

Chapter Two

Literature Review

This chapter reviews some theories related to the research variables. This chapter consists of some points including language learning, learning achievement, learning facilities, learning environment, previous study, conceptual framework are presented here.

Language Learning

Language is used by people to communicate with others so that they can express their ideas and feelings. In order to be able to communicate, people usually use language in form of sound or gesture. Merriam-Webster's Collegiate Dictionary (2003, p.699) as quoted in Brown (2007) stated the language is "a systematic tools to communicate the idea or feeling by using gestures, sounds, motion, or signs which an agreed meaning". Kuiper and Allan (2004) defined the language as a code which is used to give a great variety of information. It can be invert that the language is a communication tool for people to give the expression of their idea or feeling which use sound or gesture.

Language learning is necessary for mastery of a language. Brown (2007, p. 8) defined learning is "Mastery or acquisition of knowledge about a subject or a skill by study, experience, or instruction". Moreover, Selvin (2003, p.138) as quoted in Brown (2007) explained that, "Learning as a change in a person which is caused by the experience". Therefore, it can be concluded that learning is an acquisition of knowledge about the information through study, experience, and instruction which can change a persons' behavior.

Nowadays, English language is developing rapidly, and considered as the international language. As one of the foreign languages which are studied in the school, English is important to be learnt. However, learning English as a foreign language is not easy without any practice. It means that if the learners want to master English, they must do a lot of practices. They must practice listening, speaking, reading, and writing.

In Indonesia, students are obligate to learn English by the government. Therefore, in the teaching and learning English, both the students and the teacher should try to use and deliver the language appropriately. In addition, the students need motivation to learn English. When the students are motivated to learn English, they will participate actively to follow the English learning process in the classroom.

Learning Achievement

Definition of learning achievement. The followings are some definitions related to learning achievement. According Pukelis (2009) as cited in Izabela (2011, p.75) defined “Learning achievement involve acquire knowledge, skills, values, and attitudes”. Moreover, Sajiene (2009) also defined the learning achievement is acquire that has been done by the students in learning process about knowledge, skills, and attitudes. In the other words, the learning achievement is referred on students’ acquire about knowledge, skills, values, and attitudes. Learning achievement has the relation between the students’ result in learning activity. Syah (2007) defined learning achievement is the learning result that has been achieved by the students after carry out the learning activity. Besides

that, Sudjana also defines that learning achievement is the students' result after the students take on the learning and teaching process. In conclusion, learning achievement can be defined as the levels of students' changes which can be reflected from the students' extent in achieving the learning objective. Besides, learning achievement is also used by the teacher to indicate a process of students' success level on learning effort that has been done. Learning achievement can be found in learning and teaching process. For example, previously, the students do not understand about the grammar and they follow a lesson about grammar at the school. After the lesson finish, the students get the knowledge about the grammar and they have understood about the grammar because their teacher has given the materials about it. It can be inferred that learning achievement is the learning and teaching process that has been done by the teacher to make their students understand about the lesson which is studied. The learning achievement can refer to students' acquire about knowledge, skills, values, and attitudes.

Factors influencing the learning achievement. In general, there are two factors which influence learning achievement namely internal and external factors. These factors affect each other to the students' learning process so that, they determine the quality of learning achievement. Ellis (1997) explained that internal factor is the factor which cause from students' personalities and it can influence the level of their learning achievement. Moreover, Ellis (2008) also defined that external factor is the factor which cause from the social aspects and it can also influence the level of their learning achievement. First is internal factor. Internal factor is called the cognitive aspect. Internal factor also has an important

