

ABSTRACT

Munawaroh, Binti Wahidatul. 2015. *The Comparative Study on Classroom English Environment between Formal School (SMPN 2 Jetis Ponorogo) and Non Formal School (BBM Juara Ponorogo)*. A Thesis, English Education Department Faculty of Education State Islamic Collage of Ponorogo. Advisor Dr. Hj. Siti Maryam Yusuf M.Ag

Key words: The Classroom Environment, Formal School, Non Formal School.

Learning environment has effect in the learning process especially in the classroom environment. It means that classroom is a learning environment which is influence in transferred the knowledge. Include, in the learning English process. But not all school has the comfortable place to support the learning process.

The objective of this research are: (1) To know the Classroom Environment in Formal School; (2) To know the Classroom Environment in Non Formal School; (3) To know whether there is significance difference between Classroom Environment of Formal and Non Formal School.

To reach the research above the researcher did quantitative comparative research which used formula of inferential of statistics analysis t-test. $t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$. The technique of collecting data was questionnaire scale rate which was used to got the data of students responding about their classroom environment. The population in this research were all the students at SMPN 2 Jetis consist of 259 students and BBM Juara consist of 133 students so the calculation of population were 392 students. A cluster sampling was used to took as the sample from the population that was consist of 80 students, the 40 students for formal school and 40 students for non formal school.

Based on the result of analysis, it can be concluded that; (1) The classroom environment in formal school is good criteria and the average score obtained is 58.7. (2) The classroom environment in Non Formal School is good criteria and the average score obtained is 63.5. (3) there is not significant differences on the classroom environment in formal school (SMPN 2 Jetis) and non formal school (BBM Juara). From the result of calculation data, the researcher get $t_0 = 1.991$ with degree of freedom (df) = 78 with standard of significance 1% the researcher gets $t_{table} = 2.64$. it means from this result, the researcher can state that H_0 is accepted and H_a is rejected. It mean $t_0 < t_{table}$, so H_0 is accepted.

CHAPTER 1

INTRODUCTION

A. Background of the study

Language is the center of human life. Language is a complex, specialized skill, which develop in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is v the same in every individual, and is distinct from more general abilities to process information or behave intelligently.¹ Thus children can expose their language based on their ability. Children used their language every time where they get information from human or thing.

In this era, there are many kinds of language in this word that can be used to get more information. One of them is English as an international language. In Indonesian, English use as a foreign language. That is used from elementary school to university. So, human must learn and develop their knowledge about English.

Learning has an important role of human. Because learning gives some information about anything: education, society, religion etc. learning is knowledge gained by study.² Before human have a good skill or knowledge, they do some exercise by learning as well as possible. According David Ausubel in Rusman state that meaningful learning merupakan proses belajar

¹ H. Douglas Brown, Principle Of Language Learning And Teaching: Fourth Edition, (Longman: San Francisco state University,2000),5.

²Victoria Bull, Oxford Learners Pocket Dictionary; Fourth Edition, (New York: Oxford University Press,2008),205.

dimana informasi baru dihubungkan dengan struktur pengertian yang sudah dimiliki seseorang yang sedang belajar.³ Means that knowledge related to information which has given and information that give right now. So, human understand about information as well as possible.

Supported the statement above, language and learning is conditioned in which the mind observe, organized and stores information.⁴ It means that they are use for transferring some knowledge and processing language itself. Thereby, language learning is active processes which are not enough for learners just to have the necessary knowledge to make thing meaningful. Learners must also use their knowledge.⁵ Also learners do some processes of learning with their environment.

Unconsciously, people which cause to environmental problem and environment are permanent interaction with each other. Environment is something which was influence for human. In the school, environment is one part that influence for students' learn effectively. Students must have a comfortable area for learning. Learning environment is a place which are influence for changing human behavior.⁶ So learning environment can influence and support their activity especially for learning as much as possible.

Learning environment in education is one of characters in institute education to develop their student skills. Whereas, the definition of education

³Rusman, Menejemen Kurikulum, (Jakarta: PT Grafindo Persada,2009),217.

