

## ABSTRACT

**Rohmah, Arini Hepi.** 2016. *The Effects of School Facilities on Students' English Achievement at the Tenth Grade of SMAN 1 Jenangan Ponorogo in Academic Year 2015/2016.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Pryla Rochmahwati, M.Pd.

**Key word: School Facilities, Students' English Achievement**

School facilities are all the equipment, materials, and the furniture that directly used in the process of learning in the school to achieve goals of education.

School facilities are one of the factors that influence achievement. Achievement is the ability of the students after they receive their learning experience. One of achievement that students in Senior High School have is English achievement. It involves four language skills; namely listening, reading, speaking and writing. The objective of this research is to determine whether there is significant effect of school facilities on students' English achievement.

This research applied ex-post facto design. The population was taken from 86 students of the tenth grade of SMAN 1 Jenangan Ponorogo in academic year 2015/2016. Proportional random sampling was applied as sampling technique. The number of the sample in this research was 70 students. The technique of data collection of this present research was questionnaire and documentation. The data was analyzed using simple linier regression formula by using SPSS 19.00 for Windows.

The result showed that R squared is 0,207. It implies that school facilities gives 20,7% contribution on students' English achievement. In addition, regression model equation is significant because it has already fulfilled the criteria of linearity. Finally, the equational regression model is  $Y = 0,051B + 0,927X$ . It can be concluded that  $H_a$  was accepted and  $H_0$  was rejected.

In line with the findings above, it can be summed up that there is significant effect of school facilities on students' English achievement at the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016. It implied that the school facilities have good effect for supporting the students' English achievement. It means that, school or teacher recommended to maximize or complete the school facilities to optimally the students' English achievement.

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Learning has an important role for people. Because learning gives some informations about education, society, culture, religion, etc. Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Similarly, teaching, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.<sup>1</sup> The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking.<sup>2</sup>

The goals in educational programs are the starting points from which we derive all subsequent activities and therefore they are crucial to the teaching and learning process. Without educational goal/objectives, the teachers are merely carrying out a random set of activities that may or may not be benefit to learners.

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, Fourth Edition, (New York: Pearson Education Inc., 2000), 7.

<sup>2</sup> Ihuoma P. Asiabaka, "The Need for Effective Facility Management in Schools", *New York Science Journal*, 2 (2008), 10.

Based on UU No. 20 of 2003, education is a conscious and deliberate effort to create an atmosphere of learning and learning process so that learners are actively develop in the potential competency religious and spiritual strength of religious, self-control, personality, intelligence, noble character, society, nation, and state.<sup>3</sup> Basically, education is a way to develop a students' achievement. A good education is a success effort to bring all students achieves that goal.

Achievement is the result that students obtain after following a teaching learning process in certain period of time.<sup>4</sup> One of achievement that students in Senior High School have is English achievement. It involves four language skills; namely listening, reading, speaking and writing.

Dalyono said that high or low the students' achievement was influenced by two factors; internal factors and external factors. Internal factors consist of physical and spiritual health, intelligence and talent, interest and motivation, and how to learn. External factors consist of family, school, community, and environment. School is one of factors that influence students' achievement. School consists of the appropriateness curriculum with the ability of children, teacher quality, state of facilities or equipment in schools, and the implementation of rules at school.<sup>5</sup> It means that school facilities are influence

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<sup>3</sup> Uyoh Sadulloh, *Pedagogik (ilmu Mendidik)* (Bandung: Alfabeta, 2010), 5.

<sup>4</sup> Dwi Gitawaty.2010. (thesis) *The Correlation Between The Students' Motivation And Their Achievement In English* , (Jakarta : UIN Syarif Hidayatullah Jakarta), 18

<sup>5</sup> M. Dalyono, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2001), 55.

students' achievement. Students will reach the achievement maximally if students get the good facilities.

The quality of education that children receive bears direct relevance to the availability or lack there of physical facilities and overall atmosphere in which learning takes place. The school facilities consist of all types of buildings, school climate, lighting, ventilation and temperature and bulletin boards. These facilities play pivotal role in the actualization of the educational goals and objectives.<sup>6</sup>

According to Joseph Sunday Owoeye, school facilities were the most important determinant of academic achievement. The study indicates that achievement is a function of availability of facilities to students in unity schools compared with public schools.<sup>7</sup> Furthermore, Ekundayo Haastrup Timilehin provided evidence that school facilities are related to students' achievement, should be made by the government at improving upon the level of physical facilities in schools so as to improve the level of students' performance in these areas of learning.<sup>8</sup>

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<sup>6</sup> Ihuoma P. Asiabaka, "The Need for Effective Facility Management in Schools", *New York Science Journal*, 2 (2008), 10.

<sup>7</sup> Joseph Sunday Owoeye, "School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria," *Asian Social Science*, 7 (2011), 71.

<sup>8</sup> Ekundayo, Haastrup Timilehin, "School Facilities as Correlates of Students' Achievement in the Affective and Psychomotor Domains of Learning," *European Scientific Journal*, 6 (Faculty of Education, Ekiti State University, Ado-Ekiti, Nigeria), 215.

Based on the observation on 12<sup>th</sup> October 2015 and interview with Mrs. Rahajeng Drianing Wulan as the English teacher, she said that in tenth grade students of SMAN 1 Jenangan the results of English examination only 40% students who get the score fulfill the KKM, the others 60% the result are not fulfill the KKM.

However, the school facilities are complete. Those are school buildings, classrooms, library, computer station, furniture, books, and all of equipments to attainment of educational goals and objectives. Mrs. Rahajeng also used the school facilities to teach English lesson, the example is language laboratory. Facilities in language laboratory are sound system, LCD, earphone and other facilities. She used language laboratory 2 times a week, especially in listening section.

The library also completes; there are various books like textbooks, novel, dictionary, story books, etc. Mrs. Rahajeng also gives assignment that makes students use books from library. The example is students must look for a story and tell it in the class. So, Researcher interested to observe about school facilities and wanted to know about students' English achievement with their school facilities condition.

The goal of this research is to know the effect of school facilities on students' English achievement. So, researcher took a title THE EFFECT OF SCHOOL FACILITIES ON STUDENTS' ENGLISH ACHIEVEMENT AT

THE TENTH GRADE OF SMAN 1 JENANGAN PONOROGO IN  
ACADEMIC YEAR 2015/2016.

**B. Limitation of the Problem**

The researcher limits the research on the effect of school facilities especially the use of language laboratory and library on students' english achievement at the Tenth Grade Students of SMAN 1 Jenangan Ponorogo in Academic Year 2015/2016.

**C. Statement of the Problem**

The problem of study is as:

Is there any significant effect of school facilities on students' English achievement at the Tenth Grade Students of SMAN 1 Jenangan Ponorogo in Academic Year 2015/2016?

**D. Objective of The Research**

Based on problem statement, the objective of the research is:

To determine whether there is significant effect of school facilities on students' English achievement at the Tenth Grade Students of SMAN 1 Jenangan Ponorogo in Academic Year 2015/2016.

## **E. Significances of the Research**

### 1. Theoretical significance

This research is expected to add some knowledge; a new discourse taken in school facilities and students' English achievement level and also can be used to refuse, or strengthen or revise a theory that school facilities will effect on students' English achievement.

### 2. Practical significance

#### a. Teachers

It can motivate teachers to create some design in learning process. Furthermore, students were enjoy and easy to understand about material.

#### b. Students

Students are able to understand about school facilities. These will give some contribution to adapt school facilities in learning. It helps students to improve students' achievement in learning.

#### c. For educational institution

Education institution will able to analyze the weakness and strength of school facilities and keep on anticipating the obstacle in learning.

#### d. For the researcher

The researcher hopes that the result of this research will increase the researchers' knowledge about school facilities and experience in developing writing skill.



e. Readers

This study is expected to give a contribution to readers, particularly the students of English Department of Stain Ponorogo, in reference concerned to pay attention about school facilities.

**F. Organization of The Thesis**

The writer organizes this research report in order to make easier for the readers to understand. The following shows the content covered in this research:

Chapter I is Introduction. This chapter explains about general background of the study, limitation of the problem, statement of the problem, objective of study, significances of the study and organization of the thesis.

Chapter II presents Review of Related Literature. It consists of theoretical background, previous research finding, theoretical framework, and hypothesis. Theoretical background covers the definition of school facilities, kinds of school facilities, definition of English achievement, students' English achievement, factors influencing of achievement, theoretical framework, and hypothesis.

Chapter III discusses the Research Methods. It covers research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.



Chapter IV contains Research Findings and Discussion. It consists of general findings, specific findings, data analysis, and discussion.

