:

1) Religious Aspect

Minang ethnic group is Islam majority. They really obey the rules of Islam so that they always do something using those rules. In Malin

⁵Dikha D Wijanarko, "The Cultural Aspects Analysis of Malin Kundang", 14 Maret 2013, <http://yuaseptii.blogspot.com>

Kundang story, his mother prayed to God to curse him after he yelled at her. It reflects that Minang society consider God as their rescuer.

2) Classes of Values Aspect

According to Milton Rokeach, the list of values to show how cultures differ is divided into Instrumental and Terminal values. Both contain some values are:

a) Obedient

From that story, Malin was an obedient son but after his life was absolutely changed, he against his mother because of wealth, throne and woman. The part of moral values aspects from obedient was, as a common person, certainly will not satisfy before all of our desirability is able to be reached.

b) Polite

As the explanation above that Minang culture which include as eastern culture always give priority to politeness as their core of their culture, especially to parent or older people. The rule has respect to them as a purpose. Of course there is a punishment to someone who breaks the rule. Take a look the example in that story, Malin Kundang turned into a stone as the symbol of his punishment because of his impolite to his mother.

c) Courageous

Courageous is one of the Indonesian characteristic behaviors. Eastern people in common and especially Indonesian people are brave to face

hindrance in order to get a better life. They do not care about themselves. From the story when Malin decided to sail with the merchant. He agreed his allurements without thought of the consequences.

The myth of Malin Kundang is the folklore that represents Indonesian culture in detail. The aspects like religious, behavior and objective have already been explained. Religious aspect which is very influenced by Islam is coming from the Islamic merchant who had anchored to Indonesia. Indonesian behavior that reflects an eastern culture is coming from its forefathers who had kept the habit. After going on for a long time, the habit turned into culture itself.

2. Students' Achievement

a. Definition of Students' Achievement

The result of the learning process is an important thing to know how well the learning process is running. The result of the learning process is students' achievement. It is a measurement for students to know how well they get knowledge from the learning process in the class and for the teacher to know how well the students can absorb the materials from the teaching process. A student is a person who is learning at a college or university or sometimes at a school.⁶ In truth, every student wants to get success in the learning.

However, to get an achievement in the learning, one needs support or learning spirits deeply and high discipline in learning. Ahmadi said that

⁶International Dictionary of English, *Guides you to Meaning*, (New York: Cambridge University Press 1995), 447.

learning achievement is a degree of student's success in learning material in the school which stated in form of score as the test's result in some of lessons. It means that learning achievement is the student's achievement which stating in the score, that score is given by teacher after student has followed a squence learning activities during one semester. While Nasution stated that learning achievement is an alteration that happen to individu who is learning, not only change about knowledge, but also the science to shape proficiency, custom, attitude, explanation, mastery, and appreciation in self-individual who learn is.⁷ In the other explanations, learning achievement is meant a behaviour alteration processes or person's mastery of knowledge as the cause of learning process that is taken out. This limitation is enough wide, including effect of learning process in the school, society and family.

Academic achievement is commonly measured through examinations or continous assessment but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skill or declarative knowledge such as facts.⁸So, the result of student's achievement is reached by student after following of studying number of total materials, which could see in student's behavior. Knowing student's achievement is needed arranging a test. The test is arranged by the teacher to measure of how far the student mastery of material. If students get bad grade or unsuccessful in doing the test, means

⁷Darwyan Syah, et. al, *Strategi Belajar Mengajar*, (Jakarta: Diadit Media, 2009), 42.

⁸“Academic achievement”, http://en.m.wikipedia.org/wiki/Academic_achievement.

it is unsuccessful of teacher's strategy in teaching the result of student's achievement.

Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning using English. And the kind of mistakes and learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning using English.

b. Factor that Influenced Learning Achievement

Some factors that can influence by the people where they learn such as heredity, environment, condition where they study. Teachers and environment factors, there are three kinds of aspects:

1) External or Physical Environment

The external or physical environment is some kinds of suggestions from the students by themselves with in studying English. This external environment is very important for students in increasing their English. Without having it. It hardly difficult to get a long in English.

2) Internal Environment

Beside external environment, one of the important things is internal environment where the students learn. It will be develop their ability in

English. Because the internal environment can motivate the students in increasing their English.

3) Social Environment

The main point of external or physical environment is everything which existed in the world not related to human being.⁹ The main point external environment is everything including ourselves which is influenced our body and influenced to us. So, there are many factors that influenced to ourselves when students learn, especially in English, so private or more extra lesson is the best solution. By having English private in their homes students can study English easily. Beside that the students can be interacted with the teachers without have a problem between them.

c. Students' Problem in Achievement¹⁰

What follows are five different views of the "student achievement" problem. They are all connected, but each problem definition suggests a different course of action.

1) **Absolute Student Achievement.** One common understanding of student achievement is absolute achievement on a defined scale, as when all students of a certain age are ranked according to their scores

⁹Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis*, (Remaja Rosda, Bandung, 2004), 72.

¹⁰Donald B, "Student Achievement: What Is The Problem", Gratz Education Week Sept. 5, 2001, <https://mobile.edweek.org/>

on a state test. This approach has the virtue of simplicity, but tends to produce predictable results that track demographically.

- 2) **Relative Achievement.** The new problem is relative achievement: the gap between students who do well and others who do not. White students, middleand upperclass students. There are many potential causes for this gap, possibly including low standards, the quality of instruction, family background, student aspirations and effort, the curriculum, and testing bias. But the point is that when new symptoms are identified or a problem is redefined, possible causes should be re-examined and strategies revisited. Unfortunately, no such policy review has taken place.
- 3) **Student Progress.** A better way to consider achievement is to examine student progress. Many state tests look at test scores in certain grades, say 4th, 8th, and 10th grade, but few consider the students' starting places or measure their progress. Most compare one class to another, either this year's 4th graders to last year's or to 4th grade classes across schools. These are measures of absolute or relative achievement, but despite frequent references to school improvement or decline, they do not describe the progress of actual students.
- 4) **School Effectiveness.** Relative student achievement is most often used to indicate school effectiveness. But, as in the last example, we can't tell

an excellent school from a poor one unless we measure the growth of students from their individual starting places.

- 5) School Purposes.** The drive towards higher student "performance" even at young ages has led to a significant backlash among parents, most of whom do not want their children pressured to perform at the expense of physical, social, or emotional growth, or even, in some cases, at the expense of actual learning.