⁴Tom Hutchinton And Alan Waters, English For Specific Purpose: A Learning- Centered Approach, (Australia: Cambridge University Press, 1987),39.

⁵Ibid, 128.

⁶Rita Mariyana, Pengelolaan Lingkungan Belajar, (Jakarta: Prenada Media Group, 2010), 17.

is a complex process that involves various parts especially family, school, society, as the education environment.⁷ Education in Indonesia there is three kinds. That is Formal education, Non formal education and Informal education. while the level of Formal Education are: Kindergarten, Elementary school, Junior high school, Senior high school, Collage.⁸ Commonly, Formal education is organized and guided by a formal curriculum; leads to a formally recognized credential such as a high school completion diploma or a degree, and is often guided and recognized by government at some level. And, Non formal education is highly enriching and builds an individual's skills and capacities. Continuing education courses are an example for adults.⁹

Based on the definition above learning environment has effect in the learning process especially in the classroom environment. Education environment is very important to apply in teaching and learning processes. Broopy and Good as well as Alderman reported that a positive learning environment and student learning are enhanced when teacher believe that all student can learn and that teacher can make difference.¹⁰ Teacher must make a behavior to influence students' behavior and teacher must believe that their students' can create a good classroom's learning environment to support their learning as well as possible.

⁷ Umar Tirtarahardja, La Sulo, Pengantar Pendidikan, (Jakarta : PT Renika Cipta, 2000) ,24.

⁸ Made Pidarta, Landasan Kependidikan: Stimulus Ilmu Pendidikan Bercorak Indonesia (Jakarta: PT Rineka Cipta, 2007) ,20.

⁹ Sarah Elaine Eaton, Formal and Non Formal Education, <https://drsaraheaton.wordpress.com/2010/12/31/formal-non-formal-and-informal-learning-what-are-the-differences/.html>, access at 20 march 2015, on 10:15 am.

¹⁰Ibid,8.

Classroom is a place where unique face to face group marked by interpersonal relationship among its member. These interpersonal relationships essentially include teacher-student relationship and peer relationship.¹¹ It means that classroom is a learning environment which is influence in transferred the knowledge. Include, in the learning English process.

Because of, the people who are in the good environment they will be good people also and the other way. Like in hadits Rasulullah SAW : *“Diantara (bentuk) kebahagiaan (bagi) seorang muslim di dunia adalah (jika dia memiliki): tetangga yang sholih, tempat tinggal yang lapang, dan kendaraan yang nyaman”*. From this hadist the researcher takes the meaning that into learning English depend on the students' classroom. If they have an active and conducive classroom they will maximal to understand the English.

Based on the definition above a researcher interests to compare the English classroom environment in formal school and non formal school, for the sample is the student at nine grade SMPN 2 Jetis in academic years 2014/2015 as the formal school sample. And, the student at nine grade BBM Juara in academic years 2014 /2015 as the non formal school sample.

Researcher takes this sample because it is reputed suffice to represent all the classroom at SMPN 2 Jetis and all the classroom at BBM Juara. So that the researcher make the title: The comparative study on english classroom

¹¹ Sunitha. N.H, Academic Learning Environment Of Student From Aided And Unaided Co-Education High School,(Thesis,University Of Agricultural Science, Dharwad,October, 2005),1.

environment between formal school (SMPN 2 Jetis) and non formal school (BBM Juara Ponorogo).

B. Identification of the problem

From the background of the study above, the identification of the problem are:

1. The classroom environment at SMPN 2 Jetis and BBM Juara are the class that are have standard classroom in formal and non formal school.
2. There are the difference characteristic of classroom environment.
3. As far as of searching the differences of english classroom environment at formal school (SMPN 2 Jetis) and non formal school (BBM Juara Ponorogo).