role to acquire the second or foreign language. Ellis (1997) divided the several factors which are included into the internal factors that are: a) language aptitude. Language aptitude is the students' ability to learning a second or foreign language. According to Ellis (1997, p.73-74) there are several components of language aptitude, namely, phonemic coding ability (identify the sounds of a foreign language), grammatical sensitivity (recognize the grammatical functions of words in sentences), inductive language learning ability (identify the patterns of correspondence and relations between form and meaning), and rote learning ability. b) Motivation. In foreign language learning, motivation must be given by the teacher in order to make the students are interested and motivated to learn the foreign language. c) Learning strategies. Ellis (1997, p.76) defined learning strategies are "the particular techniques that students employ to try to learn a foreign language". Learning strategies can be form as behavioral, for example, students repeating new words aloud to help remember them. Furthermore, Lightbown and Spada (1999, p.52) also divided the several factors which are included into the internal factor, namely, intelligence, aptitude, personality, motivation, learner preferences, and learner beliefs. Second is external factor. According to Ellis (2008), external factor which can affect the foreign language acquisition can be divided into four factors that are: a) age. Moyer as quoted in Ellis (2008, p.311) argues that "biological age was important, it needed to be considered in relation to social-psychological factors which determined the quality of contact the learners experienced". It means that students who have older age and experience in acquire general knowledge about foreign language learning

are stronger position to develop a foreign language than those who younger students. b) Sex and gender. Ellis (2008) argued that female students generally do better at foreign language learning than men. It is because the female students are diligent to learn the foreign language and more open to new linguistic forms in the foreign language input. c) Social class. Social class has an important role in achieve the foreign language. It is because social class is used for students to learn or develop the foreign language. So, both teacher and school should create an effective language classroom setting. The effective language classroom setting can be form as the learning environment which can support the learning and teaching process. Furthermore, the learning facilities and learning environment as the external factor also influence students' learning achievement. Sanjaya (2006) explained that the learning facilities which can be used to improve the students' learning achievement, that are learning media and learning resources. Book, overhead projector, whiteboard or blackboard, radio, television, magazine, newspaper, picture, graph, chart are the examples of learning media. While, library, laboratory, classroom, office, sport field are the examples of learning resources. Therefore, both school and teacher should provide a good learning facility which form learning media and learning resources and also can employ the learning facilities with maximum to support the students' learning achievement. In addition, according to Purwanto (1988), the learning environments which can effect on students' learning achievement are social environment and external environment. Purwanto (1988) defined the social environment is everything which effect in students' behavior. The relation

between other friends and the relation between students and teachers are the examples of social environment. While, Purwanto (1988) also defined the external environment is everything which is available in this world but not human. The factors which are included in external environment are air circulation, temperature, classroom cleanness, and lighting. Therefore, both school and teacher should create an effective learning environment in the learning activity. Thus, it can be concluded that there are two factors which have relation on learning achievement, namely, internal and external factor. Internal and external factors have relation to determine the students' learning achievement. Internal factor can be defined as the factor which influence language learning acquisition and it is from students' personalities. Internal factor also can be divided into several factors that are: learning aptitude, motivation, learning strategies, students' personalities, learning preferences, and learning beliefs. Furthermore, external factor is the factor which cause from social aspect and it also influence language learning acquisition. There are several factors which are included in external factor, namely age, sex and gender, social class, and ethnic identity. Besides, the learning facilities and learning environment as the external factor also effect on students' learning achievement. The learning facilities which can effect on learning achievement is learning media and learning resources. In addition, the learning environments which can affect in learning achievement are external environment and social environment. From the several kinds of internal and external factors which can influence learning achievement, the researcher will investigate the external factors they are learning facility and learning environment.

Assessing learning achievement. In teaching and learning process, assessment is used by the teacher to assess the students' work or performance. Brown and Abeywickrama (2010, p. 3) defined "assessment in education practice is an ongoing process that encompasses a wide range of methodological techniques". In other words, the assessment can be defined as the process of determine the students' score. To determine the students' score, the teacher should make the criteria of assessment. There are several kinds of assessment which can be used by the teacher to evaluate the students' learning achievement. Cohen (1994) explained that the assessment which can be used by the teacher is norm-referenced and criterion-referenced assessment. Brown and Abeywickrama (2010) also explained that the assessment which can be used in language learning is formative and summative assessment. In this research, the assessment which is used to assess of learning achievement is formative and summative assessment. It is because the researcher wants to measure the students' learning achievement through final score test. Formative assessment refers to the teaching and learning process. When the teachers give the comment, suggestion, or feedback to their students is points to improve the students' language learning ability. According to Brown and Abeywickrama (2010, p. 7), "Formative assessment is evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process". It means that formative assessment is the assessment which is done in the end of teaching and learning program and to observe the success level of teaching and learning process. Second is summative assessment. Summative assessment is used for the teacher to observe