B. Previous Study

The following studies have been reviewed in relation to the present study:

1. Inserting Local Culture In English Language Teaching To Promote Character Education¹¹

Siti Sudartini conducted this journal in 2012 as final project for Faculty of Languages and Arts Sciences Yogyakarta States University. This research attempts to critically analyze the practices of foreign language teaching particularly English which commonly pay less attention to the accompanying intercultural communication and also to propose an alternative solution to support and promote the character education in this Country.

It is commonly believed that the practices of the English language teaching are always accompanied by the insertion of foreign cultural values

¹¹Siti Sudartini, *Inserting Local Culture in English Language Teaching To Promote Character Education*, (Faculty of Languages and Arts Sciences Yogyakarta State University, No.1, February 2012), 1.

which are not always in harmony with our own values. In line with the national education goals, it seems that the most possible way to overcome this problem is by integrating the Indonesian local cultural values in the practices of the English language teaching to promote character education, which is commonly believed to play important roles in encouraging, improving, and maintaining the spirit of nationalism of our future generation.

2. Integrating Local Culture In Teaching English As A Foreign Language For Character Building¹²

Sukarno conducted this research in 2012 as final project for Faculty of Languages and Arts Yogyakarta State University. This research was conducted about Teaching a language, including English, without contents is meaningless for it consists of merely symbols and grammatical rules. Considering that language is a means of communication, the contents can be the message to be transferred.

The contents of teaching English as a foreign language will be more meaningful if that are related to students socio-economic cultural backgrounds. It does not mean that it ignores the ideas that teaching a language is also teaching its native speakers cultures because a language itself is a kind of cultural products. To do so, teaching English are suggested

¹²Sukarno, *Integrating Local Cultures In Teaching English As A Foreign Language For Character Building*, (Faculty of Languages and Arts Yogyakarta State University, No.2, June 2012), 1.

that they not only discuss linguistic components, but also integrate local cultures consisting of moral values and wisdoms as the contents of their teaching skills.

3. Teachers' Perception of The Significance of Local Culture In Foreign Language

Dr Intakhab Alam Khan conducted the research in 2014 as final project for King Abdulaziz University, Jeddah-Saudi Arabia.¹³ This research was conducted about Learning takes place in an environment, and environment includes the local culture which is extremely important while learning in general. The question remains critical if the local or foreign culture is crucial in the learning process of a foreign language. There is not much difference of opinion on the relevance of British culture in an English class, however the usefulness of the local culture (the Saudi culture in this context) is questioned. The present study is a modest attempt towards answering some such questions formulating the basis and the hypotheses for this research.

From the previous studies above are different with this research. The differences are as follow:

- 1. The first,** previous study is intended to verify critically analyze the practices of foreign language teaching particularly English which commonly pay less attention to the accompanying intercultural

¹³Dr Intakhab Alam Khan, *Teachers' Perception Of The Significance Of Local Culture In Foreign Language*, (King Abdulaziz University, Jeddah-Saudi Arabia, Vol.1, No.3, June 2014), 1.

communication and also to propose an alternative solution to support and promote the character education in this Country.

2. **The second**, previous study is intended to verify the integrating local culture in teaching english as a foreign language for charachter building. The contents of teaching English as a foreign language will be more meaningful if that are related to students socio-economic cultural backgrounds.
3. **The thrid**,previous study is intended to verify the teachers' perception of the significance of local culture in foreign language. The instrument used for collecting data was questionnaire.

In this research is the correlation between local culture in Malin Kundang story and students' achievement in Learning English. The research is using correlation research as the method and correlation coefficient for analyzing the data.

C. Hypothesis

In this research, the researcher assumes that the alternative hypothesis of research as follow:

Ha: There is correlation between local culture in Malin Kundang story and students' achievement in learning English at second grade of SMA N 8 Kota Serang in Academic Year of 2018-2019.

Ho: There is no correlation between local culture in Malin Kundang story and students' achievement in learning English at second grade of SMA N 8 Kota Serang in Academic Year of 2018-2019.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Method

Method of the research is the way to get information with collecting data and using reliable and valid procedur. In this research, the researcher used quantitative method through correlational research. Correlational research or ex post facto research focuses on the connection between variables as they take place in natural setting.¹⁴

In addition, correlational research is used to find out whether there is a significant correlation between one variable to another variable. Correlational design is also a procedure in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure or correlation analysis. In this research, there are two variables, local culture in Malin Kundang story which is independent variable and students' achievement using Malin Kundang drama which is dependent variable.

B. Research Variables

This research consists of two variables are: students' achievement in learning English as (X) variable while local culture in Malin Kundang story as (Y) variable.

¹⁴William Wiersma and Stephen G. Jurs, *Research Methods in Education: An Introduction*, (New York: Pearson Education, 2009), 190.

C. The Place and Time of Study

1. Place of Research

The researcher was conducted for local culture in Malin Kundang story and students' achievement in learning English. The place of this research at the second grade of SMA N 8 Kota Serang, Jalan Kalodran-Sidapurna Kel.Teritih, Kec.Walantaka,Kota Serang(42183) in academic year of 2018-2019. The consideration of conducting the study at this site was because of the familiarity with the situation and the participants.

2. Time of Study

The time that researcher spent for this research in order to develop scientific papers was begun from preliminary observation, it was from February 2019 to April 2019 and then proceed with the next stage of preparing the proposal, the proposal hearing, then arrange chapter I, chapter II, chapter III, chapter IV and V.

D. Subject of Research

The method of data research is used in this research is quantitative method and the end of this research, test result of the statistical analysis. Related with this research the writer took sample 100% from 34 students of the class XI IPA 3 of SMA N 8 Kota Serang as population. So, the sample for this research $100 \times \frac{34}{100} = 34$ and accomplished become 34 students.

This taking sample is according to Arikunto's statement: "if the population is lack of 100, it is better to take the entire population and the

research is named research population.¹⁵ Then it will be presented in the following table.

Table 3.1
Subject of Research

Class	Students		Total
	Male	Female	
XI IPA 3	12	22	34

E. Technique of Data Collecting

The instrument of this research was students achievement in learning English test as variable X and local culture in Malin Kundang story questionnaire score as Y variable.

1. The Students' Achievement in learning English Test

In this research, students' achievement in learning English was what the students have achieved or the skills that they have mastered during the learning process. Students' achievement in learning English describe with their score in the test. In this research, the students' achievement in learning English was the score that students of XI IPA 3 class obtained after they answered the paper sheet test which consist of some questions about Malin Kundang story.

