

CHAPTER 1

INTRODUCTION

A. Background of Research

Human beings surely cannot be separated from communication and interaction to one another wherever they are. In order that communication and interaction can run smoothly, people need to use a language as a tool. Ronald Wardhaugh says, "Language is a system of arbitrary vocal symbol used for human communication." (Wardhaugh in Alwasilah, 1993: 82). In addition to language as a tool of communication, it is also used as a tool of social interaction. Therefore, it is clear to say that one of the most important functions of language in human life is a tool of communication and social interaction. It means that by using language human being can communicate each other.

There are many languages that are used by human beings as every nation has different languages, for instance English. English is one of those languages that is used to make communication and interaction among countries. It is also used as science language, and technology language. Therefore learning English is extremely important in this globalization era. People will be able to interact and communicate globally more effectively and efficiently.

Indonesia's government has determined English as a foreign language (EFL). It is different from other countries which use English as second language like in Malaysia. The purpose of teaching English in Indonesia is to let people to communicate with the rest of the world (Fraida and Olshtain, 1978:24).

Therefore, English subject is a compulsory subject that has to be taught at all levels of schools in Indonesia, from elementary to universities. Concerning the goal of teaching English at Secondary school, either at Senior High School (SMA) or Islamic Senior High School (MAN), English subject is aimed to enable students to master sciences, technology, and arts. In order to reach these goals appropriately, there must be a medium or a tool to transfer teaching English. In learning activities, students can learn English by playing their prominent roles, besides teachers and the subject matter are important as well. Relating to these roles, there are some factors that significantly influence toward students' learning those are:

1. Internal factor. It is situation or condition from students' spirit and physic.
2. External factor. It is environment situation around students that can contribute to the achievement of learning which includes either social environment or non-social environment.
3. Approach to learning factor. It is learning style of students which includes strategy and method used by students to learning process. (Syah, 2010: 129).

Based on the explanation about factors influencing students' learning, it can be know that students' success or failure in learning is not only influenced by one factor such as internal factor but also by other factors such as external factor and learning approach. Nevertheless, the three factors have significantly described that students' motivation and school environment handles an important role in determining students' success.

Motivation is an important aspect from internal factor. Motivation can influence other aspect such as attitude, and interesting. High motivation can create good intelligence, aptitude, attitude, and interesting. So, the writer takes students' motivation to be investigated. School environment have main role in external factors which influence to learning process. The writer takes school environment to make investigation correlatively. If the writer takes family environment, this investigation must be done in students' family environment, besides the school is the environment of teaching and learning take place.

Motivation is one of factors that are very significant in determining students' achievement. Students who have a strong motivation in learning will have good achievement as much as they have much energy to do learning activity and on contrary. Vroom says, "Motivation is a power or a force or energy in individual organism to move for the sake of achieving of purposes that is wished." (Vroom in Purwanto, 2007: 72).

There are two kinds of motivations, intrinsic and extrinsic. Intrinsic motivation comes from rewards inherent to an activity itself. While, extrinsic comes from outside of the learner. The relationship of students' motivation is clear can be observed as an intrinsic factor that can influence learning achievement. It is similarly observable school environment where teaching learning activities take place can also affect students' learning achievement.

English as the first foreign language that has been taught at all levels of school in Indonesia is the government policy. Unfortunately, as the writer apparently sees, there is difference between different motivations of students in

English learning. These differences influence on their achievement. Students who have high motivation may be better having higher achievement than students' who have less motivation. It can be seen at the SMAN 1 Ciligrang that there is selection for every student who wants to study at the school. They are accepted at the school. All students are given the same curriculum, approach, and time allocation, but, they have different achievement.

In that way, some students get high marks so that they can enter favorite university, while the others fail at national final exams. So, the writer conduct a research whether motivation and school environment that influence different students' achievement.

Students' motivation and school environment have the same function. Its function is influence in learning activities. But the influence of both of them is different. So, the writer wants to find out the extent of students' motivation and school environment on English learning achievement. The writer hopes that this research can find out the difference of students' motivation and school environment and its influence to learning process and can find out the solution to increase students' achievement.

Based on the explanation above, the writer will conduct a research entitled "A COMPARATIVE STUDY BETWEEN THE INFLUENCE OF STUDENTS' MOTIVATION AND SCHOOL ENVIRONMENT ON ENGLISH LEARNING ACHIEVEMENT (A Study at Grade Eleven of the SMAN 1 Ciligrang, Lebak, Banten). The writer conducts the research at the grade eleven with consideration that the students of grade ten is still new in the school.