Chapter V presents Closing and Suggestion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Background

##### 1. School Facilities

###### a. Definition of School Facilities

Facilities are an integral part of the overall management of the school. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. School facilities is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives.<sup>9</sup>

The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of the students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety, and security, personalization and control, privacy as well as society, and spaciousness or crowdedness. When

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<sup>9</sup> Ihuoma P. Asiabaka, "The Need for Effective Facility Management in Schools", New York Science Journal , 2 (2008), 10

planning, designing, or managing the school facility, these facets of place experience should, when possible, be taken into consideration.<sup>10</sup>

School facilities are all the equipment, materials, and the furniture that directly used in the process of learning in the school to achieve goals of education.<sup>11</sup> It means that school facilities support the learning process to achieve the educational goals effectively and efficiently.

School facilities are one of the basic educational requirements, and it is necessary to maintain safe and high-quality school facilities from the perspective of maintaining and improving educational levels in line with the developmental stage.<sup>12</sup>

So from that many statements above, it can conclude that school facilities are the components or integral part of the school that used to achieve educational goals and objectives.

#### **b. Kinds of School Facilities**

There are kinds of school facilities<sup>13</sup>, those are:

##### 1) School Building

School buildings are very vital input to educational system; emphasizing that even though they do not teach but their use may

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<sup>10</sup> Jeffery A. Lackney, School Facilities- Overview, Maintenance and Modernization of - Schools, Facility, Construction, and Educational - StateUniversity.com

<sup>11</sup> Barnawi & M. Arifin, Manajemen Sarana & Prasarana Sekolah, (Jogjakarta: Ar-Ruzz Media, 2012), 47.

<sup>12</sup> <http://www.mext.go.jp/english/schoolfacilities/index.html>. Accessed on 07-03-2016.

<sup>13</sup> Joseph Sunday Owoeye, "School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria," Asian Social Science, 7 (2011), 66.

facilitate or impede learning.<sup>14</sup> Building is an important part in the educational system. Building designed for various activities in a primary, secondary, or higher educational system.

## 2) Library

Library is an essential factor in teaching-learning process. It forms one of the most important educational services. The educational process functions in a world of books. The chief purpose of a school library is to make available to the pupil, at his easy convenience, all books, periodicals and other reproduced materials which are of interest and value to him but which are not provided or assigned to him as basic or supplementary textbooks.<sup>15</sup>

## 3) Computer Stations

As technology assumes a larger role in the classroom instructional program, space, proper lighting, and internet hookups are becoming necessities. Arrangement is determined by whether the computers are placed on desks or worktables, in a defined area or at each student's personal workspace.<sup>16</sup>

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<sup>14</sup> Joseph Sunday Owoeye, "School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria," *Asian Social Science*, 7 (2011), 67.

<sup>15</sup> *Ibid.*, 66.

<sup>16</sup> Joyce McLeod, *The Key Elements of Classroom Management*, (USA: ASCD Publication, 2003), 13.

#### 4) Students' Desk

Ideally, the arrangement of students' desks should not be permanent, except for large lecture halls or laboratories. The purpose of the learning activity should dictate the most favorable seating pattern. Unless furniture is bolted to the floor, it can be moved during the day as the lesson dictates.<sup>17</sup>

#### 5) School Equipment

Equipment is essential for the attainment of educational goals and objectives. Simpson and Anderson defined equipment as “items that last a minimum number of years or cost more than a certain amount”. School equipments are available in various forms. The equipment may be fixed or movable and they serve various purposes in the educational system. They are used in the classrooms, laboratories, offices, workshops, cafeteria, toilets, laundry, library and for sports etc.<sup>18</sup>

#### 6) Lighting

Lighting is very support for teaching learning process. Generally, lighting supports for learning process by using visual. In relation to students' achievement it is argued that day lighting produce biological effect on the human body. However, having solely a daylight source in the classroom is not practical or possible. Benya suggested that for

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<sup>17</sup> Ronald L. Partin, *The Classroom Teacher's Survival Guide*, (San Francisco: Josey Bass, 2009), 3

<sup>18</sup> Ihuoma P. Asiabaka, "The Need for Effective Facility Management in Schools", 11

lighting to be effective, daylight must be supplement by automatically controlled electric lighting that dims in response to daylight levels.<sup>19</sup>

#### 7) Ventilation and Temperature

Earthman rates temperature, heating and air quality as the most important individual element for students' achievement.<sup>20</sup> Classroom climate is very supporting for student concentration. Generally, students can't concentration maximally because they feel uncomfortable. So, they can't learn effectively. Air circulation and windows condition is very important in teaching and learning process.

#### 8) Bulletin Boards

Informational bulletin boards designed for the first few weeks of school help students in the upper elementary grades through high school get basic information about school life. Instructional bulletin boards have great potential to enhance learning. The human eyes contain almost 70 percent of the body's sensory receptors and send millions of signals every second along the optic nerves to the visual processing centers of the brain. Not only do we take in more information visually than

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<sup>19</sup> Steve Higgins, et al, The Impact of School Environment A Literature Review, (New Castle: University of New Castle Upon Tyne, 2005), 20.

<sup>20</sup> Steve Higgins, et al, The Impact of School Environment A Literature Review, 16

through any of the other sense, we also have a much greater capacity for long-term memory of pictures (Wolfe).<sup>21</sup>

## 2. English Achievement

### a. Definition of Achievement

Achievement is the competence of a person in relation to a domain of knowledge. In the Standards for test construction achievement is viewed basically as the competence a person have in an area of content.<sup>22</sup>

Achievement refers to the result of an activity that has been done. It will never be produced if someone does not do the learning activities.<sup>23</sup> Students' achievement means grades average obtained from the course in the first year of their study. Commonly, learning achievement is about how success the students can master the materials of the learning object. Chien stated that "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers".<sup>24</sup> Achievement is result that got by someone when do the assignment or certain activity.

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<sup>21</sup> Joyce McLeod, *The Key Elements of Classroom Management*, (USA: ASCD Publication, 2003), 15.

<sup>22</sup>Algabrel, Salvador, Carmen. 2001. *The Definition of Achievement And the Construction of Test for Its Measurement : A review of the Main Trends*. Universitas De Valenia Spain. p. 45

<sup>23</sup> Joyce McLeod, *The Key Element of Classroom Management*, 15

<sup>24</sup> Hsiang-Yung Feng, Jin-Jun Fan, Hui-Zhen Yang, *The Relationship of Learning Motivation and Achievement In EFL: Gender As An Intermediated Variable*, (2013), 52



Hornby added that achievement is a thing done successfully, especially with an effort and skill.<sup>25</sup> But, Kevin Barry and Lenking said that achievement is considered as the drive and energy students bring to work in desire to make progress in their learning and achievement.<sup>26</sup> Thus, achievement is as a result from the students' work.

From the definition above, it conclude that achievement is a result which has been reached from which has been done. Achievement can be expressed in term of value and results of test or exam.

#### **b. Students' English Achievement**

English achievement involves four language skills; they are listening, reading, speaking and writing. To know the learners' English achievement, teacher should do the evaluation. Evaluation can be defined as the systematic gathering of information for the purpose of making decisions.<sup>27</sup> The achievement of four skills discussing as follow:

##### 1) Listening achievement

In the view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When the language is build up, the learner can begin to speak. The listening only period is a

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<sup>25</sup>Dwi Gitawaty.2010. (thesis) *The Correlation Between The Students' Motivation And Their Achievement In English* , (Jakarta : UIN Syarif Hidayatullah Jakarta), 18

<sup>26</sup> Gitawaty.2010. (thesis) *The Correlation Between The Students' Motivation And Their Achievement In English* , 18

<sup>27</sup> Lyle F. Bachman, *Fundamental Consideration in Language Testing*, (New York: Oxford University Press, 1997), 22

time for observation and learning which provides the basis of the other language skills.<sup>28</sup> Activities can be done in teaching and learning program is listening music, dialogue and news report.

The process of listening performance is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain. In other means, listening process is a spoken or written response from the student that indicates correct or incorrect auditory processing.<sup>29</sup>

To make evaluation of learners' listening, it can be used the test. Auditory test are divided into two categories; test of phoneme discrimination and of sensitivity to stress and intonation and test of listening comprehension.

## 2) Speaking achievement

Speaking is a process conveying meaning (spoken message) from one to another person by using verbal or non-verbal symbols. A proficient speaker should be fluent and accurate. Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech. While accuracy refers to the ability to speak properly, this is selecting the correct words and

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<sup>28</sup> Nation and J. Newton, Teaching ESL/EFL listening and speaking (London: Routledge, Taylor & Francis, 2009) 38.