the students' understanding about the lesson that has been given during the learning process. Brown and Abeywickrama (2010, p. 7) said that summative assessment aims at measuring, or summarizing what a student has grasped and typically occurs at the end of a course or unit of instruction. In the other words, summative assessment is the assessment which is done in the end of a course and summative assessment refers to the result not the process. Final exams and general proficiency exams are examples of summative assessment. Therefore, the assessment which can be used to implemented in the teaching and learning process is formative and summative assessment. Formative assessment is done in the end of teaching program, while summative assessment is done in the end of a course.

The important of learning achievement in language learning. Learning achievement is important in language learning. Learning achievement can be measured from the effectiveness of learning process in achieve the teaching purpose. Sudjana (2005) explained the function of learning achievement as: the first as criteria to know the teaching purpose is reached or not. With this function, the learning achievement should refer to the principles of teaching purpose. In the other words, with this function, the teachers become understand that to measure the students' level should appropriate with the principles of teaching purpose. The second is learning achievement give the feedback to improve the teaching and learning process. This feedback can be done in the form of teaching purpose, students' learning activity, and teaching method. It means that the learning achievement has the function to give the feedback about teaching and learning

process which can form as teaching purpose, students' learning activity, and teaching method. Third, learning achievement is used as a reference for prepare a report on students' progress. In the report is reported the students' ability and skills of subject. In the other words, this function is used for the teacher to give the description in the students' learning results which form a report about students' learning progress. Furthermore, the learning achievement also has the important aspects to indicate the success of learning process. According to Cohen (1994), the learning achievement is used to determine the goals of instruction with regard to subject matter and skills. It can be inferred that learning achievement has an important role to indicate a process of students' language learning in each subject area so that the teaching purpose can be achieved. Therefore, learning achievement has a function as: criteria to know the teaching purpose is reached or not, give the feedback to improve the teaching and learning process, and it is used as a reference for prepare a report of students' progress. Besides, the learning achievement also uses to determine the goals of instruction with regard to subject matter and skills.

Learning Facility

Definition of learning facility. Learning facilities is the main factor which can affect on teaching and learning process. It is because the learning facilities can support the student to understand the lesson that has been given by the teacher. If the students are easy to understand what the lesson that has been given by the teacher, so the students will be interested to learning activity and the students can learn better. According to Hallack (1990) as quoted in Ekundayo (2011, p.209)

said that facilities as a major influencing achievement in the school system. He emphasizes that good learning facilities contribute to the students' achievement while unattractive learning facilities can contribute to poor performance. It means that the learning facilities have a potential factor to influence the students' achievement. While, according to Rossi and Breidle in Sanjaya (2006), the learning facilities can form as learning media. They define learning media is the learning equipment and learning material which can be used to achieve the learning purpose. Thus, the learning facilities can be defined as the equipment which can be used by the teacher to support the learning process. The learning facilities also influence students learning achievement. A good learning facility contributes to the students' achievement while unattractive learning facilities can contribute to poor performance. So that, in teaching and learning process, both teacher and school should provide the learning facilities which can support the students' language learning.