C. Limitation of The Study

In order to this study is more focused and directed. This study focused on:

1. The English classroom environment at formal school (SMPN 2 Jetis on eight grade in academic years 2014/2015) and non formal school (BBM Juara Ponorogo on eight grade in academic years 2014/2015).
2. The comparison of English classroom environment at formal school (SMPN 2 Jetis) and non formal school (BBM Juara Ponorogo)

D. Statement of The Problems

1. How is the Classroom Environment in Formal School?
2. How is the Classroom Environment in Non Formal School?
3. Is there significance different between Classroom Environment in Formal School and Non Formal School?

E. Objective of the Study

1. To know the Classroom Environment in Formal School.
2. To know the Classroom Environment in Non Formal School.
3. To know whether there are significance difference between Classroom Environment of Formal and Non Formal School.

F. Significance of The Study

The researcher really hopes that the result of the research will be useful theoretically and practically:

1. Theoretic

This study is looked forward become new knowledge in english classroom environment. Because, English as foreign language and need more facility and condition to learning it.

2. Practice

- a. Formal School

The Formal school knows the quality of their Classroom Environment so, they can develop or change their Environment in improve the students ability especially in English.

- b. Non Formal School

The Non Formal School knows the quality of their Classroom Environment so they can increase the quality of it. And make the innovations to support students learning.

c. Readers

The reader can compare the Classroom Environment between Formal School and Non Formal School, so they can choose the best Classroom Environment for own or others.

G. Organization of the thesis

The researcher organizes this thesis by dividing into parts which connect and entire unity. In order be able to more understand of observation, the organization in this thesis are:

Chapter I Introduction

In this chapter the writer writes the problems that comprise background of the study, identifications of the problem, limitations of the problems, statement of the problems, objective of the study, significance of the study, and organization of the thesis.

Chapter II Review of Related Literature

In this chapter the writer explains theoretical background, previous research finding, theoretical framework, and hypothesis.

Chapter III Research Methodology

In this chapter the writer describe research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV Research Result

In this chapter the writer tells about research location, data description, data analysis and discussion.

Chapter V Closing

In this chapter the writer gives conclusion and recommendation.

STANPONOROGO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Learning

a. Definition of learning

Learning becomes part of education. When students take part in an educational program, whether in school or some other setting, they are assumed to be engaged in learning.¹² A person becomes a student and be committed to learn in any number of social context (day care center, public school, collage, adult class, the job workshop, or correspondence course). Thus the central of any educational programs is to promote learning. Educational institution and programs aims to bring about learning of particular knowledge, skills, and attitudes.

Learning is acquisition of getting something. Contemporary dictionaries defined that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. According Kimble and Garnezy in Brown state that learning is relatively permanent change in behavioral tendency and is the result of reinforced practice.¹³ In short, learning is activity which influence for human thinks. Besides that learning also change human behavior.

¹²Robert M. Gagne and Marcy Perkins Driscoll, *Essential Of Learning For Instruction* (New Jersey, United Of America: PRENTICE HALL, 1989),1.

¹³H. Douglas Brown, *Principle of Language learning and Teaching : Fourth Edition*, (Longman: San Francisco State University,2000),7.

Learning is memorizing. But learning is not simply memorizing. In education, learning has taken place when a learner evidences a change of behavior of a more or less permanent nature resulting from what has been experienced.¹⁴

Learning is knowledge gained by study. Learning is to gain knowledge, comprehension, or mastery through experience or study.¹⁵ In English subject, learner can learn effectively by knowing some theories and practice well. Language learning is process discovery. Learners can find some knowledge in every place situation and condition.

Based on the statement above, researcher concludes that learning is a process gets some knowledge and increase ability. Thus, learning can effective if human try to apply their knowledge in every activities. Beside that, human must try to find some knowledge anymore and develop it everywhere.

b. Factors influence Learning

In this process, there are some factors that influence of learning are presented in the following:

1) Intern Factors

Intern factors are factor coming from within the learner. There are two intern factors those are physical and psychological factors:

¹⁴ James W. Keefe and John M. Jenkins, *The School Leadership Library: instruction and The Learning Environment*, (Larchmonth: Eye On Education, 1995), 15.