<sup>29</sup> H. Douglas Brown, Language Assessment: Principles and Classroom Practices (Longman: San Francisco State University, 2004), 118.

expression to convey the intended meaning as well as using the grammatical patterns of English.<sup>30</sup>

### 3) Reading achievement

Reading is a set of skills that involves making sense and deriving meaning from the printed.<sup>31</sup> Reading activity is how to read comprehension and understand of the text, to show students' reading achievements; they should be able to identify meaning of written text such as poster, banner, and pamphlet. The assessment of reading is important to see the learners' progress. The one of example of reading is reading comprehension which students are graded on the percentage of correct answers.<sup>32</sup> Many intensive reading books that consist of reading passage that followed by comprehension questions. It can be used to see about how well students are reading.

### 4) Writing achievement

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to

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<sup>30</sup> Kathleen M. Bailey, David Nunan series Editor, Practical English Language Teaching Speaking, (New York: McGraw-Hill, 2005), 5.

<sup>31</sup> Caroline T. Linse, David Nunan series Editor,, Practical English Language Teaching: Young Learners (New York: McGraw-Hill, 2005), 69.

<sup>32</sup> Neil J. Anderson, David Nunan series Editor, Practical English Language Teaching: Reading, (New York: McGraw-Hill, 2008), 12

readers.<sup>33</sup> Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader.<sup>34</sup> The paragraph must be unity, cohesive, and coherence.

In conclusion, English achievement is the result of learning process that involves four language skills; listening, speaking, reading and writing. It can be expressed in the form of scores.

### c. Factors Influencing Achievement

M. Dalyono explains the factors influence achievement. He mentions two factors as internal factors and external factors. Internal factors consist of physical and spiritual health, intelligence and talent, interest and motivation, and how to learn. External factors consist of family, school, community, and environment.<sup>35</sup>

#### 1) Internal Factors

##### a) Healthy

Physical and spiritual health is major influence in learning process. If student unhealthy, for examples; fever, cold, toothache and others, it make student unenthusiastic and lazy to learn. Besides

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<sup>33</sup> Caroline T. Linse, David Nunan series Editor., Practical English Language Teaching: Young Learners, 98.

<sup>34</sup> David Nunan, Practical English Language Teaching, First Edition, (New York: McGraw-Hill, 2003), 88.

<sup>35</sup> M. Dalyono, Psikologi Pendidikan (Jakarta: Rineka Cipta, 2001), 55.

it, students' health influences the students' relationship with others. For examples, if students get toothache it could annoy and reduce the spirit of learning. Thus, keeping healthy is important so that body always strong, fresh and conscious to learn.

b) Intelligence and Talent

Intelligence and talent are much influenced by learning ability. If someone has high intelligence and talent there in the field study, then the learning process is going smooth and successfully compared with people who have talent but have low intelligence.

c) Interest and Motivation

Interest and motivation are two aspects of the psychic who is also a great effect on learning achievement. Considerable interest of something is big capital meant to acquire objects or purposes that are interested. Great interest in learning is big capital to produce high achievement. Motivation is different from interest. It is the driving force or incentive to do the jobs. Someone with strong motivation to learn will have conducted his study in earnest, full of passion or enthusiasm. Lack of someone who lack of strong motivation to learn and also lack of success.

d) How to Learn

How to learn students also affects study result. Learning without regard to technical and physiological factors, psychological and health sciences, will from have unsatisfactory results.<sup>36</sup>

2) External Factors

a. Family

Families are father, mother, children and family and who changed from residents of the house. Factor of parents is very great effects on the child's success in learning. In addition, housing condition is also factors for the success in learning.

b. School

State of school also affects the success rate of learning. Teacher quality, teaching methods, the appropriateness curriculum with the ability of children, state of facilities or equipment in schools, the state of the room, the implementation of rules at school, etc, all of these also affect children's learning success.

c. Community

Social Conditions determine academic achievement. When the circumstances surrounding residential community composed of people who are educated, especially the average and the moral good

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<sup>36</sup> M. Dalyono, Psikologi Pendidikan (Jakarta: Rineka Cipta, 2001), 55-58.

of the children of high school, this will encourage more children to learn everything.

d. Environment

Environmental state of residence is also important in influencing academic achievement. Environmental conditions are a house, the atmosphere surrounding traffic conditions, climate, etc. A quiet place with a cool climate will support the learning process.<sup>37</sup>

### 3. The Effects of School Facilities on Students' English Achievement

Students' success in learning is not only determined by capability of thinking but also by school. School is one of factors that influence students' achievement. School consists of the appropriateness curriculum with the ability of children, teacher quality, state of facilities or equipment in schools, and the implementation of rules at school.<sup>38</sup> It means that school facilities are influence students' achievement. A quality of facilities effect on students' achievement may not be evident from these types of engineering checklists because the impact of a school's infrastructure may not directly influence the daily work of teaching.<sup>39</sup> Rather, facility

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<sup>37</sup> M. Dalyono, Psikologi Pendidikan , 59-60.

<sup>38</sup> Ngalim Purwanto, Psikologi Pendidikan (Bandung: PT. Remaja Rosdakarya, 1990), 107.

<sup>39</sup> Bowers, A.J., Urick, A. Does, "High School Facility Quality Affect Student Achievement? A 2-Level Hierarchical Linear Model." *Journal of Education Finance*, 1 (2011), 1.



maintenance may influence instruction and student learning through providing a safe and clean environment for students and teachers

So, if school facilities are good, automatically students' English achievement is high. Students will reach the achievement maximally if students get the good facilities.

## **B. Previous Research Finding**

There are some studies that can support and become the sources of this research. Some of those are:

Mutlaq M. Al-Enezi conducted a research entitle "A Study of The Relationship between School Building Conditions and Academic Achievement of Twelfth Grade Students In Kuwaiti Public High Schools". There are the conclusions from that thesis:

Six conclusions were drawn from this study: (a) a significant positive relationship was found between the overall, structural, and cosmetic building condition and student achievement in the Sciences major when all 56 school buildings were analyzed; (b) a significant positive relationship was found between the overall and structural building condition and student achievement in the Arts major when all 56 school buildings were analyzed; (c) a significant relationship was found between building conditions and academic achievement in boy's schools in the Sciences major; (d) building conditions had a lesser impact on academic achievement in the boys' schools in the Arts

major; (e) in the girls' schools, building conditions did not affect academic achievement in either the Sciences major or Arts major; and (f) graffiti and roof leaks were the main predictors of physical aspects of a building's condition that accounted for student achievement.

Ekundayo Haastrup Timilehin undertook a research entitle "School Facilities as Correlates of Students' Achievement in the Affective and Psychomotor Domains of Learning". The result of his research is school facilities are related to students' achievement in the affective and psychomotor domains, efforts should be made by the government at improving upon the level of physical facilities in schools so as to improve the level of students' performance in these areas of learning.

Rumaya Dewi undertook a research entitle "Correlation between Classroom's Learning Environment and Students' English Achievement for the Eleventh Grade Students of MA. Nurul Mujtahidin Mlarak Ponorogo in Academic Year 2012/2013."The result of her research is classroom's learning environment can help students' achievement, if student can organize their classroom's learning environment as well as possible. Classroom's learning environment is external factor which decided students' successes.

In conclusion, school facilities is external factors affect the result or achievement. Therefore the purpose of this research is wanted to know the effect of school facilities on students' English achievement.

### C. Theoretical Framework

A theoretical framework (also called a paradigm or theoretical system) is more abstract than a middle-range theory.<sup>40</sup> They contains of school facilities and students' English achievement. School facilities are the components or integral part of the school that used to achieve educational goals and objectives. English achievement contains of listening, speaking, reading and writing achievement. Theoretical framework is describes about the regression of the variables which are arranged from any described theories.

Based on theoretical analysis, we can know the variable of this research. Those are:

X : School Facilities

Y : Students' English Achievement

From those variables which had been mentioned, it can be concluded that:

- a. If the school facilities are bad, the students' English achievement is low.
- b. If the school facilities are good, the students' English achievement is high.

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<sup>40</sup> W Lawrence Neuman, Basic of Social Research Quantitative and Qualitative Approach Second Edition, (Boston: Person Education, 2004), 32

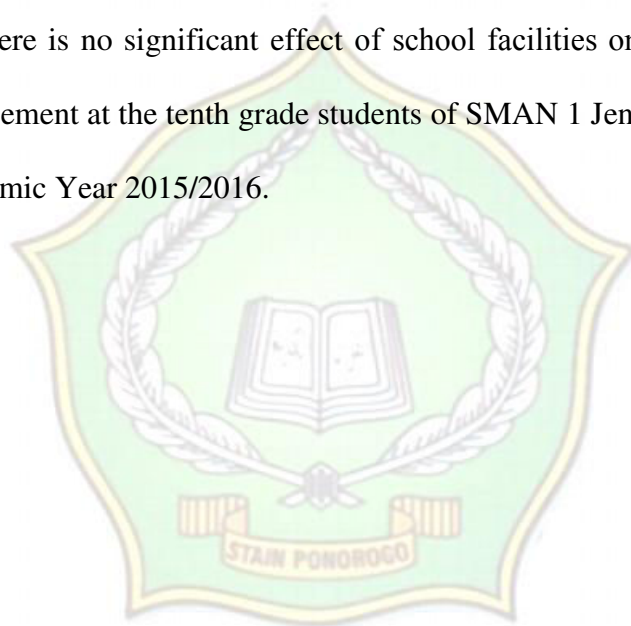
#### **D. Hypothesis**

1. Alternative Hypothesis (Ha)

There is significant effect of school facilities on students' English achievement at the tenth grade students of SMAN 1 Jenangan Ponorogo in Academic Year 2015/2016.

