Chapter Four

Result and Discussion

This chapter consists of two major sections. The first section deals with several results related to the statistical analysis. The result was gathered from the questionnaire. The second section presents the discussion of the research which gives further information related to the result.

Result

There would be explanation of the result data in this section. The parial test (t test) was conducted to reveal whether the independent variable have the correlation with dependent variable. The result of the analysis data from the partial test (t test) was divided into two parts. The first parts of the result reveal whether the learning facility have a positive correlation toward students' achievement. The second part of the result reveal whether the learning environment have a positive correlation toward students' achievement. Beside, the result of this research was also gathered from the students' English score. Students' English score was taken to find out the students' achievement as dependent variable.

Partial test (t test). T test was used to reveal whether the independent variable have the correlation on dependent variable. The researcher analyzed the data using the Statistical Package for Social Science (SPSS) version 22.0 to find out the result of t test. The result of partial test (t test) is presented in the following sections.

The correlation between learning facility and students' achievement. This

section elaborated the answer to the first research question about the correlation

between learning facility and students' achievement. In order to reveal the

correlation, the researcher analyzed the correlation coefficient by using partial test

(t test). The result is said to be have a positive correlation if the result of Sig.

value higher than 0.05. The result shows that there is a positive correlation

between learning facility and students' achievement (Sig = 0.655). Therefore, the

alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

The result is presented in the following table.

Table 4.1
Partial test of learning facility

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	72,364	15,055		4,807	,000
Learning_facility	,161	,358	,053	,448	,655

a. Dependent Variable: Students_achievement

The correlation between learning environmetn and students' achievement.

This section elaborated the answer to the second research question about the

correlation between learning environment and students' achievement. Using the

partial test (t test), the researcher tried to see whether there is a positive correlation

between learning environment and students' achievement. The result of the partial

test (t test) is presented in the following table.

Table 4.2

Partial test of learning environment

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	78,394	20,260		3,869	,000
Learning_environment	,018	,564	,004	,033	,974

a. Dependent Variable: Students_achievement

Table IV.2 shows the result of partial test (t test) of this research. The result data said to be have a positive correlation if the result of Sig. value higher than 0.05. Based on the table, the Sig is 0.974 (Sig>0.05) which means that there is a positive correlation between learning environment and students' achievement. Hence, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Students' English score. The dependent variable of this research is students' achievement. The researcher got the data of students' English score from the teacher that had been documented. The students' English score were classified into four levels namely *low*, *average*, *good* and *excellent* level based on the range scale as seen in table IV.3 below.

Table 4.3

The students' English score level

LEVEL	SCORE	PARTICIPANTS	
		NUMBER	PERCENTAGE
LOW	<50	6	8.10%
AVERAGE	51 – 69	12	16.21%
GOOD	70 – 80	25	33.78%
EXCELLENT	81 – 100	31	41.89%

The result shows that the students' English score are mostly at the excellent

level (81 -100). From 74 students, those who have score of excellent (81 – 100)

are 31 students. There are 25 students who get score of good (70 – 80) and 12

students who get score average (51 – 69). Besides, 6 students get score of low

(<50).

Discussion

This section presents the thorough discussion on the result of the research.

The discussion on the quantitative findings led to the answer for the first and

second research question.

The correlation between learning facility and students' achievement.

Whether or not the learning facility and students' achievement correlate each

other was statistically analyzed. Based on the result data, the Sig. of this research

is 0.655 meaning that there is a positive correlation between learning facility and

students' achievement. Therefore, the alternative hypothesis (Ha) of this research

is accepted and the null hypothesis (Ho) is rejected. 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. Sanjaya (2006) stated the learning facility that can affect the students' achievement can form as 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. Beside, the learning resources consist of library, laboratory, classroom, office, sport field. Therefore, to optimalize the learning process, the teacher can use the learning facility as effective as possible in order to make the students can learn better and improve the students' achievement.

The correlation between learning environmetn and students' achievement. In this research, each indicator of learning environment was divided into two sub categories. First of all, the external environment was divided into the air circulation, temperature, classroom cleanness, and lighting. The social environment as the second indicator was indicated through the relation between other friends and the relation between students and teacher. It is supported by Purwanto (1988) who said the learning environments which can affect on students' achievement are external environment and social environment. In order to answer the second research question, the researcher gathered the data of learning environment from the questionnaire values. Those data then were analyzed by using SPSS to reveal whether the learning environment have the correlation on students' achievement. Based on the result data, the Sig. of this

research is 0.974 meaning that there is a positive correlation between learning environment and students' achievement. Therefore, the alternative hypothesis (Ha) of this research is accepted and the null hypothesis (Ho) is rejected. It means that learning environment can affect in the learning process and it can become the impact on students' achievement. According to Hamalik (2001), learning environment has an important factor in learning process because learning environment can influence students' behavior and it has the impact in students' achievement. Furthermore, the classroom is 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. Brown (2001) also stated classroom has potential factors on students' achievement. Therefore, it can be concluded that learning environment is the factor which can affect on students' achievement. In line with this statement, the teacher and the school should create an effective learning environment based on the characteristics of students. In addition, the teacher should create a positive classroom environment in order to increase the students' learning achievement.

Students' English score. The technique to get the data of students' achievement was investigated from the students' score of English lesson. The level of students' English score was classified into four levels namely *low*, *average*, *good* and *excellent.* When it comes to the students' English score, it can be concluded that generally the students' score are in excellent level. Most of the students (31) get score 81 – 100 for their English lesson. Besides, there are 6

students who get score <50 for their final score of English lesson as a consequence of their low contribution toward the learning activity. Therefore, it can be inferred that students' 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. It is supported by Cohen (1994) who said the students' achievement is used to determine the goals of instruction with regard to subject matter and skills.