2. The Local Culture in Malin Kundang Story Questionnaire

In this research, local culture in Malin Kundang story was the score that the students of the class XI IPA 3, obtained after they answered the items on the

¹⁵Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1998), 130.

questionnaire. The option that they chose determined the cultural aspects analysis of the story they had. Whether they had the cultural aspects in religious and classes of values aspects.

F. The Technique of Data Analyzing

In this step, the researcher used correlational design. The research compares the local culture in Malin Kundang story scores and students' achievement in learning English scores at the second grade of SMA N 8 Kota Serang. To find out the correlation between local culture in Malin Kundang story scores and students' achievement in learning English scores, the researcher used the Product Moment Correlation coefficient formula. Product Moment Correlation is one technique that is usually used to find out the significance of the correlation between two variables. This technique was published by Karl Pearson, therefore it is often called as pearson correlation technique.

The next step is analyzing the data. this analyzing is done in order to know whether there is significance correlation between the local culture in Malin Kundang story and students' achievement in learnig English at the second grade of SMA N 8 Kota Serang, to find out the result of this research, the researcher used the pearson product moment correlation formula as follow:¹⁶The formula is:

$$r_{xy} = \frac{N \cdot \Sigma xy - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{(N \cdot \Sigma x^2 - (\Sigma x)^2)(N \cdot \Sigma y^2 - (\Sigma y)^2)}}$$

¹⁶Budi Susetyo, *Statistika untuk Analisis Data Penelitian dilengkapi cara Perhitungan dengan SPSS dan Office Excel*, (Bandung: PT Refika Aditama, 2010), 180.

Note:

r_{xy} = Correlation coefficient between local culture in Malin Kundang story and students' achievement in learning English.

N = Number of respondents

X = Distribution of local culture in Malin Kundang Story

Y = Distribution of students' achievement in learning English

Score:

$\sum X$ = Total score of local culture in Malin Kundang story

$\sum Y$ = Total score of students' achievement in learning English

$\sum xy$ = Total number of multiple between X scores and Y scores

$\sum x^2$ = Total score quadrate of X variable

$\sum y^2$ = Total score quadrate of Y variable

$(\sum X)^2$ = Total score of X variable in quadrate

$(\sum y)^2$ = Total score of Y variable in quadrate.

Significant critical value :0.05

Criteria:

Rejected H_a when $r_{xy} < r_t$

Accepted H_a when $r_{xy} > r_t$

With that formula, the researcher got r coefficient that can describe the correlation between X variable and Y variable, as below:

Table 3.2
The Interpretation of Correlation 'r' Product Moment¹⁷

r_{xy}	Interpretation
0.00 – 0.199	The correlation between X variable and Y variable is very weak or can be told there is no correlation between the variables.
0.20 – 0.399	There is weak correlation between X variable and Y variable.
0.40 – 0.699	There is medium correlation between X variable and Y variable
0.70 – 0.899	There is strong correlation between X variable and Y variable.
0.90 – 1.00	There is very strong correlation between X variable and Y variable.

Then to find out the significant between two variables, the formula of significant test is as follow:

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{(1-r^2)}}$$

Note:

t_{count} : t value.

¹⁷Sugiyono, *Statistika Untuk Penelitian*, (Bandung, Alfabeta, 2007), 231

r_{xy} : value of correlation coefficient

n : Number of respondents

G. Instrument of Collecting Data

The instrument of this research was students' achievement in Learning English test as variable X and local culture in Malin Kundang story questionnaire score as variable Y.

a. Students Achievement in Learning English Test

In this research, the researcher used the test as an instrument to measure the achievement with score. The purpose of test was to find out the score which students was got in Malin Kundang story. The items were divided into two forms, multiple choice and essay. Multiple choice test was consist of 10 question and essay was 5 question.

The assesment format of multiple choice was 5 for right answer and 0 for wrong answer, while the essay was 1 for inappropriate answer, 3 for inexact answer, 5 for less exact answer and 10 for an exact answer. The following table consisted of scoring range level of students' achievement test and interpretation of students' achievement in learning English level.

Table 3.3
The Students' Achievement Test
in Leraning English Range Score Classification

Range	Score Classification
90-100	Very Good

80-89	Good
70-79	Enough
60-69	Bad
0-59	Very Bad

b. Local culture in Malin Kundang Story Questionnaire

The questionnaire was distributed to the sample about the local culture in Malin Kundang story in statement form. The purpose of questionnaire was to find out the cultural aspects analysis of Malin Kundang.

To measure the questionnaire, the researcher used the questionnaire items scoring. There are five options for each item in the questionnaire. They are Strongly Agree (SA), Agree (A), Hesitant (H), Disagree (D), and strongly Disagree (SD). Each choice has a point. Each option had its own score as in Table 3.4.

Table 3.4

The Questionnaire Items Scoring

Optional	Score
SA	10
A	8
H	6
D	4
SD	2

	<p>symbol of his punishment because of his impolite to his mother.</p> <p>➤ Courageous</p> <p>From the story when Malin decided to sail with the merchant. He agreed his allurements without thought the consequences.</p>	7,10
Total Score		10

CHAPTER IV

DESCRIPTION AND ANALYSIS DATA

A. Research Finding

1. The Description of The Data

The research was conducted at the second grade of SMA N 8 Kota Serang in academic year of 2018-2019 were involved as the participants of the research. There were two different tests conducted in this research, Local Culture in Malin Kundang story questionnaire and Students' Achievement in Learning English test.

The tests were conducted to measure the correlation between local culture in Malin Kundang story and students' achievement in learning English. The local culture in Malin Kundang story questionnaire consisted of 10 items and the students' achievement in learning English test consisted of 10 multiple choice and 5 essay type.

The students' achievement in learning English test items were adopted from Malin Kundang story, while the items in local culture in Malin Kundang story were adopted from the cultural aspects analysis of malin kundang, especially about the religious aspect and classes of values aspects. The data that were gotten are:

a. Students' Achievement in Learning English

These are the score of students' achievement in learning English which were gained from the students' achievement test conducted by the

researcher. The assesment format of multiple choice was 5 for right answer and 0 for wrong answer, while the essay was 1 for inappropriate answer, 3 for inexact answer, 5 for less exact answer and 10 for an exact answer. The following table consisted of scoring range level of students' achievement test and interpretation of students' achievement in learning English level.