2. Null Hypothesis (Ho)

There is no significant effect of school facilities on students' English achievement at the tenth grade students of SMAN 1 Jenangan Ponorogo in Academic Year 2015/2016.



## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

Research is simply the process of arriving as dependable solution to a problem through the planned and systematic collection, analysis and interpretation. Research design is a mapping strategy which is based on sampling technique. It essentially includes objectives, sampling, research strategy, tools and techniques for collecting the evidences, analyzing data and reporting the findings.<sup>41</sup>

The research design used in this study was a quantitative research particularly using ex-post facto method. Regression is one of the statistical ex-post facto methods that learn the patterns of logical relationship between two or more variables in which one of them is acting as the independent variables (variables whose values depend on other variables, and a variable to explain its value), and the other as an independent variable (variables whose values do not depend on other variables, and a variables that is used to describe other variables). Regression analysis was used to determine how the dependent variable can be predicted by the free variable individually based on the information held, so that the prediction error can be minimized. The results of

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<sup>41</sup> Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics, (New Delhi: New Age International, 2006), 77.

the use of regression analysis can be used to decide whether the rise and fall of the dependent variable can be done by raising or lowering the state of independent variables.<sup>42</sup>

This study consist of two variables, they are: school facilities (X) as independent variable and students' English achievement (Y) as dependent variable.

## **B. Population and Sample**

### **b. Population**

Population is defined as all members of any well-defined class of people, events, or objects.<sup>43</sup> Population is characteristics of a specific group.<sup>44</sup>

Based on the definition above the population in these researches are all students eighth grade of SMA N 1 Jenangan Ponorogo in academic year 2015/2016. The tenth grade students consist of four classes, and total numbers of the students are 85.

### **c. Sample**

Sample is the small group that is observed. A sample is a portion of a population.<sup>45</sup> A sample in a research study is the group on which

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<sup>42</sup> Andhita Dessy Wulansari, *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS* (Ponorogo: STAIN PO PRESS, 2012), 118-119.

<sup>43</sup> Donald Ary, *Introduction To Research In Education* (Canada: Wadsworth, 2010), 148.

<sup>44</sup> Yogesh Kumar Signh, *Fundamental of Research Methodology and Statistics*, 82.

information is obtained. On the other hand, sample is unit that connected suitable with certain criteria that applied based on the significance of the research.

Sampling technique is a technique to take a sample. There are two kind of sampling technique: probability sampling and non-probability sampling. In this research, researcher used probability sampling. Here, researcher took a sample by using proportion version Cochran.<sup>45</sup> The formula as follow:

$$n = \frac{n_0}{1 + \frac{(n_0-1)}{N}}$$

$$n = \frac{t^2 pq}{d^2}$$

Notes:

t : Score  $Z_{\alpha/2}$  on the table standard normal.

p : Percentage  $H_0$  which state in the opportunity 0,5.

q : Percentage  $H_1$  which state in the opportunity  $1-0,5 = 0,5$

d : Carefulness level which want to do.

N : Total of population

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<sup>45</sup> Donald Ary, Introduction To Research In Education, 148

<sup>46</sup> Andhita Dessy Wulansari, Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS, 48.



n : Total of sample.

From the formulation above, the sample got 70 of 85 students. So, researcher took 70 students of tenth grade students of SMAN 1 Jenangan.

### C. The Instrument of Data Collection

Instrument is as tool of data collection in the field. In this research, writer used questionnaire and documentation as instrument to collect the data. Questionnaire used to measure the school facilities based on the students' perception. Documentation used to get the result of students' English achievement.

**Table 3.1**

**Table of the instrument of Data Collection**

Title	Variable	Indicators	Number
The Effects of School Facilities on Students' English Achievement at the Tenth Grade Students of SMAN 1 Jenangan	School Facilities	a. School Building	11, 12, 13
		b. Library	5, 6, 7, 8
		c. Computer Stations	1, 2, 3, 4
		d. Students' desk	26, 27, 28, 29, 30
		e. School	14, 15, 16

Ponorogo in Academic Year 2015/2016		equipment	
		f. Lighting	9, 17, 24, 25
		g. Ventilation and Temperature	10, 18, 19
		h. Bulletin Boards	20, 21, 22, 23
	Students' English Achievement	Based on students' rapport.	

In the quantitative research, the instrument of data collection or the research instrument is agreed with the instrument validity and reliability.

#### 1. Validity

Validity is the most important consideration in developing and evaluating measuring instrument. Validity always refers to degree to which that evidence support the inferences that are made from the score.<sup>47</sup>

Validity means the ability of the test to measure what we went to measure.

To measure the validity of questionnaire, in this research, the researcher

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<sup>47</sup> Lyle F. Bachman, *Fundamental Considerations in Language Testing* (United Kingdom: Oxford University Press, 1997), 236.

uses the item validity by using the formula product moment correlation.

The steps to calculate the validity are:

- a. Make the table of item analysis of all questions.
- b. Apply the data to the formula of product moment correlation.
- c. Make an interpretation of the correlation result ( $r_{xy}$ ) of each question.

The validity of each item was then analyzed by using SPSS 19.00 for Windows. After finding  $r_{xy}$ , it was consulted to  $r_{table}$  with 5% level of significance. If the value of  $r_{xy}$  is equal to or greater than the value of  $r_{table}$ , it indicates that item is a valid. According to the  $r_{table}$  value for  $N = 25$  on the 5% of significance level, it listed 0,396. The result of the SPSS calculation is in the following:

**Table 3.2**

**The Result of Validity Test**

Question Number	"r" calculated	"r" criteria	Criteria
1	0,477	0,396	Valid
2	0,620	0,396	Valid
3	0,578	0,396	Valid
4	0,344	0,396	Invalid
5	0,482	0,396	Valid
6	0,442	0,396	Valid
7	0,725	0,396	Valid
8	0,364	0,396	Invalid
9	0,234	0,396	Invalid
10	0,647	0,396	Valid
11	0,774	0,396	Valid
12	0,775	0,396	Valid

13	0,724	0,396	Valid
14	0,510	0,396	Valid
15	0,542	0,396	Valid
16	0,439	0,396	Valid
17	0,546	0,396	Valid
18	0,543	0,396	Valid
19	0,468	0,396	Valid
20	0,647	0,396	Valid
21	0,790	0,396	Valid
22	0,748	0,396	Valid
23	0,498	0,396	Valid
24	0,606	0,396	Valid
25	0,648	0,396	Valid
26	0,500	0,396	Valid
27	0,435	0,396	Valid
28	0,284	0,396	Invalid
29	0,163	0,396	Invalid
30	0,543	0,396	Valid

From the table above, there were 25 questions with indexes of correlation  $\geq 0,396$ .

## 2. Reliability

Reliability is the consistency of test scores.<sup>48</sup> Reliability is constancy or carefulness of instrument evaluation In quantitative research, reliability is an essentially a synonym for dependability, consistency and replicability

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<sup>48</sup> Lyle F. Bachman, *Fundamental Considerations in Language Testing* (United Kingdom: Oxford University Press, 1997), 237.

over time, over instruments and over groups of respondents.<sup>49</sup> It means that numerical results produced by an indicator do not vary because of characteristics of the measurement instrument itself.<sup>50</sup> Reliability is the consistency of the result if an indicator or question is repeated in similar condition. To measure reliability used Alpha Cronbach formula. In this research, researcher employed SPSS program to measure reliability. The result of reliability calculation is presented in the following table:

**Table 3.2**

**The Result of Reliability Test**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,916	30

The more reliability coefficient is depressed below 1 and the lower the reliability. Conversely, if the reliability coefficient is near 1,00, the instrument is relatively little error and high reliability.<sup>51</sup> In this research, researcher find a reliability is 0,916. It means that the reliability of the instrument is very high.

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<sup>49</sup> Louis Cohen, et al, Research Method in Education, (New York: Madison Avenue, 2007), 146.

<sup>50</sup> W Lawrence Neuman, Basic of Social Research Quantitative and Qualitative Approach Second Edition, (Boston: Person Education, 2004), 116.