The kinds of learning facility. Learning facilities are needed in the teaching and learning process to improve the students' achievement. It is because the learning facilities is used by the teacher to teach in the classroom and also used by the students to receive the lesson that has been given. In teaching and learning activity, there are several kinds of learning facilities which can be used by the teacher. Sanjaya (2006) argued that there are several kinds of learning media which can be used by the teacher in order to make the students are interested in the learning process. The learning media which can be used by the teacher consists of overhead projector, book, whiteboard or blackboard,

television, radio, newspaper, magazine, picture, chart, and graph. Besides the learning media, the learning resources also have an important role in the learning process. It is because, learning resources is used by the students to learn the material. The learning resources consist of library, laboratory, classroom, office, sport field. Therefore, the teachers can use the learning facility such as learning media and learning resources as effective as possible to support the students learning achievement. It means that both the teacher and school should provide the learning facilities which can support the students' language learning. The learning facilities which can be used by the teacher in learning process consist of learning media and learning resources. It can be inferred that there are several kinds of learning facilities which can be used in learning process, namely learning media and learning resources. The learning media which can be used in learning process like overhead projector, book, whiteboard or blackboard, television, radio, newspaper, magazine, picture, graph, and chart. In addition, the learning resources which can be used to support the learning process like library, classroom, laboratory, office, and sport field. These kinds of learning facility are used in learning process to increase the students' learning achievement. So that, the school or the teacher should provide a good learning facilities in the teaching and learning activity in order to make the students can learn better and teaching purpose can be achieved.

Learning Environment

Definition of learning environment. Learning environment is the next factor which can effect on students' achievement. The learning environment in

teaching and learning process is used to support and increase the students' achievement. Therefore, both the teacher and school should create an effective learning environment in learning process. There are some definitions of learning environment. According to Hamalik (2001), learning environment has an important factors in learning process because learning environment can influence students' behavior and it have the impact in students' achievement. It means that the learning environment has an influence students' behavior and it can become the impact on students' achievement. Moreover, Sartain (as cited in Purwanto, 1988) defined the learning environment includes the all conditions which can effect on students' behavior and it also can effect on students' achievement. From the above explanation, learning achievement can be defined as the factors which can influence students' behavior and it can become impact on students' achievement. Therefore, the teacher and the school should create an effective learning environment based on the characteristics of students. If the teacher and school are cannot create an effective learning environment in learning process, so that it will impact on the decrease of students' achievement.

The kinds of learning environment. The environment around us has potential factors which can affect the students' behavior and it also can impact in the students' achievement. According to Purwanto (1988), the learning environments which can affect on students' achievement are external environment and social environment.

External environment. The first is external environment. Purwanto (1988) defined the external environment as everything which is available in this world

but not human. Air circulation, temperature, classroom cleanness, lighting, plants, water, animals are examples of external environment. The external environment that has a significance factors in learning process is air circulation, temperature, classroom cleanness, and lighting.

Air circulation. The air circulation in the classroom is needed. It is because a good air circulation make the students feel fresh and feel comfortable in the teaching and learning process. If the students feel fresh and comfortable in learning process, they can concentrate in the teacher explanation so that they can understand and increase their learning achievement.

Temperature. The temperature which is hot or cool can make the students feel uncomfortable in the classroom. As a result, students cannot concentrate in receive of lesson. Moreover, the subject matter who explains by the teacher cannot be understood and it can be impact on the students' achievement.

Classroom cleanness. The classroom cleanness should be kept in every time. It is because the classroom cleanness can influence the comfortable in the classroom. So that the students can enjoy following the learning process and they can improve the learning achievement.

Lighting. The lighting is the main factor in learning process because the lighting can be clarified the teachers' explanation. The students who can receive the learning material clearly that has been given by the teacher, so that the students can increase their learning achievement.

Social environment. The second is social environment. Purwanto (1988) also defined social environment is everything which effect in students' behavior.

The relation between other friends and the relation between students and teacher are the examples of social environment. The relations between other friends have the main factor in students' behavior. It because the friends are gives the positive or negative effect on students' learning. The good friends will give the positive effect on students; on the contrary, bad friends will give the negative effect on students. Moreover, the relations between students and teacher also have the effect on students' learning process. The teaching and learning process is occurring between teacher and students in the classroom. So that, the good relations between teacher and students is needed in the learning process. The teacher who can interact with their students in the classroom can make the students are falling in love with the lesson and they feel comfortable in learning activity. If the students are falling in love with the lesson and feel comfortable, so that the students will have the motivation to learn better and they can increase their achievement. Thus, the environment has potential factors which can affect in the students' achievement. The learning environments which can effect in the students' achievement are in around us. Purwanto (1988) divided the learning environment which can affect the students' achievement consists of two they are external environment and social environment. The external environment is everything which is available in this world but not human. There are several kinds of external factors namely air circulation, temperature, classroom cleanness, and lighting. In addition, the kinds which are included in social environment are the relation between other friends and the relation between students and teacher.