Meanwhile, the grade twelve has been divided into social and science departments that would create more different and complicated motivation that should be researched. Finally, the grade twelve will take the national examination that makes them to focus on their preparation of doing such final examination.

B. Statements of Research Problem

In order to lead this research on the track, formulate research questions, as follows:

1. How significant is the influence of students' motivation on English learning achievement?
2. How significant is the influence of school environment on English learning achievement?
3. To what extent do the differences between the influence of students' motivation and that of school environment on English learning achievement?

C. The Aim and Significance of research

Based on the statements of problem above, the writer would like to achieve the purposes and provide the purposes and significance of this research.

The aims of the research can be formulated as follows:

1. To identify the influence of students' motivation on English learning achievement.

2. To identify the influence of school environment on English learning achievement.
3. To compare between the influence of students' motivation and school environment on English learning achievement.

The significances of the research are:

1. Showing the existence of difference between the influence of students' motivation and school environment on English learning achievement by searching supporting theory.
2. Providing reference those influence of students' motivation and school environment have some advantages in increasing their achievement in English subject.

D. Rationale

People have different reasons why they want to learn a foreign language, English. For example, people learn English because they want to understand English literature, communication with native speaker, self prestige, or even getting a better job.

There are two factors which influence people experience learning activities: internal and external factors. Motivation is one of internal factors that is very important and significant in influencing students' learning. Motivation can influence other aspects in internal factors such as aptitude, attitude, and interesting, because, positive motivation can create positive intelligence, aptitude, attitude, and interesting. Furthermore, Syah (2003:137) says that motivation is

activity or energy of oriented behavior. Motivation divides into two kinds. There are intrinsic and extrinsic motivations. Intrinsic motivation is a state and thing that comes from inside students and that can motivate them to do learning activities. While, extrinsic motivation is a state and thing that comes from outside students which can motivate them to do learning activities. In cognitive perception, intrinsic motivation is more significant than extrinsic motivation, because it is more pure and undependable on other people's influence.

Motivation is a situation which one attempts to prepare to do something. Student motivation naturally has to relate students' desire to participate in the learning process. According to Lepper, M.R. & Hodell, Several characteristics which indicate the existence of students' motivation are challenge, curiosity, control, and fantasy.

One of the most powerful individual factors influencing students' motivation is *challenge*. This is an individual factor because a person can be challenged without involving other people. Of course a challenge could involve other people, as when a person makes it a challenge to win a competition. Learners are challenged when they direct their activities toward personally meaningful goals in such a way that attainment of the goals is uncertain. The belief that they are making acceptable progress toward a goal, along with the expected satisfaction of goal attainment, enhances self-efficacy and sustains motivation. As students work toward these goals, they are motivated to the extent that they receive feedback and feel that their eventual success will enhance their self esteem.

A second factor influencing individual motivation is *curiosity*. This is an individual factor because a person's curiosity can be aroused without involving other people. Curiosity is stimulated when something in the physical environment attracts student's attention or when there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity. Novelty and interest are good synonyms for the motivational use of curiosity.

A third factor influencing individual motivation is *control* which refers to the basic human tendency to seek to control one's environment. This is an individual factor because a person can feel in control without involving other people. Of course interpersonal factors such as winning a competition or gaining recognition could contribute to the feeling of control. There are three elements that influence the contribution of control to intrinsic motivation. The first is cause and effect relationships. Learners perceive themselves to be in control when they see clear cause and effect relationship between their own actions and obtaining desired benefits. This means that a good way to enable learners to feel in control. The second is powerful effects. Learners perceive themselves to be in control when they perceive the outcome of what they are studying to be truly worthwhile rather than something trivial. Finally is free choice. If students perceive themselves as doing something because they want to instead of because they are being forced to do it against their will, they will feel in control of their learning.