<sup>51</sup> Louis Cohen, et al, Research Method in Education, 147.

#### **D. Technique of Data Collection**

The data was collected by questionnaire and documentation.

##### **1. Questionnaire**

Questionnaires are one of the most widely used social research techniques. The idea of formulating precise written questions, for those whose opinions or experience you are interested in seems such an obvious strategy for finding the answers to the issues that interested someone.<sup>52</sup>

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.<sup>53</sup> Researcher used questionnaires so that they can obtain information about the thought, feeling, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participant. Questionnaire is a technique of data collecting done by giving questions or written questions to the respondent to answer. In this research, researcher used a questionnaire to find out score, to identify school facilities (X).

The scale which is used in this questionnaire was Likert scale. The Likert scale is used to measure attitude, argument, and also people perception about social phenomena. Likert scale is called summated-rating

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<sup>52</sup> Loraine Blaxter, et al, *How to Research*; Third Edition, (New York: Open University Press, 2006), 179

<sup>53</sup> Louis Cohen, et al, *Research Method in Education*, 317.

or additive scales because a person's score on the scale is computed by summing the number of responses the person gives.<sup>54</sup> In this research, researcher used a questionnaire to identify the school facilities. The variable that would be measured was reduced became variable indicator. Then, that indicator became the central to arrange the instrument items that in a question or a statement. The answer of each instrument item which is used Likert scale has a gradation from most positive until most negative. The questionnaire in this research consist of 30 numbers multiple choice items that prepare 4 answers choice in each question that counts as follow:

Very Agree	= 4
Agree	= 3
Disagree	= 2
Very Disagree	= 1

## 2. Documentation

Documentation is a kind of important technique to get the data about everything or variable which is in the form of notes, transcript, book, newspaper, magazine, meeting result, ledger, etc.<sup>55</sup> Documentation provides the researcher with information that is used to support the available data. Documentation is a way of getting information or data

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<sup>54</sup> W Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, (Boston: Person Education, 2000), 182.

<sup>55</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Longman: San Francisco State University, 2004), 243.



through notes, transcripts, books, newspapers, magazines, agenda, etc. In other words, it can be stated that documentation is used to collect data through printed materials.

Technique of Documentation used to get data about students' English achievement of tenth grade students of SMA N 1 Jenangan, and backgrounds of school, vision, mission, and its elements.

#### **E. Technique of Data Analysis**

To analyze the Effects of School Facilities on Students' English Achievement at The Tenth Grade Students of SMAN 1 Jenangan Ponorogo in Academic Year 1015/2016, the researcher used simple linear regression formulate. It is used to regression the School Facilities with Students' English Achievement. Before the researcher use simple linier regression formulate, the researcher use normality test.

Normality test was used to determine whether a data set was well-modeled by a normal distribution or not, or to compute how likely the random variable is to be normally distributed.<sup>56</sup> To better avoid the mistakes the research uses some formula, there were: kolmogorove-smirnov, liliforse, and chi square. The researcher chooses kolmogorove-smirnov to calculation this research.

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<sup>56</sup> Retno Widyaningrum, Statistik, (Ponorogo: STAIN PO Press, 2009), 206.

The steps of analyzing data simple linear regression formulate as follows:

1) Hypothesis

$H_0 : \beta_1 = 0$  (there is any significant effect of variable X to variable Y)

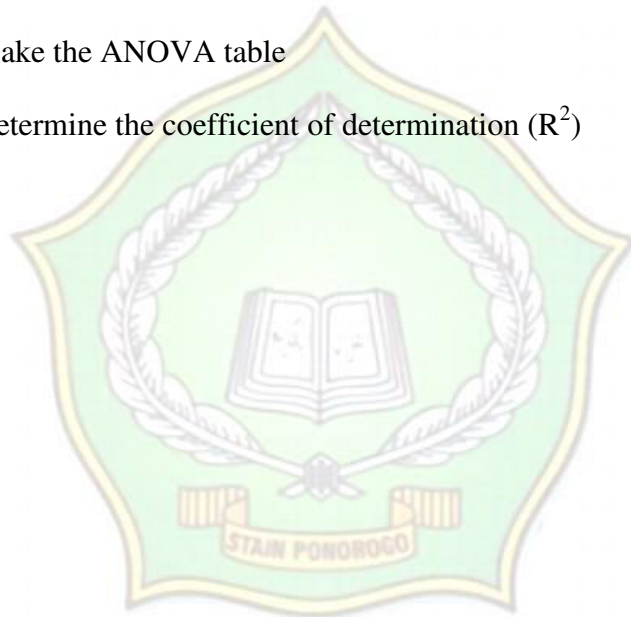
$H_a : \beta_1 \neq 0$  (there is no significant effect of variable X to variable Y)

2) Test-Statistic used SPSS program

3) Find the magnitude of the effect of variable X to Variable Y

a) Make the ANOVA table

b) Determine the coefficient of determination ( $R^2$ )



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. General Research Findings

##### 1. History of SMAN 1 Jenangan Ponorogo

In connection with the issuance of government regulation of Ponorogo that every district should have at least one state senior high school. Therefore, the Government of Ponorogo funds the District of Jenangan to build the school. Finally, in 2003 the government established a school organization, named SMAN 1 Ponorogo Jenangan. Starting from the beginning of the existence, the school directly got the status of State Statistics Number School (NSS) 301051103004. The establishment certificate number is 425/828 / 405.51 / 2003. Four years after the founding of this institution, SMA Negeri 1 Jenangan gain accreditation status B (good) precisely in 2007. Head of SMA Negeri 1 Jenangan:

- |                                 |                |
|---------------------------------|----------------|
| 1) Suroto PLT                   | (2003 - 2010)  |
| 2) Drs. Subandi, M.Pd           | (2010 - 2015)  |
| 3) Dra. Hj. Tutut Erliena, M.Pd | (2015 - 2016)  |
| 4) Drs. Sugeng Subagyo, M.Pd    | (2016 - Today) |

## **2. Visions and Missions of SMAN 1 Jenangan Ponorogo**

### a. Vision

Cultured achievement and life skills based IMTAQ, science and technology, and noble.

### b. Missions

- 1) Possesses the spirit and culture of achievement both in academic and non-academic to the entire school community.
- 2) Increase understanding of the teaching of the religion professed to be the cornerstone of thinking, acting, behaving noble and polite.
- 3) Increase academic ability as a provision to continue their studies to Higher Education.
- 4) Develop the ability to communicate in English and Arabic.
- 5) Develop the skills to operate computer and internet.

## **3. Goals of SMAN 1 Jenangan Ponorogo**

- a. Has a high level of achievement in each subject.
- b. Can achieve National Examination Score above the minimum graduation.
- c. Has a strong, purposeful, and regular reading culture.
- d. Can be received at the State University for the study.
- e. Achieve championship minimal in regency
- f. Has a strong motivation to do practice teaching of science and research.
- g. Has computer skills, English and Arabic skill as life provision.

#### 4. Geographic Location of SMAN 1 Jenangan Ponorogo

SMAN 1 Jenangan Ponorogo is situated at Jl. Raya Ngebel, Semanding village, sub-district Jenangan (63492). School is built in area 8.121 m<sup>2</sup>. SMAN 1 jenangan is easily access via public transportation or private vehicles.

#### 5. Organization Structure of SMAN 1 Jenangan Ponorogo

To create good corporation in running mission and vision and also the target of education in SMAN 1 Jenangan Ponorogo, it is required an organization structure because it describes each personal's duty. Organization structure of the school can be seen as follows:

- a. Head master : Drs. Sugeng Subagyo, M.Pd
- b. Head of school administration : Subari, S.Pd
- c. Deputy of students' affair : Bagus Nanang, S.E
- d. Deputy of facility : Drs. Sariyono, M.Pd
- e. Deputy of Curriculum : Drs. Puguh, S.Pd
- f. Deputy of library : Purwindarti, S.Pd
- g. Deputy of physic laboratory : Esti Suprapti, S.Pd
- h. Deputy of biology laboratory : Laily Zuniati, S.Pd
- i. Deputy of chemistry laboratory : Tri Harjanti, S.Si
- j. Counseling : Siti Fatonah, M.Psi

## 6. The Condition of Teacher, Staff and Students of SMAN 1 Jenangan Ponorogo.

### a. Teachers or Staff

Teaching and learning process at SMAN 1 Jenangan Ponorogo teacher or staff of SMAN 1 Jenangan Ponorogo amount of permanent teacher are as follow.

**Table 4.1 Teacher or Staff Condition**

No	Teachers Staff	Count
1	Headmaster	1
2	PNS	25
3	Non PNS	3
4	Staff	9
Total		38

The number of teacher and staff at SMAN 1 Jenangan is 38 people, consist of 1 headmaster, 25 civil servant, 3 non-civil servant, and 9 staffs as well as.