Environment that influences the learning achievement. The environment can be used to support the students' learning success. One of the environments which can support the students' learning success is the classroom itself. According to Brown (2001), physical environment of classroom has potential factors on students' achievement. It is because physical environment of classroom determine the students' language learning acquisition. Brown (2001) explained that physical environment of classroom which can influence the learning achievement consists several categories including seating arrangement, chalkboard use, equipment, and sight, sound, and comfort. However, these categories which include in learning environment and influence the learning achievement is seating arrangement and sight, sound, and comfort. The first is seating arrangement. Brown (2001) stated the teacher should consider patterns of seating arrangements are in the form of semi-circles, U-shapes, concentric circles. These seating arrangements give the opportunity for the students to learn better because they not are made to feel like they just walked into a military formation. If the students be able to learn better, so they can receive the material that has been given by the teacher more effectively and it can increase their learning achievement. The second is sight, sound, and comfort. The classroom is the one factor which gives the effect directly on students' learning achievement. Brown (2001) said that "the students are indeed profoundly affected by what they see, hear, and feel when they enter the classroom". So that, the teacher should make sure that the classroom is as free from the external noises as possible. If the classroom is still heard the external noises, the students cannot learn effectively

and it can effect on decrease of learning achievement. While, Wilson-Fleming and Wilson-Younger (2012) said that “create a positive classroom environment is an important aspect of effective teaching”. In addition, a positive classroom environment can make the students’ interest in learning process so that they can increase their learning achievement. Positive classroom environments which can be used by the teacher including encourage the students’ involvement, making the classroom visually appealing, getting parents’ involved and effective feedback. Therefore, the environment is the factor which can influence students’ learning achievement. The environment which can influence is the classroom itself. Brown (2001) stated physical environment of classroom has potential factors on students’ achievement. So that, both teacher and school should create a positive classroom environment in order to increase the students’ learning achievement.

Previous Study

The correlation between learning facility and students’ achievement.

The learning facility is the one factor which can affect on students’ achievement. It is because the learning facility has a significance effect in learning and teaching process. If in the learning and teaching process there is no learning facility which can support, so that it can make the students are not enthusiastic to follow the learning activity. The students who not enthusiastic in learning activity, they will feel bored and it can make the learning achievement decrease. In learning and teaching process, the learning facility which can support the learning activity is divided into two namely learning media and learning resources. Sanjaya (2006) said that there are several kinds of learning media which can be used by the

teacher in learning process they are overhead projector, whiteboard or blackboard, book, radio, television, newspaper, magazine, picture, chart, and graph. Moreover, the learning resources also influence students' learning achievement. The learning resources influence students' learning achievement because the learning resources are used by the students to learn the material that has been given by the teacher.

The learning resources consist of library, laboratory, classroom, office, and sport field. The learning facility gives the significance relation on learning achievement.

This is supported by the research who conducted by Nur Budi Wahyu Ning Tyas (2010) entitled "The Correlation between Teacher Competence and Learning Facility toward Students' Achievement of X Grade Students of SMA Negeri Jekulo". In her research result, she indicates that there is a significance relation on learning facility toward students' learning achievement which amount 56, 2 %.

The explanation above shows that learning facility has relation on learning achievement, so that the existence of learning facility should be used as effective as possible to support the learning process. Besides, the school should provide the learning facilities which can support the students' language learning.