A fourth factor influencing individual motivation is *fantasy* which plays a role when learners use mental images of situations that are not actually present to

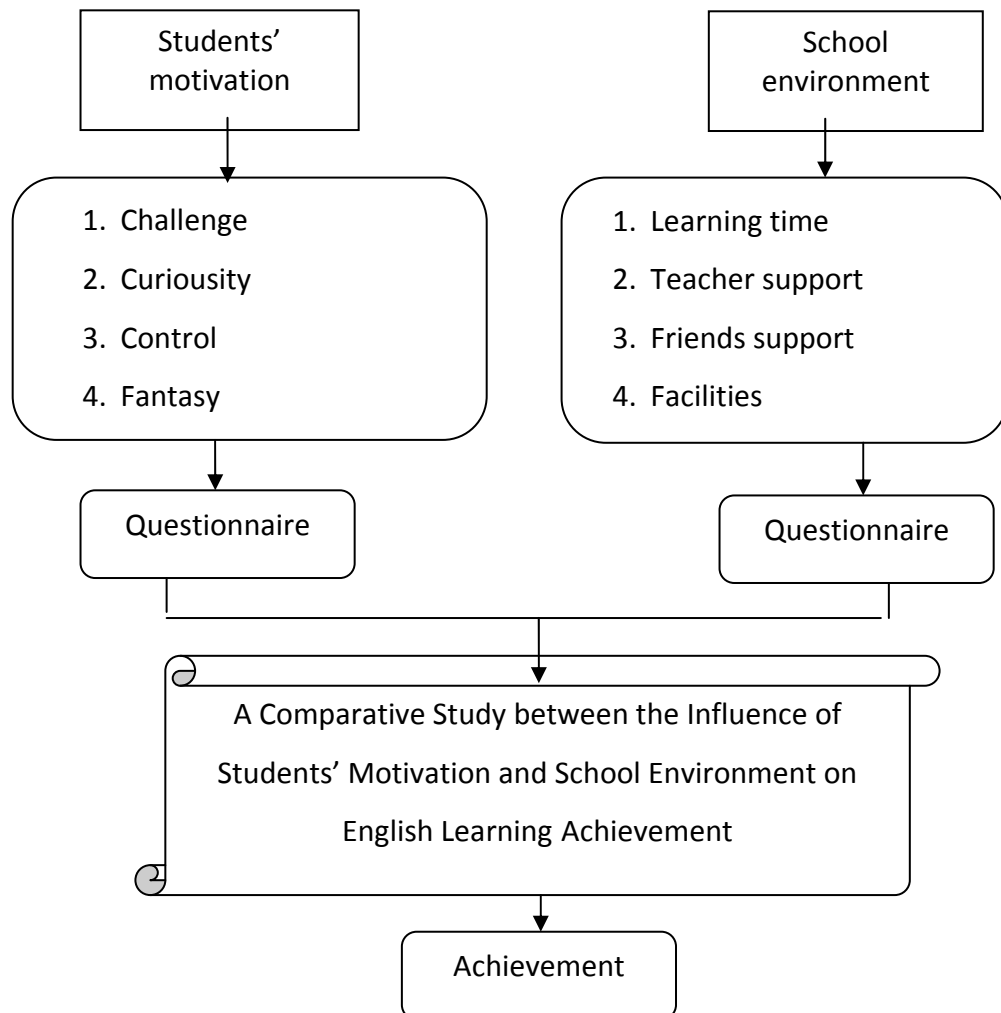
stimulate their behavior. Fantasy is an individual factor because a person can use imagination to motivate learning without involving other people. Of course a fantasy could involve other people, as when students imagine using skills learned in a particular class to win a competition. By engaging in activities related to learning, learners may use their imaginations to meet challenges, satisfy curiosity, exercise control, or experience interpersonal motivations without directly participating in the imagined activities themselves. (Lepper, M.R. & Hodell, 1989. www.education.calumet.purdue.edu/htm).

Besides internal factor which influences learning activities, there is external one. External factors are all things coming from outside students. In this case, Slameto (2005:60) divides external factors into three aspects. There are school, family and society environments. School environment shows its main role as an external factor which influences learning process, because, school is the environment where teaching and learning processes take place. Students will be motivated to learn a subject matter if they are in a conducive environment. It means that school environment affect to arise motivation of learning. Class situation, as example, can give a positive effect if there is in very closely related situation and accompanied by positive competition among students. On the contrary, class situation is so noise can be arise a negative motivation among students. The factor in school environment which influences learning activities among other things are:

1. Learning time; learning time occurs when teaching learning process takes place. It influences to students' learning. So choosing time learning is important to give positive influence to students' learning.
2. Relation between teacher and students; teacher is person who teaches especially in school (Oxford Learner' Pocket Dictionary). Teaching learning process is occurred between a teacher and a student. This interaction is important in raising students' motivation. If students like with their teacher they will like the lesson which is given by their teacher.
3. Relation among students; good relation among students is important to give positive influence to students' learning.
4. Facilities; facilities such as building school and language laboratory are very important in influence learning activities. Well equipped facilities are better than less facility. (Slameto 2005:60).