¹⁵ B.R Hengham and Matthew H. Olson, *Theories Of Learning*, (Jakarta: Kencana. 2009), 2.

a) Physical factors

Physical factors are factors dealing with body. It consists of healthy and physical defect. There are many people have less achievement because of their physical condition.

b) Physiological factors

Physiological factors are factors dealing with psycho. It consist some factors; they are healthy, intelligence, talent, attitude, interest, motivation and learning style.¹⁶

2) Extern factors

Dalyono state that extern factors are factors that come from outside of the learner. There are four factors that influence they are family environment, school environment, society.

a) Family environment

Family environment be great influence in learning process. It includes father, mother, children, and human who are stay at home.

b) School environment

School's learning environment is very for the goals of learning.

c) Society Environment

Society environment also give great influence for learner. For example, differences between learners who stay

¹⁶M. Dalyono, Psikologi Pendidikan, (Jakarta: Rineka Cipta, 2001), 55.

at education environment and non education environment. It can be known by learners who are stay at educational environment have big Spirit to learn.¹⁷

2. Learning Environment

a. Definition of Learning Environment

Learning environment is a combination of social and physical qualities that create the classroom experience. It includes classroom management procedures, as well as the way the space is organized, furnished and maintained.¹⁸ Learning environment is a term used liberally in educational discourse because of the emerging use of information technologies for educational purposes on the one hand, and the constructivist concept of knowledge and learning on the other.¹⁹

The quality of education has been reflected not only in the subjects taught and achievement levels reached, but also in the learning environment. The environment has both reflected and influenced the behavior of students, and it has been affected by events within and outside of the school.²⁰

¹⁷Ibid ,16.

⁵Mary Refistone, Learning Environment, <http://study.com/academy/lesson/learning-environment-in-the-classroom-definition-impact-importance.html>. is accessed on 5/31/2015 on 12:30 Pm.

¹⁹Marko Kuuskorpi,etc, The Future Of The Physical Learning Environment: School Facilities That Support The User,(Europe: OECD,2011), 2.

²⁰Sunday a. Adeyemo, The Relationship Between Effective Classroom Management And Students' Academic Achievement,(Ozean Publication: European Journal of Educational Studies 4(3), 2012)

Staff morale is a crucial aspect of the learning environment.²¹

From this statement the school must be able to create the best Learning Environment for their students, such as the rule uniform in school, make the religion program, etc.

3. Classroom Learning Environment

a. Definition of Classroom Learning Environment

Environment education is very important to apply in teaching and learning processes. Learning environment which use the concept of having the teacher be the expert and using the lectures or reading (common course method) to deposit knowledge in the mind of the students are known as instructive learning environment.

Classroom is a place where unique face to face group marked by interpersonal relationship among its member. These interpersonal relationship essentially include teacher student relationship peer relationship.²² It concerns the classroom physical environment, the social system, the atmosphere, and norm and value.²³

The classroom environment is a large part of classroom management that will either encourage students to succeed, or hamper their abilities and cause more failures. The classroom environment is

²¹ Steve Higgins, etc, The Impact of School Environments: A literature review(University of Newcastle)

²² Sunitha. N.H, Academic Learning Environment of student from aided and unaided Co-Educational High School, (thesis, university of Agricultural Science, Dharwad, October, 2005),1.

²³ TALIS, Creating Effective teaching and Learning environment First Result from TALIS, (Europe :OECD, 2009),103.

different than the classroom management because it deals with how the students feel in the classroom. While classroom management focuses on procedures, routines, and expectations, the classroom environment focuses on the relationships between students and teachers, as well as how the students feel amongst their peers in the classroom.²⁴

b. Creating a Supportive Classroom's Learning Environment

The foundation for successful learning is way to create a good classroom management. As researcher explained before that classroom environment have great influence for supporting students learning. Thus teacher must create a supportive classroom learning environment, such as :

1) Arranging successful classroom

The physical arrangement of classroom can influence student behavior and learning. The placement of desk, bookshelves, pencil sharpeners, and cabinets can influence traffic follow, student interaction, as well as noise, attention, or disruption levels.