The correlation between learning environment and students' achievement. The learning environment is needed in learning and teaching process and it cannot be ignored in education. It is because the learning environment has an influence factor on students' learning achievement. If the teacher or school are cannot create the effective learning environment, so that the students' learning achievement will decrease. Sartain (as cited in Purwanto, 1988) defined the learning environment includes the all conditions which can effect on

students' behavior and it also can effect on students' achievement. The environment around us has potential factors which can affect the students' behavior and it also can impact in the students' achievement. Purwanto (1988) divided the learning environment which can effect on students' achievement into two that are external environment and social environment. The external environment consists of air circulation, temperature, classroom cleanness, and lighting. Furthermore, the relation between other friends and the relation between students and teacher are examples of social environment. The environment has potential factors which can affect the students' achievement. This is supported with the research which conducted by Anis Fitriani (2010) with her title "The Correlation between Motivation and Learning Environment toward Students' Achievement of VIII Grade at SMP Negeri 5 Purwodadi". In the result of her research states that learning environment gives the significance relation on learning achievement which amount 66, 9%. Thus, it can be concluded that the learning environment has an influence factor on the students' achievement and it cannot be ignored in education. The school and teacher have to create an effective learning environment in the learning process in order to make the students feel comfortable in their learning. If the students are feel comfortable in learning process, so that they can concentrate in receive the lesson that has been given by the teacher. Moreover, the subject matter who explains by the teacher can be understood and it can increase on the students' achievement.

The correlation between learning facilities and learning environment toward students' achievement. The students' achievement is used to indicate the

students' acquisition of knowledge that has been given by the teacher. So that, the school should be attention in this case. Timilehin (as quoted in Hallack, 1990, p. 209) said "the learning facilities as a major influencing achievement in the school system". It means that a good learning facility can contribute to increase the students' achievement while unattractive learning facilities can contribute to decrease the students' achievement. Thus, the school should provide a good learning facility in the learning and teaching process. In teaching and learning process, there are several kinds of learning facilities which can be used for the teacher in their learning activity. Sanjaya (2006) explained that the learning media is one of learning facilities which can facilitate the students' learning process. She states that learning media consists of overhead projector, whiteboard or blackboard, radio, television, book, newspaper, magazine, picture, chart, and graph. Besides, the learning resources also influence the students' learning achievement because the learning resources are used by the students to learn the material. Library, laboratory, classroom, office, and sport field are examples of learning resources. Moreover, the learning environment also has an important to determine the acquisition of students' language learning. According to Hamalik (2001), learning environment has an important factors in learning process because learning environment can influence students' behavior and it have the impact in students' achievement. The following are several kinds of environment which influence the students' learning achievement. Purwanto (1988) said that the learning environments which can effect on students' achievement are external environment and social environment. The first is external environment. The

external environment is everything which is available in this world but not human. Air circulation, temperature, classroom cleanness, and lighting are examples of external environment. The second is social environment. Purwanto (1988) also defined social environment is everything which effect in students' behavior. The relation between other friends and the relation between students and teacher are the examples of social environment. These theories are supported by the research of Nurmalia (2010) with the title "The Correlation between Learning Facility and Learning Environment toward Students' Achievement of XI Grade Students of MAN Malang I". In the result of his research indicate that there is the relation between learning facility and learning environment on students' achievement amount 3,695. Thus, it can be concluded that the learning facility and learning environment have contributed on students' achievement in the school so that it cannot be ignored. Timilehin (as quoted in Hallack, 1990) stated that learning facility is major influencing students' achievement. In addition, Hamalik (2001) also stated that learning environment also major influencing on students' achievement.

Conceptual Framework

From the theories and existing research, the learning facilities and learning environment have contributed on students' achievement in school, and it cannot be ignored. The good learning facility which is provided by the school can support the student to understand about the lesson that has been given by the teacher. If the students easy to understand what the lesson that has been given by the teacher, so the students will be interested to learning activity and the students can learn

better. In teaching and learning process, there are two kinds of learning facility which can be used by the teacher in order to make the students are interested in the learning process they are learning media and learning resources. The learning media which can be used by the teacher consists of overhead projector, book, whiteboard or blackboard, television, radio, newspaper, magazine, picture, chart, and graph. In addition, the learning resources consist of library, laboratory, classroom, office, and sport field.