Directly or indirectly, school environment will influence toward students' learning activity. So, school environment plays its role to influence learning process. School environment has the same function for every student. But in fact, their achievement is different. It means besides school environment, learning process is influenced by other aspect such as motivation. To make the explanation of motivation and school environment above clearly, its can be seen in diagram below:

**The Influence of Students' Motivation and School Environment on
English Learning Achievement**



E. Hypothesis

Hypothesis is a temporary answer to research questions. Its truth should be measured empirically (Arikunto, 2006: 71). Hypothesis explains that the data should be proved and given ways of processing and collecting data which is needed. Theoretically, it is said that learning motivation is influenced by students' motivation (internal factor) and school environment (external factor).

Therefore the writer promotes her hypothesis as follows; the influence of students' motivation and school environment significantly in affects English learning achievement. In this research there are three variables. That is X_1 is students' motivations X_2 is school environment and Y is Students' Achievement. This hypothesis can be interpreted as follows:

- H_0 = no significantly difference between Students' Motivations and school environment on English learning achievement.
- H_a = significantly difference between Students' Motivations and school environment on English learning achievement.

F. Methodology of research

1. Method and Technique of research

a) Method

The method that is used in this research is descriptive. Descriptive research is used to explain the existence of a phenomenon by explicitly describing it. By using this method, it is expected to find several possibilities to solve problems because the phenomena still exists at present. It is reasonable why the writer uses this method.

b) Technique of Collecting Data

In process of collecting data, the writer used some techniques in order to get authentic data from the field research as follows:

1) Observation

It is important to do an observation, because this technique is used by an observer directly to observe things, condition, situation, process and attitude in the field research. The writer's observation at grade eleven of the SMAN 1 Cilograng about four meetings, she can collect data on location of the school, number of students and teachers by interviewing the headmaster. While the information about school facilities, the writer asked to administrative staffs.

2) Questionnaire

Questionnaire is used to get data from respondent. In this research, questionnaire is distributed to students in order to get the feeling of students' motivation and school environment in affecting their English learning achievement. There are 40 questions (20 items for student's motivation and 20 for school environment). The questionnaire is arranged into multiple choices with five options (of a, b, c, d, and e) should be completed by students. Since all of questionnaire items are in positive statements, the score of each option is calculated as follows: if students choose a = 5, b = 4, c = 3, d = 2, and e = 1. Therefore, the highest score that will be collected by students are 100, and the lowest one is 20.

2. Population and Sample

Population is an entire group of people or object or event, which have at least one characteristic in common and must be defined specially and unambiguously. Therefore, it can be decided that population of this research is the

total number of Grade Eleven at the SMAN 1 Ciligrang. The population of Grade Eleven at the SMAN 1 Ciligrang, Banten Selatan:

| Grade Eleven | Students | | Total |
|--------------|----------|--------|-------|
| | Male | Female | |
| | 18 | 12 | 30 |

Meanwhile, according to Arikunto (1996: 117) sample is a part or representative populations, which are researched. Furthermore he says that if the population is less than 100 students, the sample of research that should be taken is all of them. Nevertheless, if the total number of population is more than 100, the sample can be taken 10% - 15% or 20% - 25%.

Since the population of the grade eleven at the SMAN 1 Ciligrang is less than 100 students, the writer takes all of them. The reason why choosing SMAN 1 Ciligrang as research object is there is selection for every student who wants to study at the school. They are accepted at the school. All students are given the same curriculum, approach, and time allocation, but, they have different achievement.

In that way, some students get high marks so that they can enter favorite university, while the others fail at national final exams. So, the writer conduct a research whether motivation and school environment that influence different students' achievement.