2) Students' Desk

The single most important decision influencing the physical classroom environment is the single seating arrangement. Ideally,

²⁴ Sunday a. Adeyemo, The Relationship Between Effective Classroom Management And Students' Academic Achievement,(Ozean Publication: European Journal of Educational Studies 4(3), 2012)

the arrangement of students' desk should not be permanent, except for large lecture halls laboratories.

3) Seat Assignment

Teacher must decide students' seat before school begin. Generally, most teacher prefer to assign seats at first. It is best to announce that the initial seating assignment will be temporary.

4) Keeping Desk Clean

Some students' desk begin to resemble, hiding assorted old papers, tattered books, pencil stubs, broken crayons, pens, and miscellaneous treasures. Teachers have resorted to a range of tactics for encouraging student to keep their desks tidy, for spot check to formal inspections whit check sheets.

5) The Teacher's Desk

Not all teachers require a desk. If the classroom is crowded and teachers spend little time at the desk, consider removing it or replacing it with a small table and a filling cabinet. Some refer an old fashioned writing desk, which monitoring students easier.

6) The Classroom Environment

The classroom physical arrangement can minimize off-task behavior and invite learning. Experiment with changing classroom setup, including the arrangement of students' desk, making class a regular part of preparation, and other. It means that, teacher must know some parts to create a good room environment.

7) Noisy Classroom Impede Learning

Noisy classrooms seriously impair students' learning. Commonly, students always make noisy in the classroom. Beside that students also make noisy in the teaching learning process. Teacher must have strategies to make students quite.

8) Getting to know your students

Spending time getting to know students is one of the most valuable investments teacher can make. Establish rapport help build mutual respect and minimize classroom behavior problems.

9) Welcoming new students

Arriving in a new school the very first day is a successful event for most students. They may be filled with anxiety about whether they will be accepted, whether they will be academically competitive with their new classmates. And how their new teachers will treat them. Make a special effort to make new students feel comfort and welcome.

10) The importance of relationship building

Positive teacher-student relationships provide the foundation for effective instruction and constructive classroom management. Teacher's goals are not become your students' friend, although many students may attempt to craft such a connection.

11) Creating an Inviting Climate

For all too many students, school has become something to avoid. Many see it as a boring, depersonalized, irrelevant institution. School that maintain a positive school climate are marked with a high degree of cohesiveness and high level of morale, among student as well as staff.²⁵

c. Conducive Classroom Environment

Classroom's environment is of great significance as learning as agent of intellectual stimulation, conducive of classroom's learning environment is an important factor in strengthening the child's level of education. This leads to considerable significance to the study of critical issue of classroom teaching. Method of dealing the class, curricular subject and behavior of the teachers are some of the factors, which make the classroom environment favorable or unfavorable, as gratifying or discouraging to the pupil.²⁶

Learning environment must give attention for psychological factor which influence for students' behavior. A good psychological factor is which influence for students' development optimally. There are some aspects which supports students' learning well.²⁷ Such as:

a) Controlling environment

²⁵Ronald L. Partin, *The Classroom Teacher's Survival Guide*, (San Francisco: Josey Bass, 2009), 2.

²⁶ *ibid*, 1.

²⁷ Rita Mariyana, et al, *Pengelolaan Lingkungan Belajar*, (Jakarta: Prenada Media Group, 2010), 83.

Controlling environment is very important. Because less controlling environment will affect some problems, like: uncomfortable because less lighting or ever lighting.

b) Safety

Teacher must secure students' learning environment; learning equipment, learning tools, classroom, building, etc. students' safety is important to keep. In the school teacher be parent for their students.

c) Comfortable

An effective teaching-learning process had been followed by comfortable area. Comfortable area include: comfortable air, fresh air.