Furthermore, the learning environment also has relation on students' achievement. Both the teacher and school should create an effective learning environment in learning process in order to increase the students' achievement. If the teacher and school can create an effective learning environment in learning process, so that it will impact on the improving of students' achievement. To give the explanation clearly about the relation between learning facility and learning environment toward students' achievement, it can be seen into the conceptual framework as below:

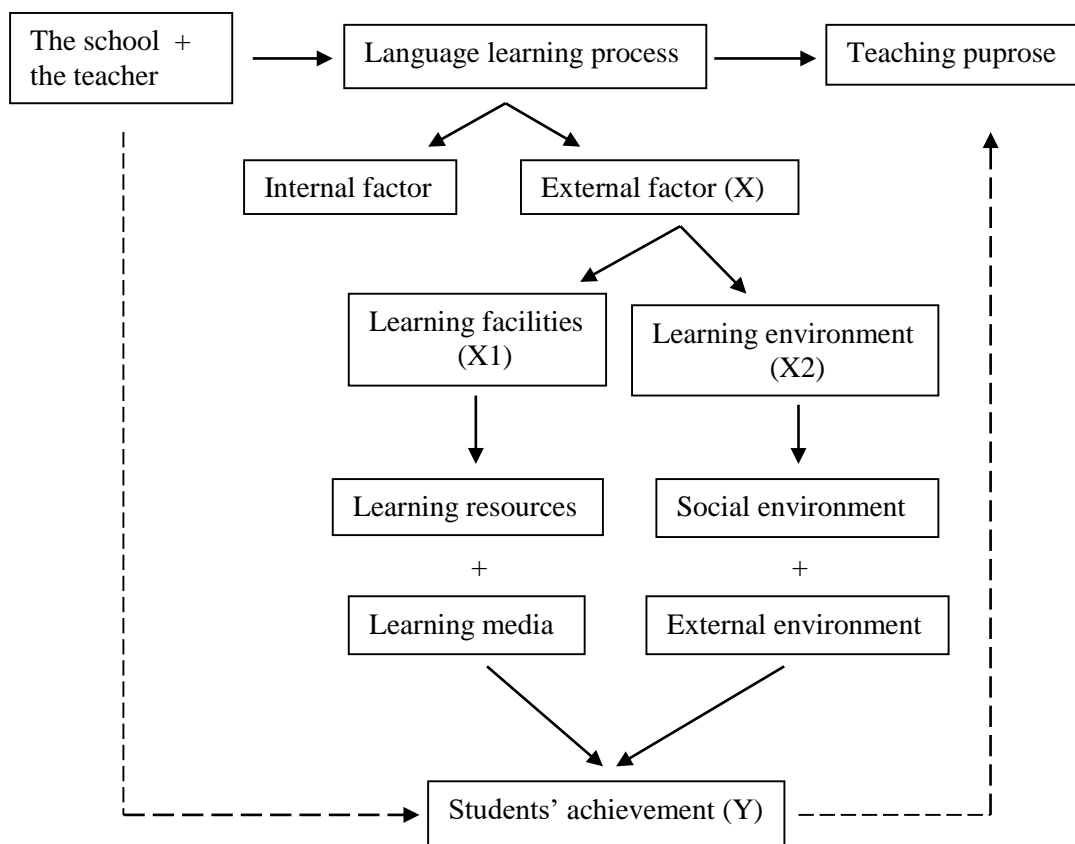


Figure 2.1: conceptual framework

Notes:

X1 = Independent variable / learning facility

X2 = Independent variable / learning environment

Y = Dependent variable / students' achievement

Based on the above theory, the research hypothesis in this research is divided into two that are hypothesis null (Ho) and hypothesis alternative (Ha).

The hypothesis in this research as follows:

Null hypothesis. Ho: There is no correlation between learning facilities and students' achievement. In addition, Ho: There is no correlation between learning environment and students' achievement.

Alternative hypothesis. Ha: There is a positive correlation between learning facilities and students' achievement. In addition, Ha: There is a positive correlation between learning environment and students' achievement.