Table 4.1
The Students' Achievement Test
in Leraning English Range Score Classification

Range	Score Classification
90-100	Very Good
80-89	Good
70-79	Enough
60-69	Bad
0-59	Very Bad

Then, the following table consisted of the list of participants, their achievement in learning English test scores, and their score classification.

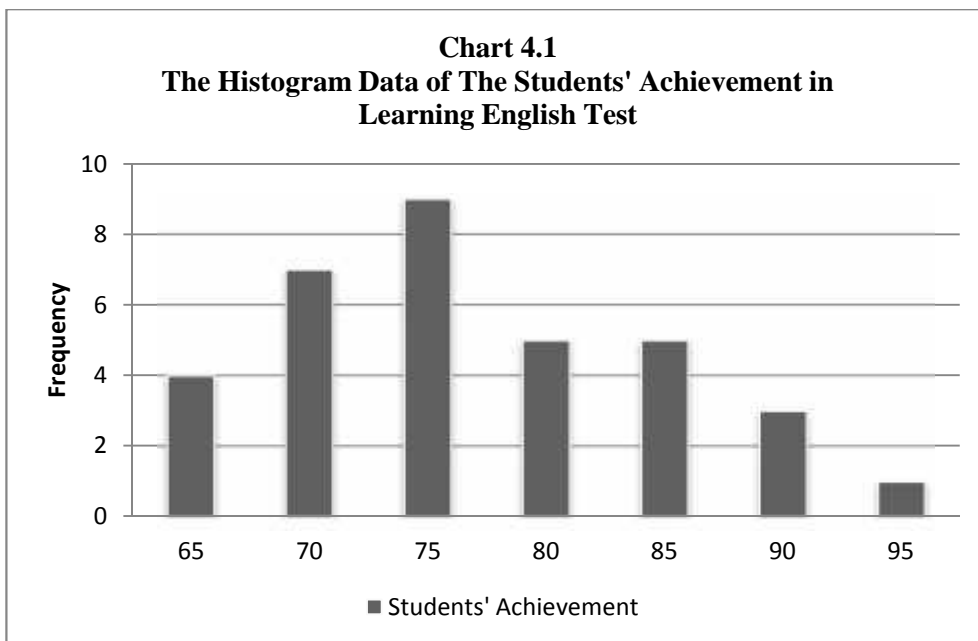
Table 4.2
The Students' Achievement in Learning English Score
of Second Grade Students of SMA N 8 Kota Serang

Participants	Students Achievement Score (X)	Level of Students' Achievement
Students 1	70	Enough
Students 2	65	Bad

Students 3	85	Good
Students 4	75	Bad
Students 5	90	Very Good
Students 6	65	Bad
Students 7	75	Enough
Students 8	80	Good
Students 9	75	Enough
Students 10	75	Enough
Students 11	80	Good
Students 12	85	Good
Students 13	95	Very Good
Students 14	75	Enough
Students 15	80	Good
Students 16	75	Enough
Students 17	70	Enough
Students 18	70	Enough
Students 19	80	Good
Students 20	65	Bad
Students 21	70	Enough
Students 22	75	Enough
Students 23	85	Good

Students 24	90	Very Good
Students 25	70	Enough
Students 26	65	Bad
Students 27	70	Enough
Students 28	75	Enough
Students 29	85	Good
Students 30	85	Good
Students 31	90	Very Good
Students 32	80	Good
Students 33	70	Enough
Students 34	75	Enough

From the table 4.1 above, there were 4 students in badlevel, 15 students in enough level, 10 students in good level and 4 students in very good level. To provide an additional vivid description of the data distribution of students' achievement in learning English, the histogram of frequency distribution is presented in chart 4.1 as follows:



From the chart 4.1 above, the total number of students were 34 students. There were 4 students got score 65, 7 student got score 70, 9 student 75, 5 students got score 80, 5 students got score 85, 3 students got score 90 and the last 1 students got 95. Furthermore, the statistical score of the students' achievement in learning English scores were counted using Frequencies of Descriptive Statistics to know mean, median, mode, minimum score, maximum score, range and standard deviation score of the students' achievement in learning English test scores. It can be describe as follows:

Table 4.3
The Statistical Score of
the Students' Achievement in Learning English Test

Statistics		
Students' Achievement in Learning English		
N	Valid	34
	Missing	0
Mean		76,91
Median		75
Mode		75
Minimum score		65
Maximum score		95
Range		30
Standard deviation		77,32

From the descriptive statistic above, the respondents of this study were 34 students. The mean of the students achievement in learning English test score was 76,91 which means that the average score obtained by the students. The median or the middle grammar mastery test was 75. Then, the mode score or the score that appears the most was 75. It means that most of students obtained 75 in the test. In addition, the highest score of the grammar mastery test score was 95, whereas the lowest score was 65. Therefore, the range score between the highest

and the lowest score was 30. The last, the standard deviation of the students' achievement in learning English test was 77,32.

b. Local Culture in Malin Kundang Story Questionnaire Score

In this research, the local culture in Malin Kundang story score was taken from the questionnaire distributed by the writer. The form of questionnaire was 10 items with the 5 option, they are Strongly Agree (SA), Agree (A), Hesitant (H), Disagree (D), and strongly Disagree (SD). The following table consisted the local culture in Malin Kundang story questionnaire sheet:

Table 4.4

The Local Culture in Malin Kundang Story Instrument

Cultural Aspect	Indicators	Item Number
Religious Aspect	In Malin Kundang story, his mother prayed to God to curse him after he yelled at her. It reflects that Minang society consider God as their rescuer.	2,3,8
Classes of Values Aspects	➤ Obedient From that story, Malin was an obedient son but after his life was absolutely changed, he against his mother because of wealth, throne and woman.	1,4 5,6

	<p>➤ Polite</p> <p>Malin Kundang turned into a stone as the symbol of his punishment because of his impolite to his mother.</p> <p>➤ Courageous</p> <p>From the story when Malin decided to sail with the merchant. He agreed his allurements without thought the consequences.</p>	7,10
Total Score		10

Then, the following table consisted of the list of participants, their scores local culture in Malin Kundang story questionnaire score could be seen on the following table:

Table 4.5

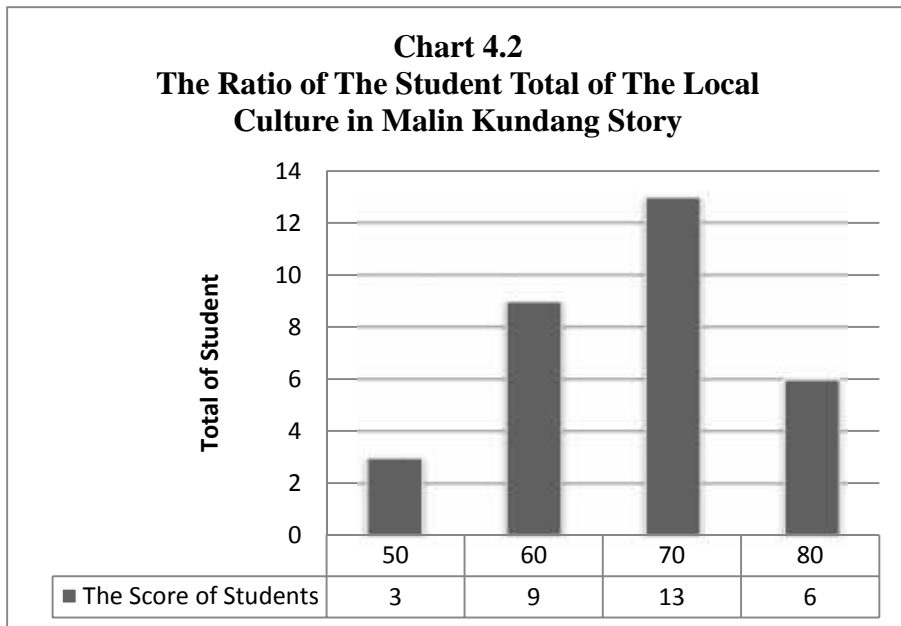
The Score of The Local Culture in Malin Kundang Story

Participants	Local Culture in Malin Kundang Story Score (Y)
Students 1	70
Students 2	60
Students 3	80
Students 4	50
Students 5	80

Students 6	60
Students 7	70
Students 8	80
Students 9	60
Students 10	70
Students 11	70
Students 12	80
Students 13	80
Students 14	70
Students 15	70
Students 16	70
Students 17	60
Students 18	60
Students 19	60
Students 20	50
Students 21	60
Students 22	70
Students 23	80
Students 24	80
Students 25	60
Students 26	50

Students 27	70
Students 28	70
Students 29	80
Students 30	70
Students 31	80
Students 32	70
Students 33	60
Students 34	70

To provide an additional vivid description of the data distribution of local culture in Malin Kundang story, the histogram of frequency distribution is presented in chart 4.2 as follows:



From the chart 4.2 above, there were 34 students as participants of this study. There were 3 students got score 50, 9 students got score 60, 13 students got score 70, and the last 9 students got score 80. Furthermore, the statistical score of local culture in Malin Kundang story score were counted using Frequencies of Descriptive Statistics to know mean, median, mode, minimum score, maximum score, range and standard deviation score of the local culture in Malin Kundang story questionnaire. It can be described as follows:

Table 4.6
The Statistical Score
of the Local Culture in Malin Kundang Story Questionnaire

Statistics		
Local Culture in Malin Kundang Story		
N	Valid	34
	Missing	0
Mean		68,23
Median		70
Mode		70
Minimum score		50
Maximum score		80
Range		30
Standard deviation		68,85

From the statistics table above, the respondents of this study were 34 students. The mean of local culture in Malin Kundang story score was 68,23 which meant that the average score students obtained. The median or the middle score of local culture in Malin Kundang story was 70. Then, the mode score or the score that appeared the most was 70. It meant that most of students obtained 70. In addition, the highest score was 80, whereas the lowest score was 50. Therefore, the range score between the highest and the lowest score was 30. The last, the standard deviation of local culture in Malin Kundang story was 68,85.

2. Analysis of Correlation Coefficient

In this research, the statistic calculation of the Pearson Product Moment Formula was used to analyze the correlation between local culture in Malin Kundang story and students' achievement in learning English. Before doing the calculation, the data is described as follows:

Table 4.7

The Data Analysis of Local Culture in Malin Kundang Story and Students' Achievement in Learning English

Participants	X	Y	X²	Y²	XY
Students 1	70	70	4900	4900	4900
Students 2	65	60	4225	3600	3900
Students 3	85	80	7225	6400	6800
Students 4	75	50	5625	2500	3750

Students 5	90	80	8100	6400	7200
Students 6	65	60	4225	3600	3900
Students 7	75	70	5625	4900	5250
Students 8	80	80	6400	6400	6400
Students 9	75	60	5625	3600	4500
Students 10	75	70	5625	4900	5250
Students 11	80	70	6400	4900	5600
Students 12	85	80	7225	6400	6800
Students 13	95	80	9025	6400	7600
Students 14	75	70	5625	4900	5250
Students 15	80	70	6400	4900	5600
Students 16	75	70	5625	4900	5250
Students 17	70	60	4900	3600	4200
Students 18	70	60	4900	3600	4200
Students 19	80	60	6400	3600	4800
Students 20	65	50	4225	2500	3250
Students 21	70	60	4900	3600	4200
Students 22	75	70	5625	4900	5250
Students 23	85	80	7225	6400	6800
Students 24	90	80	8100	6400	7200
Students 25	70	60	4900	3600	4200

Students 26	65	50	4225	2500	3250
Students 27	70	70	4900	4900	4900
Students 28	75	70	5625	4900	5250
Students 29	85	80	7225	6400	6800
Students 30	85	70	7225	4900	5950
Students 31	90	80	8100	6400	7200
Students 32	80	70	6400	4900	5600
Students 33	70	60	4900	3600	4200
Students 34	75	70	5625	4900	5250
N = 34	2615	2320	203275	161200	180450

From the table above, it showed that there:

- **N** was the number of respondent. The total was 34
- $\sum X$ was the distribution score of local culture in English language teaching as variable X. The total score was 2615
- $\sum Y$ was the distribution score of students' achievement using Malin Kundang drama as variable Y. The total score was 2320
- $\sum X^2$ was the distribution score from $\sum X$ in quadrate. The total score was 203275
- $\sum Y^2$ was the distribution score from $\sum Y$ in quadrate. The total score was 161200

- ΣXY was distribution score from multiplication of ΣX and ΣY . The total score was 180450.