### b. Students

Students are important component in course of education. Students condition at SMAN 1 Jenangan Ponorogo in academic year 2015/2016 are as follows:

**Table 4.2 Students Condition**

No	Class	Count
1	X1	23
2	X2	20
3	X3	21
4	X4	22
5	XI IPA 1	21
6	XI IPA 2	21
7	XI IPS	26
8	XII IPA	24
9	XII IPS	25
Total		203

The number of students at SMAN 1 Jenangan Ponorogo in academic year 2015/2016 as whole reach 203 students, consist of 86 students class X (X1, X2, X3, X4 ), 68 students class XI (XI IPA 1, XI IPA 2, XI IPS), and 49 students class XII (XII IPA & XII IPS).

### **7. Infrastructures of SMAN 1 Jenangan Ponorogo**

To support the quality of education and explore the students' knowledge at SMAN 1 Jenangan Ponorogo is need the existence of education facilities such as classroom, laboratories, etc. The counts of facilities of SMAN 1 Jenangan Ponorogo are presented in the form of table below:

**Table 4.3 Infrastructures of SMAN 1 Jenangan**

No	Name of Room	Count
1	Classroom	11
2	Library	1
3	Laboratory Kimia	1
4	Laboratory Physical	1
5	Headmaster Room	1
6	Teacher Room	1
7	Administration Room	1
8	Mosque	1
9	Teaches' Toilet	2
10	Students' Toilet	4

The number of education facilities is 24 rooms/building facilities, that consist of, 11 classrooms, 1 library, 1 chemistry laboratory, 1 physics laboratory, 1 headmaster room, 1 mosque, 1 teacher room, 1 administration room, 2 teacher's toilets, and 4 students' toilets.

#### **8. Curriculum of SMAN 1 Jenangan Ponorogo**

Curriculum of SMAN 1 Jenangan Ponorogo is Kurikulum Tingkat Satuan Pendidikan (KTSP). Undang-undang Republik Indonesia number 20 year of 2003 on National Education System and the Indonesian Government Regulation no.19 of 2005 on National Education Standards mandates completion of unit level education curriculum at primary and secondary levels of education with reference to the content standards and competency standards



and based on the guidelines developed by the National Education standards Agency (BSNP). KTSP is developed based on the Content Standards (SI) and the Competency Standards (SK), which has been established by the government to ensure the achievement of national education goals.

Drafting of KTSP is arranged based on the guidelines of the National Education Standards Agency (BSNP) and other provisions relating to the curriculum in law 20/2003 and PP 19/2005. Drafting of KTSP is very necessary to accommodate all the potential in the region and to improve the quality of educational units, both in the academic and non-academic, cultural preserve area, following the development of science and technology that is based on faith and piety.

## **B. Specific Research Findings**

### **1. Data description about school facilities.**

The questionnaire was given to the tenth grade students of SMAN 1 Jenangan. The indicator can be seen clearly as the table below:

**Table 4.4 The Indicator of School Facilities**

<b>Title</b>	<b>Variable</b>	<b>Indicators</b>	<b>Number</b>
The Effects of School Facilities on Students' English	School Facilities	i. School Building	8, 9, 10
		j. Library	4, 5, 6
		k. Computer	1, 2, 3

Achievement at the Tenth Grade Students of SMAN 1 Jenangan Ponorogo in Academic Year 2015/2016	Stations	
	l. Students' desk	23, 24, 25
	m. School equipment	11, 12, 13
	n. Lighting	14, 21, 22
	o. Ventilation and Temperature	7, 15, 16
	p. Bulletin Boards	17, 18, 19, 20

The questionnaire of school facilities consists of 25 questions, and the answers are given score as follows:

Very Agree = 4

Agree = 3

Disagree = 2

Very Disagree = 1

**Table 4.5 The Result of Questionnaire of School Facilities**

NO	NAME	SCORE
1	AGUNG PAMBUDI	67
2	ANGGA ARDIANATA	63
3	ANIS YULYA	66
4	AYUNINGTYAS P D	74
5	DEBY MARCELINA	76
6	EDWIN NUR P	75

7	ERINDA LUTFITA D	78
8	INDAH INDARWATI	61
9	RENDY NURLELAWATI	72
10	RISKA DAMAYANTI	76
11	RIZKA ZULFA N	60
12	RISKI SAPUTRA	65
13	RIANTI DWI LESTARI	62
14	SHOFROTUL HANI'AH	55
15	SITI FAUZIYAH	66
16	USWATUN NUR A	85
17	BASOFI BAROHMAN	56
18	M. MAHMUD A	67
19	ADIM NOVALIA R	70
20	ANITA	65
21	ANTIKA MUJIATI	50
22	ARICA NUR A	67
23	DEVI AGUSTINA	63
24	FAIZAH	54
25	LELLY FITRIANI	59
26	M. YUSUF	57
27	M. ANDIKA	68
28	NUR EFENDI	77
29	NUR SHINTIO C	62
30	RISMANA NOVITASARI	65
31	RISTA AYU D	65
32	SITI NUR H	63
33	SUZAN DWI R	64

34	WINDA ELMASARI	73
35	YUSNA DESI N	47
36	ADDILIYA VIDA D	73
37	APRILIA GITA P	53
38	DANANG DIKI A	65
39	DIKI KURNIAWAN	61
40	EVA DWI K	55
41	FIRA FERDIANA	72
42	HESTIKA AULIA P	65
43	IKA WIDIYANINGRUM	74
44	INDAH SRI R	65
45	MOH. RIDHO D	65
46	NIA LUTPIANA	72
47	RISTA PURNAMASARI	66
48	RUHIL ANJANI	60
49	SEGA SEPTIANA	75
50	TRIA NINGSIH	78
51	WINDA BERLIANA	75
52	SAHIL TU FAHMA	61
53	AAN PURNOMO	76
54	AGUS SETYANINGRUM	66
55	ANDIK DWI S	67
56	ANISA MABATUL Q	68
57	AYU KUSUMASTUTI	65
58	IDA NUR INDAH F	80
59	JUANTI	67
60	KRISNA TRI L	73

61	MELDA ANGGRAENI	68
62	MIFTAKUL AINI	65
63	MUH. TAUFIK T H	72
64	NADYA BELLA	80
65	SEPTA ANGGY H	67
66	SITI AFIFAH	68
67	SUSI WIDYAWATI	79
68	TRI AYU LARASATI	68
69	WAHYU PRASETYO	54
70	JONI PRANATA	60

Based on data obtained from a questionnaire distributed to 70 respondents indicated that the school facilities showed the highest score was 85 and the lowest was 47. Based on these score, to determined interval used formula:

$$i = \frac{R}{k}$$

To cast about k value used formula:

$$\begin{aligned}
 K &= 1+3,322 \log n \\
 &= 1+3,322 \log 70 \\
 &= 1+3,322 \times 1,84509804 \\
 &= 1+6,129415688 \\
 &= 7, 129415688 (7)
 \end{aligned}$$

To cast about R value used formula:

$$H = 85$$

$$L = 47$$

$$R = H - L + 1$$

$$= 85 - 47 + 1 = 39$$

To determined interval used formula:

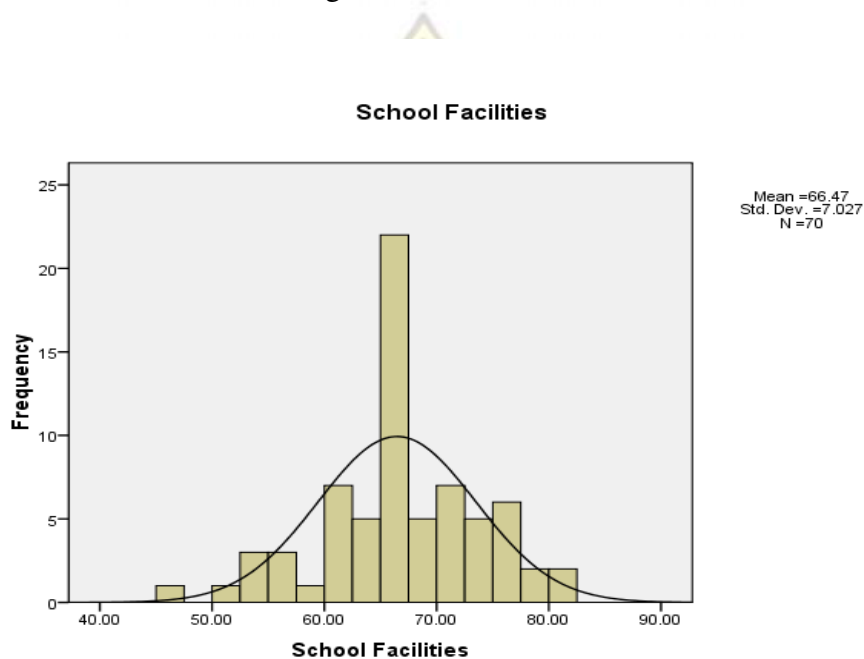
$$i = \frac{R}{k} = \frac{39}{7} = 5,571428 (6)$$

The result of students' questionnaire of school facilities can be seen clearly on the following table.