Meanwhile, The reasons why choosing the grade eleven in this research because the students of grade one are still new in the school. Meanwhile, the grade twelve has been divided into social and science departments that would create more different and complicated motivation that should be researched. Finally, the grade twelve will take the national examination that makes them to focus on their preparation of doing such final examination

Analysis of Data

Analysis of Variable X_1 , X_2 and Y

a. Testing the normality distribution which involves the steps of:

1). Making the frequency distribution from the data that is obtained by calculating:

a). The range (R) by using the formula:

$$R = H - L + 1$$

Where : H = the highest score

L = the lowest score

(Sudijono, 2009 : 144)

b). The total of interval class by using the formula:

$$Ci = 1 + 3.3 \log n$$

Where: Ci = the interval class

n = the total number

(Sudjana, 2005: 47)

c). The length of interval class by using the formula:

$$P = \frac{R}{K}$$

Where: P = the length of interval class

R = the range

K = the interval class (Sudjana, 2005: 47)

d). Making the table frequency distribution

2). Finding the score of central tendency, score of mean, score of median and score of modus.

a). Mean: $\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$

Where: Mx = the average score

N = frequency

X = the point of middle from interval class (Sudjana, 2005: 67)

b). Median: $Me = b + p \left(\frac{\left(\frac{1}{2}n - F \right)}{f} \right)$

Where: b = lower limited of medium class

p = length of median class

n = total of sample

F = amount of all frequency before median class

f = frequency (Sudjana, 2005: 79)

c). Modus: $Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$

Where b = lower limit of modus

p = length of modus class

b_1 = frequency class modus – frequency interval class before

b_2 =frequency class modus – than frequency interval on the following (Sudjana, 2005: 77)

3). Testing Normality:

a) Determining Standard Deviation (SD), by using the formula:

$$S^2 = \frac{\sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

Where: S^2 = Standard deviation

i = interval class

$\sum f_i x_i^2$ = total score multiplication between each frequency with x^2

$(\sum f_i x_i)^2$ = total score multiplication between each frequency with x^2

N = number of cases (Sudjana, 2005 : 95)

b) Determining Score Z, by using the formula:

$$Z = \frac{B_k - Me}{S_d} \quad (\text{Subana, 2000; 123})$$

c). Making the table observed and expected frequency

d). Calculating the value of chi square

$$\chi^2 = \sum \frac{(o_i - E_i)^2}{E_i} \quad (\text{Subana, 2000; 125})$$

e). Calculating degree of freedom (dk)

$$dk = K - 3 \quad (\text{Subana, 2000; 126})$$

f). Determining the value of χ^2 table by comprising χ^{2t} and χ^{2c} . If $\chi^{2t} \leq \chi^{2c}$ the data is normal, but if the χ^2 counted $\geq \chi^2$ table the data is not normal.

- g). Determining the normality of data distribution of variable, normality of distribution based on standard of distribution. It is called normal when χ^2 counted is less than χ^2 table.

Comparison Analysis between X_1 and X_2 toward Y

This analysis involves the steps of the followings:

- 1). Testing homogeneity 2 variances by using the procedures:

- a). Looking for the values of F

$$F = \frac{Vb^2}{Vk^2}$$

Where: Vb^2 = the big variance

Vk^2 = the small variance

- b). Determining degree of freedom (df):

$$df = k - 3$$

where: df = degree of freedom

k = the number of the class

3 = constant value

(Sudjana, 2005: 287)

- c). Determining the value of F- table by using the significant level is 1 % on the table F by criterion if F counted < F table it means that both of variances are homogeneous.

- 2). The procedures of comparison study by using t-test the steps as follows:

- a). determining standard error of mean from variable X_1 and X_2

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}} \quad SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

Where: SE_{M_1} = standard error the mean from variable X_1

SE_{M_2} = standard error the mean from variable X_2

SD_1 = standard deviation of variable X_1

SD_2 = standard deviation of variable X_2

N_1 = total sample of variable of X_1

N_2 = total sample of variable of X_2

1 = Constant mark (Sudijono, 1999: 268)

b). determining standard error of the difference mean of variable X_1 and X_2

by using the formula:

$$SE_{M_1-M_2} = \sqrt{SE^2_{M_1} + SE^2_{M_2}} \quad (\text{Sudijono, 1999: 268})$$

c). determining the value of t-observed (t_0) by using the formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1-M_2}} \quad (\text{Sudijono, 1999: 269})$$

d). Interpreting the value of t-observed and t-table former by determining:

(1). Hypothesis observed (H_0) and hypothesis table (H_a)

(2). Determining degree of freedom (df/db) by using the formula:

$$df/db = N_1 + N_2 - 2 \quad (\text{Sudijono, 1999: 269})$$

(3). Determining the value of t-table on specific significance of 1 % or 5 %

(4). Interpreting the value of t_0 by procedure: if t-observed \geq t-table, so there is significance difference between two variables X_1 and X_2 , and if t-observed \leq t-table, so there is not significance difference between two variables X_1 and X_2 . (Sudijono, 1999: 269)