After getting the results above, the calculation of the data to Pearson Product Moment Formula is presented as follows formula:

$$r_{xy} = \frac{N \cdot \Sigma xy - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{(N \cdot \Sigma x^2 - (\Sigma x)^2)(N \cdot \Sigma y^2 - (\Sigma y)^2)}}$$

$$r_{xy} = \frac{34 \cdot 180450 - (2615) \cdot (2320)}{\sqrt{(34 \cdot 203275 - (2615)^2)(34 \cdot 161200 - (2320)^2)}}$$

$$r_{xy} = \frac{6135300 - 6066800}{\sqrt{(6911350 - 6838225)(5480800 - 5382400)}}$$

$$r_{xy} = \frac{68500}{\sqrt{(73125)(98400)}}$$

$$r_{xy} = \frac{68500}{\sqrt{7195500000}}$$

$$r_{xy} = \frac{68500}{84826,29} = 0,807$$

The result of those calculation the value of r_{xy} or r_o for local culture in Malin Kundang story and students' achievement in learning English was 0,807.

3. Hypothesis Testing

To test the hypothesis, the correlation coefficient from the calculation (r_{xy}) is compared to correlation coefficient from Product Moment table (r_t).

In the term of the statistical hypotheses, these can be portrayed as follows:

- a. If $r_o > r_t = H_a$ is accepted. There is correlation between local culture in Malin Kundang story and students' achievement in learning English.
- b. If $r_o < r_t = H_a$ is rejected. There is no correlation between local culture in Malin Kundang story and students' achievement in learning English.

To find r_{xy} or r_o , the degree of freedom must be determined with the formula:

Determining Degree of Freedom (df)

$$df = N - 2$$

$$df = 34 - 2 = 32$$

df= 32 (see table of "r" values of degree of significance 5%)

At degree of significance 5% = 0,349

In the table of significance (see the appendix), it shows that the r_t of a two tailed test in the significance of 5% and the df of 32 is found to be 0.349.

Based on the score of r_o 0.807, it indicated that the score of r_o is higher than r_t , in which $0.807 > 0.349$. It means that H_a is accepted or in the other words there is correlation between local culture in Malin Kundang story and

students' achievement in learning English. Moreover, the result of t_{count} or t_0 is compared to t_{table} in order to find the significance of variables. The formula of getting t_{count} is presented as follows:

Formula:

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Description of the formula:

$$t_{\text{count}} = t_{\text{value}}$$

$$r = 0.807$$

$$n = 34$$

Calculation:

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{\text{count}} = \frac{0.807\sqrt{34-2}}{\sqrt{1-0.807^2}}$$

$$t_{\text{count}} = \frac{0.807\sqrt{32}}{\sqrt{1-0.651249}}$$

$$t_{\text{count}} = \frac{0.807 \times 5.6568542495}{\sqrt{0.348751}}$$

$$t_{\text{count}} = \frac{45650813793}{0,5905514372}$$

$$t_{\text{count}} = 77302011167$$

$$t_{\text{count}} = 7.730$$

The formulation of test:

- a. If $t_o > t_{table}$, it means that the null hypothesis is rejected and there is significant relationship.
- b. If $t_o < t_{table}$, the null hypothesis is accepted and there is no significant relationship.

From the table of significance (see the appendix), it is obtained that t_{table} of 5% and $d_f = 32$ is 2.03693. It indicates that $t_o > t_{table}$, in which $7.730 > 2.03693$. Therefore, the alternative hypothesis (H_a) is accepted. In other words, there is significant relationship between local culture in Malin Kundang story and students' achievement.

According to the result of the calculation of Pearson Product Moment above, the value of correlation coefficient (r_o) is 0.807. To interpret the gravity of 0.807, the table of "r" product moment shows that the correlation value is on the strong level, in which between 0.80—1.00. The very strong correlation means that the relationship tends to the positive relationship. The table of "r" interpretation was adopted from Jonathan Sarwono's theory.

Table 4.8**The Interpretation of Coefficient Correlation of Value r**

Coefficient Interval	Degrees of Correlation
0.00—0.19	Very weak/low
0.20—0.39	Weak/low

0.40—0.59	Strong enough
0.60—0.79	Strong
0.80—1.00	Very Strong

From the score “ r_{xy} ” = 0,807 that the score approximately between 0,80 – 1.00 is **very strong**. It means that there is very strong correlation between two variables. And then, to find out the significant between two variables, the researcher calculated with coefficient determination, the formula is:

$$cd = r^2 \times 100\%$$

$$cd = (0,807)^2 \times 100\%$$

$$cd = 0,651 \times 100\%$$

$$cd = 65,1\%$$

From the result above, the coefficient determination of the local culture in Malin Kundang story and Students’ achievement in learning English is 65,1%. It means the rest $100\% - 65,1\% = 34,9\%$ is effected by other factor should be research.

B. Discussion

Based on the data description of students’ achievement in learning English, it is found that the score is very strong. It is indicated by the average score of the students’ achievement in learning English of the second grade of SMA N 8 Kota Serang found 76,91 and the mode score

was 75. In addition, most of the students got score upper than the mean score obtained 76,91. Therefore, most of second grade students of SMA N 8 Kota Serang have strong score in students' achievement in learning English test.

Meanwhile, from the data description of local culture in Malin Kundang story, it is found that the second grade students of SMA N 8 Kota Serang in strong level, which is indicated by the result of the average score found 68,23 and the mode score was 70. However, although the students are considered in low level, there are still many students in high average. It is indicated that the students who got score of local culture in Malin Kundang drama upper the mean obtained 68,23 are higher than the students who got score under the mean score. It means that the second grade students of SMA N 8 Kota Serang should increase their achievement in order to have good ability in study about English.

In addition, the finding reveals that there is significant relationship between local culture in Malin Kundang story and students' achievement in learning English. It is indicated that the value of correlation coefficient (r_{xy}) is higher than the score of $r_{table}(r_t)$. In this case, the correlation coefficient is 0,807 and the value was compared with r table at the level of significance 0,05 obtained respectively 0,349, in which $r_{xy} = 0,807 > r_{table} = 0,349$. Since r_{xy} is higher than r_{table} , it means that the alternative hypothesis H_a is accepted and null hypothesis (H_0) is rejected. In other

word, there is significant correlation between local culture in Malin Kundang story and students' achievement in learning English at the second grade of SMA N 8 Kota Serang in academic year 2018-2019. Therefore, students who interest about local culture in Malin Kundang story are good at achievement in learning English.