**Table 4.6 Frequency Distribution of School Facilities**

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47-52	2	2,9	2,9	2,9
	53-58	7	10,0	10,0	12,9
	59-64	13	18,6	18,6	31,4
	65-70	26	37,1	37,1	68,6
	71-76	15	21,4	21,4	90,0
	77-82	6	8,6	8,6	98,6
	83-88	1	1,4	1,4	100,0
	Total	70	100,0	100,0	

From table above, could be seen that the result of questionnaire of the school facilities was varieties. There were 2,9% or 2 students got score between 47-52, 10% or 7 students got score between 53-58, 18,6% or 13 students got score between 59-64, 37,1% or 26 students got score between 65-70, 21,4% or 15 students got score between 71-76, 8,6% or 6 students got score between 77-82, and 1,4% or 1 student got score between 83-88. Based on the table above, the histogram can be seen in as follows:



**Figure 4.1 Histogram for the School Facilities**

From the histogram above, it is stated  $M = 66,47$  and  $SD = 7,027$ . To determine the category of the school facilities was good, medium or poor, the researcher grouped scores using the standard as follows:

- More than  $M + 1.SD$  ( $66,47 + 7,027 = 73$ ) is categorized into good

- b. Between  $M - 1SD$  to  $M + 1.SDx$  is categorized into medium.
- c. Less than  $M - 1.SD$  ( $66,47 - 7,027 = 59$ ) is categorized into low.

Thus it can be seen that the scores which are more than 73 is considered into good, while the scores which are less than 59 is categorized into low and the score of between 59-73 is categorized medium. That categorization can be clearly seen in the following:

**Table 4.7 the categorization of students' questionnaire on the School**

**Facilities**

No	Score	Frequency	Percentage	Category
1	More than 73	14	20%	Good
2	59-73	47	67%	Medium
3	Less than 59	9	13%	Low
Total		70	100%	

From the such categorization can be seen that the students' questionnaire on the school facilities showed that 20% in the good category, 67% in a medium category and 13% in a low category.

## 2. Data description about students' English achievement.

The students' English achievement of the tenth grade students of SMAN 1 Jenangan obtained from the result of Mid-Test, can be seen on the following table:



**Table 4.8 Students' English Achievement Score**

NO	NAMA	SCORE
1	AGUNG PAMBUDI	75
2	ANGGA ARDIANATA	47
3	ANIS YULYA	73
4	AYUNINGTYAS P D	85
5	DEBY MARCELINA	80
6	EDWIN NUR P	85
7	ERINDA LUTFITA D	82
8	INDAH INDARWATI	58
9	RENDY NURLELAWATI	83
10	RISKA DAMAYANTI	86
11	RIZKA ZULFA N	63
12	RISKI SAPUTRA	55
13	RIANTI DWI LESTARI	45
14	SHOFROTUL HANI'AH	45
15	SITI FAUZIYAH	52
16	USWATUN NUR A	93
17	BASOFI BAROHMAN	52
18	M. MAHMUD A	50
19	ADIM NOVALIA R	49
20	ANITA	73
21	ANTIKA MUJIATI	71
22	ARICA NUR A	58
23	DEVI AGUSTINA	54
24	FAIZAH	37
25	LELLY FITRIANI	57

26	M. YUSUF	73
27	M. ANDIKA	45
28	NUR EFENDI	53
29	NUR SHINTIO C	34
30	RISMANA NOVITASARI	54
31	RISTA AYU D	39
32	SITI NUR H	48
33	SUZAN DWI R	66
34	WINDA ELMASARI	71
35	YUSNA DESI N	56
36	ADDILIYA VIDA D	74
37	APRILIA GITA P	45
38	DANANG DIKI A	60
39	DIKI KURNIAWAN	46
40	EVA DWI K	67
41	FIRA FERDIANA	63
42	HESTIKA AULIA P	68
43	IKA WIDIYANINGRUM	47
44	INDAH SRI R	66
45	MOH. RIDHO D	72
46	NIA LUTPIANA	68
47	RISTA PURNAMASARI	78
48	RUHIL ANJANI	76
49	SEGA SEPTIANA	80
50	TRIA NINGSIH	78
51	WINDA BERLIANA	81
52	SAHIL TU FAHMA	51

53	AAN PURNOMO	62
54	AGUS SETYANINGRUM	78
55	ANDIK DWI S	39
56	ANISA MABATUL Q	42
57	AYU KUSUMASTUTI	70
58	IDA NUR INDAH F	84
59	JUANTI	67
60	KRISNA TRI L	46
61	MELDA ANGGRAENI	52
62	MIFTAKUL AINI	36
63	MUH. TAUFIK T H	65
64	NADYA BELLA	84
65	SEPTA ANGGY H	86
66	SITI AFIFAH	78
67	SUSI WIDYAWATI	37
68	TRI AYU LARASATI	62
69	WAHYU PRASETYO	39
70	JONI PRANATA	39

Based on data, showed the highest score was 93 and the lowest was

34. Based on these score, to determined interval used formula:

$$i = \frac{R}{k}$$

To cast about k value used formula:

$$\begin{aligned} K &= 1+3,322 \log n \\ &= 1+3,322 \log 70 \end{aligned}$$

$$= 1 + 3,322 \times 1,84509804$$

$$= 1 + 6,129415688$$

$$= 7,129415688 \text{ (7)}$$

To cast about R value used formula:

$$H = 93 \quad L = 34$$

$$R = H - L + 1$$

$$= 93 - 34 + 1 = 60$$

To determined interval used formula:

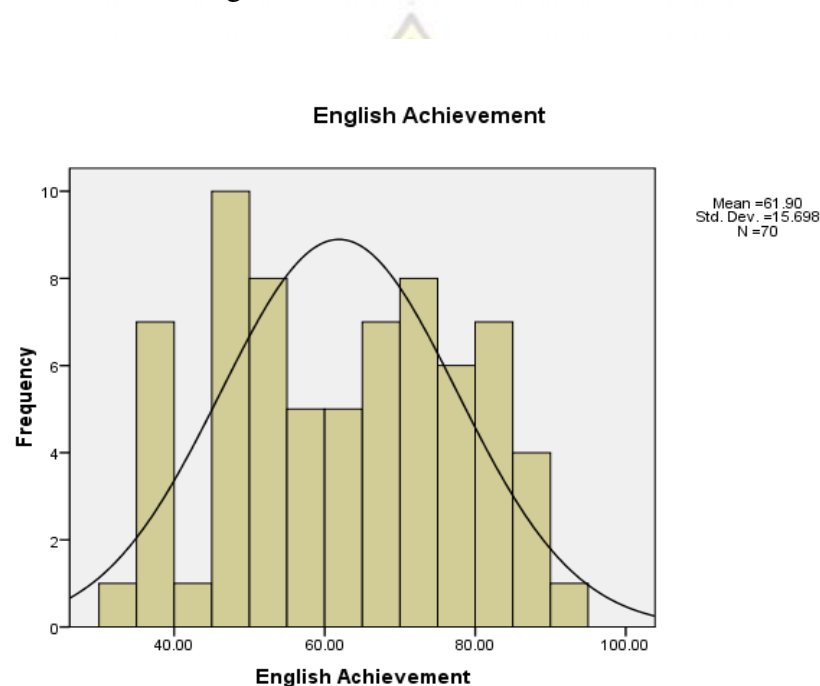
$$i = \frac{R}{k} = \frac{60}{7} = 8,571428 \text{ (9)}$$

**Table 4.9**

**Frequency Distribution of Students' English Achievement Score**

		<b>Interval</b>			
		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	34-42	9	12,9	12,9	12,9
	43-51	12	17,1	17,1	30,0
	52-60	12	17,1	17,1	47,1
	61-69	11	15,7	15,7	62,9
	70-78	14	20,0	20,0	82,9
	79-87	11	15,7	15,7	98,6
	88-96	1	1,4	1,4	100,0
	Total	70	100,0	100,0	

From table above, could be seen that the score of students' English achievement was varieties. There were 12,9% or 9 students got score between 34-42, 17,1% or 12 students got score between 43-51, 17,1% or 12 students got score between 52-60, 15,7% or 11 students got score between 61-69, 20% or 14 students got score between 70-78, 15,7% or 11 students got score between 79-87, and 1,4% or 1 student got score between 88-93. Based on the table above, the histogram can be seen in as follows:



**Figure 4.2 Histogram for Students' English Achievement**

From the histogram above, it is stated  $M = 61,90$  and  $SD = 15,698$ . To determine the category of the school facilities was good, medium or poor, the researcher grouped scores using the standard as follows:

- a. More than  $M + 1.SD$  ( $61,90 + 15,698 = 78$ ) is categorized into good

b. Between  $M - 1SD$  to  $M + 1.SDx$  is categorized into medium.

c. Less than  $M - 1.SD$  ( $61,90 - 15,698 = 46$ ) is categorized into low.

Thus it can be seen that the scores which are more than 78 is considered into good, while the scores which are less than 46 is categorized into low and the score of between 46-78 is categorized medium. That categorization can be clearly seen in the following:

**Table 4.10 The categorization of students' English achievement**

No	Score	Frequency	Percentage	Category
1	More than 78	12	17%	Good
2	46-78	45	64%	Medium
3	Less than 46	13	19%	Low
Total		70	100%	

From the such categorization can be seen that the students' English achievement showed that 17% in the good category, 64% in a medium category and 19% in a low category.

## C. Data Analysis

### 1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The Assumption is the data are normally distributed. It can be done by conducting **Normality Test**.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 19.00 for Windows. It is in the following:

**Table 4.11 The Result of Normality test for School Facilities and Students' English Achievement**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
School Facilities	,106	70	,051	,985	70	,566
English Achievement	,079	70	,200*	,959	70	,023
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

Referring to the table 4.11 above, it can be concluded that the data is normally distributed. The data is normally distributed if the significant value  $> 0,05$ . In the Kolmogorov-Smirnov column, we can view that the significant value for the school facilities is 0,051. Therefore, the significant value is greater than 0,05. Moreover, the result of Kolmogorov-Smirnov column for students' English achievement in the following table showed 0.200, it indicated that the data for students' English achievement is normally distributed.

## 2. Testing Hypothesis

The result of Linear Regression analysis by using SPSS 19.00 for Windows is as follows:

**Table 4.12 Determination Coefficient**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,455 <sup>a</sup>	,207	,195	14,08066
a. Predictors: (Constant), School Facilities				

Based on the table 4.12 above, the value R as a symbol of coefficient correlation showed 0,455. It means that the correlation between two variables in this research namely school facilities and students' English achievement is categorized into low. Moreover, the value of R squared / Coefficient Determination informs about how well the independent and dependent variable interacted. The R squared above showed 0,207. It implies that the independent variable X (school facilities) gives 20,7% contribution on the dependent variable Y (students' English achievement), then 79,3% influenced by other factors.



Then the analysis focus on the linearity of each variable, namely, the independent variable, X (school facilities) toward the dependent variable Y (students' English achievement), it can be seen from the ANOVA table below:

**Table 4.13 ANOVA**

ANOVA <sup>b</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3522,272	1	3522,272	17,765	,000 <sup>a</sup>
Residual	13482,028	68	198,265		
Total	17004,300	69			
a. Predictors: (Constant), School Facilities					
b. Dependent Variable: Students' English Achievement					

Referring to the ANOVA table above, the significant value is 0,000. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than)  $< 0,05$ , linear regression could be applied.

Then the analysis focus on the effect of the independent variable X (school facilities) toward the dependent variable Y (students' English achievement), it can be seen from the Coefficient table below:

**Table 4.14 Coefficients**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	,051	14,770		,003	,997
	School Facilities	,927	,220	,455	4,215	,000
a. P: Students' English Achievement						

Table 4.14 gives a clear description about the equational regression model through Unstandardized Coefficients B. Therefore, the equational regression model is  $Y = 0,051B + 0,927X$ . The T score above showed 4,215, it was compares to  $t_{table}$  with 5% level of significance, it listed 2,00. It means that T score greater than T table. And the significant value is 0,000. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than)  $< 0,05$ . Referring to the result of analysis through SPSS 19.00 for Windows, it can be concluded that  $H_a$  was accepted and  $H_0$  was rejected. It implied school facilities are significantly effects the students' English achievement.

#### D. Discussion

The research was conducted to know whether there was a significant effect of school facilities on students' English achievement at the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016 or not. In this research, questionnaire used to get some data about school facilities based on the students' perception at the tenth grade students of SMAN 1 Jenangan Ponorogo. And documentation technique used to get some data about students' English achievement at the tenth grade students of SMAN 1 Jenangan Ponorogo.

After collecting data, then make data description. It described the result of questionnaire and documentation of students' score in English subject. Then, it made data analysis. From the data analysis about the significant effect of school facilities on students' English achievement at the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016, it founded that the significant value is 0,000. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than)  $< 0,05$ , linear regression could be applied. It can be concluded that  $H_a$  was accepted and  $H_0$  was rejected.

The value of R squared / Coefficient Determination informs about how well the independent and dependent variable interacted. The R squared showed 0,207. It implies that the independent variable X (school facilities) gives 20,7% contribution toward the dependent variable Y (students' English achievement).

The data above shows that the significant effects of school facilities on students' English achievement at the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016 is 20,7%. It can be concluded that  $H_a$  was accepted and  $H_0$  was rejected. It means that the increasing of school facilities is followed by the increasing of students' English achievement. According to Syaiful Bahri Djamarah, School facilities affect the students' achievement.<sup>57</sup> School facilities are all the equipment, materials, and the furniture that directly used in the process of learning in the school to achieve goals of education.<sup>58</sup> A quality of facilities effect on student achievement may not be evident from these types of engineering checklists because the impact of a school's infrastructure may not directly influence the daily work of teaching.<sup>59</sup>

Based on the explanation above, result of this research support the theory. School facilities affect the students' achievement. Finally, it can be concluded that school facilities is good for improving the students' English achievement at the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016.

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<sup>57</sup> Syaiful Bahri Djamarah, Psikologi Belajar (Jakarta: PT Rineka Cipta, 2002), 151.

<sup>58</sup> Barnawi & M. Arifin, Manajemen Sarana & Prasarana Sekolah, (Jogjakarta: Ar-Ruzz Media, 2012), 47.

<sup>59</sup> Bowers, A.J., Urick, A. (2011) Does High School Facility Quality Affect Student Achievement? A 2-Level Hierarchical Linear Model. Journal of Education Finance

## CHAPTER V

### CLOSING

#### A. Conclusion

Referring to the finding and discussion from the previous chapter, the researcher concluded that there is significant effect of school facilities on students' English achievement at the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016. The R squared showed 0,207. It implies that the independent variable X (school facilities) gives 20,7% contribution on the dependent variable Y (students' English achievement), then 79,3% influenced by other factors. Then, the equational regression model is  $Y = 0,051B + 0,927X$ . So, it can be concluded that  $H_a$  was accepted and  $H_0$  was rejected.

#### B. Suggestion

Based on conclusion above, the researcher would like to give some suggestions:

##### 1. For English teacher

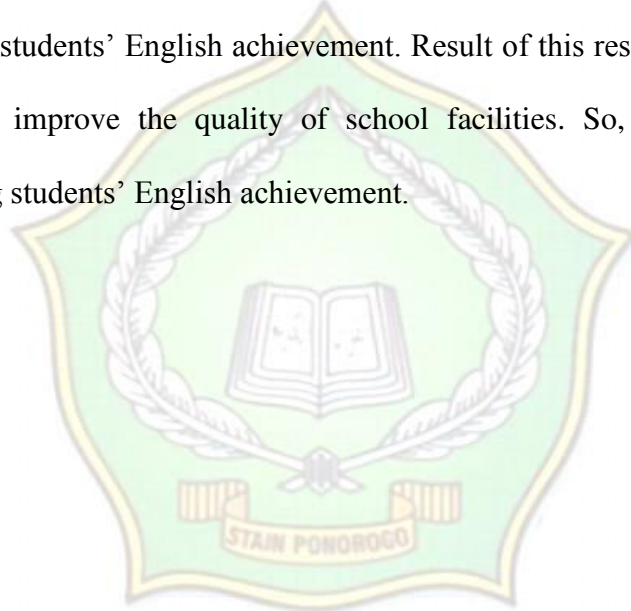
It is expected for the teacher to develop the ability in teaching, to make the students more interested and focus to the lesson. English teacher must be able to use school facilities as learning equipment. It can used to catch the students, attention in English teaching and learning process.

## 2. For the students

Students can develop their English achievement through school facilities. One of them is library. In the library, students can read English books. So, students can improve their English achievement.

## 3. For the school

School is suggested to improve students' English achievement by maximizing or completing the school facilities. It's because school facilities affect the students' English achievement. Result of this research can motivate school to improve the quality of school facilities. So, it cans optimally improving students' English achievement.



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