To sum up, the data interpretation shows a finding that local culture in Malin Kundang story and students' achievement in learning English were correlated each other. Local culture in Malin Kundang story gave contribution $r_{xy} 0,807$ to students' achievement in learning English. The relationship of local culture in Malin Kundang story and students' achievement in learning English have significant value. It means that students' achievement in learning English was based on their local culture in Malin Kundang story. Because basically students will be better understanding the lesson if the material provided is close to the students.

One of them in the term of local culture in Malin Kundang's story, which is it can be the students' achievement in learning English. So that, with this correlation the researcher got the student progress in learning English, which is according to the theory above a better way to consider achievement is to examine student progress.

C. Validity Test

1. The Students' Achievement in Learning English Test

In the students' achievement in learning English as variable X. The criteria of this instrument item that is valid if the correlation value is positive and greater than or equal to r table. Then it will be presented in the following table:

Table 4.9
Correlation Score of Variable X

No Respondent	Test Item		Total Score
	Multiple Choice	Essay	
Students 1	40	30	70
Students 2	35	30	65
Students 3	40	45	85
Students 4	40	35	75
Students 5	45	45	90
Students 6	35	30	65
Students 7	45	30	75
Students 8	45	35	80
Students 9	40	35	75
Students 10	40	35	75
Students 11	45	35	80

Students 12	45	40	85
Students 13	50	45	95
Students 14	40	35	75
Students 15	40	40	80
Students 16	40	35	75
Students 17	35	35	70
Students 18	40	30	70
Students 19	45	35	80
Students 20	30	35	65
Students 21	35	35	70
Students 22	40	35	75
Students 23	45	40	85
Students 24	45	45	90
Students 25	40	30	70
Students 26	35	30	65
Students 27	40	30	70
Students 28	40	35	75
Students 29	45	40	85
Students 30	45	40	85
Students 31	45	45	90
Students 32	40	40	80

Students 33	35	35	70
Students 34	40	35	75
Correlation =	0,85	0,89	

Then, the conclusion of correlation score of variable X about students' achievement in learning English with the test score in detail below:

Table 4.10
Validity Test of Variable X

No Items	Score of Correlation	r table (n=32, a=5%)	Description	Sum
Multiple Choice	0,85	0,349	r positive. r hitung > r table	Accepted
Essay	0,89		r positive. r hitung > r table	Accepted

From the table 4.10 above, both of the items (multiple choice and essay) is Accepted, because the correlation score was higher than r table. It could be seen that the item of multiple choice got 0,85, and than the item of essay got 0,89, the result was all of the correlation score > r table (0,349). So, the accepted item instrument above shows that the items were appropriate to be used as research.

2. Local Culture in Malin Kundang Story Questionnaire

In the local culture in Malin Kundang storyas variable Y and the criteria of this instrument item that is valid if the correlation value is positive and greater that or equal to r table. Then it will be presented in the following table:

Table 4.11
Correlation Score of Variable Y

No Respondent	No Items										Sum
	1	2	3	4	5	6	7	8	9	10	
Students 1	8	6	6	8	8	6	8	6	8	6	70
Students 2	6	4	8	4	6	6	6	6	8	6	60
Students 3	10	8	6	6	10	8	8	6	8	10	80
Students 4	4	6	4	6	4	6	6	4	6	4	50
Students 5	8	8	10	4	6	10	8	10	8	8	80
Students 6	4	8	8	6	4	8	4	6	8	4	60
Students 7	6	8	6	8	8	6	8	8	6	6	70
Students 8	10	6	8	10	6	8	8	6	8	10	80
Students 9	8	6	6	6	4	8	4	8	6	4	60
Students 10	8	6	8	6	8	6	6	8	6	8	70
Students 11	6	8	6	6	8	8	6	8	8	6	70
Students 12	10	8	8	6	8	6	10	8	8	8	80
Students 13	10	8	6	6	8	6	10	8	8	10	80
Students 14	6	8	6	8	8	8	6	8	6	6	70

Students 15	6	6	6	8	8	6	6	8	8	8	70
Students 16	6	8	6	6	6	8	8	8	8	6	70
Students 17	8	4	6	6	4	4	8	8	6	6	60
Students 18	6	6	6	4	6	8	4	6	8	6	60
Students 19	8	6	4	6	4	6	6	6	8	6	60
Students 20	4	6	4	6	4	4	4	6	6	6	50
Students 21	6	4	4	6	6	6	8	8	6	6	60
Students 22	6	8	6	8	8	6	8	6	6	8	70
Students 23	6	8	8	10	8	6	10	8	8	8	80
Students 24	8	8	8	8	8	8	8	8	8	8	80
Students 25	6	6	8	4	6	8	4	8	6	4	60
Students 26	6	4	4	6	6	4	6	4	6	4	50
Students 27	8	8	6	4	6	8	6	8	8	8	70
Students 28	8	6	8	6	8	6	8	6	8	6	70
Students 29	10	6	8	8	6	8	8	8	10	8	80
Students 30	6	8	6	6	8	6	8	8	8	6	70
Students 31	10	8	8	10	8	6	8	8	8	6	80
Students 32	6	6	4	8	8	8	6	8	8	8	70
Students 33	8	6	6	6	4	6	8	6	4	6	60
Students 34	6	8	8	6	8	6	6	6	8	8	70
Correlation=	0,66	0,61	0,6	0,45	0,69	0,43	0,67	0,56	0,59	0,77	

Then, the conclusion of correlation score of variable Y about local culture in Malin Kundang story with the test instrument in detail below:

Table 4.12
Validity Test of Variable Y

No Items	Score of Correlation	r table (n=32, a=5%)	Description	Sum
1	0,66	0,349	r positive. r hitung > r table	Accepted
2	0,61		r positive. r hitung > r table	Accepted
3	0,6		r positive. r hitung > r table	Accepted
4	0,45		r positive. r hitung > r table	Accepted
5	0,69		r positive. r hitung > r table	Accepted
6	0,43		r positive. r hitung > r table	Accepted
7	0,67		r positive. r hitung > r table	Accepted
8	0,56		r positive. r hitung > r table	Accepted

9	0,59		r positive. r hitung > r table	Accepted
10	0,77		r positive. r hitung > r table	Accepted

From the table 4.12 above, all of the items in the test instrument was **Accepted**, because the correlation score was higher than r table. It could be seen that the item number one got 0,66, the item number two got 0,61, the item number three got 0,6, the item number four got 0,45, the item number five got 0,69, the item number six got 0,43, the item number seven got 0,67, the item number eight got 0,56, the item number nine got 0,59 and the item number ten got 0,77, the mean all of the correlation score > r table (0,349). So, the accepted item instrument above shows that the items were appropriate to be used as research.

D. Reliability Test

The values for reliability testing come from the scores of the items accepted, invalid items were not involved in reliability testing. Besause in this reserach all of the items were accepted, so for the testing previous validity of variable X and variable Y were all of the items in that instrument. According to Imam Ghozali, the criteria in the instrument has a high reliability level if the

value of the coefficient obtained $> 0,60$.¹⁸ In other opinion, good or bad of the instrument reliability can be consulted with the r table value. The value of r table with $n = 32$ and level significant (α) = 0,05 is 0,349. Then it will be presented in the following table:

Table 4.13
Instrument Reliability Test

Variable X Score		Variable X Total Score	Variable Y Score										Variable Y Total Score
1	2		1	2	3	4	5	6	7	8	9	10	
40	30	70	8	6	6	8	8	6	8	6	8	6	70
35	30	65	6	4	8	4	6	6	6	6	8	6	60
40	45	85	10	8	6	6	10	8	8	6	8	10	80
40	35	75	4	6	4	6	4	6	6	4	6	4	50
45	45	90	8	8	10	4	6	10	8	10	8	8	80
35	30	65	4	8	8	6	4	8	4	6	8	4	60
45	30	75	6	8	6	8	8	6	8	8	6	6	70
45	35	80	10	6	8	10	6	8	8	6	8	10	80
40	35	75	8	6	6	6	4	8	4	8	6	4	60
40	35	75	8	6	8	6	8	6	6	8	6	8	70
45	35	80	6	8	6	6	8	8	6	8	8	6	70
45	40	85	10	8	8	6	8	6	10	8	8	8	80
50	45	95	10	8	6	6	8	6	10	8	8	10	80

¹⁸ Azuar Juliandi, "Teknik Pengujian Validitas dan Reliabilitas", 25 March 2019, <http://www.azuarjuliandi.com/elearning>.

40	35	75	6	8	6	8	8	8	6	8	6	6	70
40	40	80	6	6	6	8	8	6	6	8	8	8	70
40	35	75	6	8	6	6	6	8	8	8	8	6	70
35	35	70	8	4	6	6	4	4	8	8	6	6	60
40	30	70	6	6	6	4	6	8	4	6	8	6	60
45	35	80	8	6	4	6	4	6	6	6	8	6	60
30	35	65	4	6	4	6	4	4	4	6	6	6	50
35	35	70	6	4	4	6	6	6	8	8	6	6	60
40	35	75	6	8	6	8	8	6	8	6	6	8	70
45	40	85	6	8	8	10	8	6	10	8	8	8	80
45	45	90	8	8	8	8	8	8	8	8	8	8	80
40	30	70	6	6	8	4	6	8	4	8	6	4	60
35	30	65	6	4	4	6	6	4	6	4	6	4	50
40	30	70	8	8	6	4	6	8	6	8	8	8	70
40	35	75	8	6	8	6	8	6	8	6	8	6	70
45	40	85	10	6	8	8	6	8	8	8	10	8	80
45	40	85	6	8	6	6	8	6	8	8	8	6	70
45	45	90	10	8	8	10	8	6	8	8	8	6	80
40	40	80	6	6	4	8	8	8	6	8	8	8	70
35	35	70	8	6	6	6	4	6	8	6	4	6	60
40	35	75	6	8	8	6	8	6	6	6	8	8	70
rx_y =												0,807	

$$r = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

$$r = \frac{2 \times 0,807}{1 + 0,807}$$

$$r = \frac{1,614}{1,807} = \mathbf{0,893}$$

The result of the calculation show that observed $r > r_{table} = 0,947 > 0,349$ at 0,05 level significant with $N = 32$. It means that instrument between variable X and variable Y was **reliable** to used this research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in the previous chapter, it can be concluded that there was a significant correlation between local culture in Malin Kundang story and students' achievement of the second grade students of SMA N 8 Kota Serang in academic year 2018-2019. The correlation between two variables was found at the 95% level of confidence ($p > 0.05$) with the value of $r = 0.807$. The finding reveals that the correlation between the variables is in the very strong level. Similarly, the significance "t contribution" reveals that the result there was significance. The score of t_{count} is higher than t_{table} . The score of significance t_{count} was 7.730. Meanwhile, the $Df = 34$ indicates significant score of 5% is 2.036. It means H_a is accepted. Therefore, it can be summarized that local culture in Malin Kundang story has very strong correlation to students' achievement in learning English.

Actually, to be successful in English language learning process, the teachers of English must incorporate or integrate local cultures in their teaching, so the students learning will be meaningful and useful for study in the class. The teachers should start with students local cultures and end with students cultures also. At the beginning of the class, the teachers should provide teaching materials that are appropriate with the students real-life situations, so students become more interested and know the basic learning materials that is being

studied in the class. Last but not least, the teaching ends with students real-life situation revealing moral values, living values, and religious aspect to be applied in their daily lives as a means of students' achievement.

B. Suggestions

Based on the conclusion above, it can be delivered some suggestions that go to:

1. Teachers

For teachers, it is suggested to give students the exposure or learning style based on students' achievement. This can help them to realize what they need in learning process in order to get good achievement. Therefore, teaching with based on their local culture in Malin Kundang story hopefully be beneficial for English teacher in adopting the ways in English language teaching, because basically students will be better understanding the lesson if the material provided is close to the students.

2. Students

For students especially as language learners, it is suggested to enrich their knowledge and comprehension about learning English used local culture. Collocation can be found in many English sources like books, magazines, newspaper, journals, etc. So they can be familiar with learning English. The more they have knowledge about their local culture, the better they will increase their achievement by using learning style based on the local culture in Malin Kundang story.

3. The Next Researchers

According to the result of research, it is found that some students still have less knowledge about local culture in Malin Kundang story. Therefore, it is suggested to next researchers to teach them about local culture. Remembering that local culture is can be the way to learning English will be more fun and felt to interest when study, therefore it is suggested to teach or explain them about local culture, especially local culture in Malin Kundang story. Selecting appropriate instrument is a must to make the result clearky. In other words, next researchers can try to find the effectiveness of local culture in Malin Kundang ways towards students' achievement in learning English. Hopefully this suggestion can be beneficial for the next researchers.

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