According Eathman is temperature, heating and air quality as the most important individual elements for student achievement. Two studies mention the importance of these issues in reports which address the needs of particular US states' schools, while Fisher and Schneider similarly rate these factors as likely to affect student behavior and outcomes.

d) Traction power

Learning environment must have a great traction to improve effectiveness and fluency of teaching earning process. an interesting learning environment is an environment which influence for students' thinking and felling.

e) Improve responsibility and care

Teacher must care for students' environment and lesson. At the school, students must save their learning equipment.

f) Setting an Acoustic Sound

Moore said that students not only can learn effectively in the silence place but also in the noise place. Thus, students can also improve their knowledge in the noise place. So, teacher must be able to make students' more active in teaching learning process.

There is considerable literature considering the effect of noise on human functioning, quite a lot of it relating to children learning in noisy environments. This can be seen as developing from laboratory-based cognitive psychology experiments which attempted to understand the effect of noise on cognitive functioning through examining performance of narrow tasks, often involving memory. However, even these experiments, in situations which are considerably more restricted than in a classroom, allow for some argument about the precise cognitive mechanisms for the results they obtained. However, they do advocate explanatory elements that recur in the 'real world' literature, such as noise annoyance, distraction and direct masking of cognitive processes, as well as revealing a general tendency for noise to be disruptive, therefore impairing performance. Cohen argue for combining field and laboratory methodologies when considering the effect of raised levels of

ambient noise on children and they conclude that there are consistencies in the findings of the two approaches.²⁸

4. Classroom Environment in Formal School and Non Formal School

a. Definition of formal School and Non Formal School

1) Definition of Formal Education

Education which gets the persons in school by regularly, systematic, grade, with many rules (from kindergarten until university).²⁹

Formal education' to refer to that type of education which is structured, in some cases state supported, certified and follows a pre-determined/written curriculum. Further describe formal education as: "the hierarchically structured, chronologically graded educational system running from primary school through to University and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training".

2) Definition of Non formal School

According Santoso S. Hamijoyo: "Pendidikan luar sekolah sebagai kegiatan pendidikan yang dilakukan secara terorganisasikan, terencana di luar system pesekolahan, yang ditujukan kepada individu ataupun kelompok dalam masyarakat

²⁸ Steve Higgins et al. the impact of school environment A Literature Review, (New Castle : University of New Castle Upon Tyne), 21.

²⁹ Ibid, 46.

untuk meningkatkan kualitas hidupnya".³⁰ Out of school education is the education in out of education, educate which learning process is emphasized in outs' school time.³¹ Satuan pendidikan nonformal terdiri atas lembaga kursus, lembaga pelatihan, kelompok belajar, pusat kegiatan belajar masyarakat, dan majelis taklim, serta satuan pendidikan yang sejenis.³²

Non-formal education refers to that type of education which takes place outside of the formally organized school such as adult literacy and continuing education programs for adults and out of school youth which do not necessarily emphasize certification. Description non-formal education as "any organized and sustained educational activities that do not exactly correspond to the definition of formal education." In other words, non-formal education may refer to any educational activity organized by different agencies for a particular target group in a given population, especially adults outside the framework of formal education to provide selected types of skills.

³⁰ Saleh Marzuki, Pendidikan Nonformal, (Bandung: PT REMAJA ROSDAKARYA, 2010), 105.

³¹ Hasbullah, Dasar-dasar ilmu pendidikan: (Umum dan Agama Islam), (Jakarta : PT RajaGrafindo, 2003) , 57.

³² Undang-Undang RI, Undang- Undang RI no 20 th 2003 Tentang Pendidikan Pasal 26 , (www.hukumonline.com) accessed 3 june 2015 on 11:18 am.

b. Characteristics of formal School and Non formal School

1. Divide based on the grade.
2. For children the ages are almost same.
3. The time is too long based on the National Education Program.
4. The materials are academic and general.
5. Have the vision for future time.³³

Formal coach education/accreditation programs have often been criticized for being very limited in the scope of their achievements. To avoid losing potential volunteer coaches, the programs are often delivered over short periods of time with few, if any, entry standards.³⁴

Characteristic of these non formal forums for learning is the guidance by 'knowledgeable others'. Perhaps it is best to consider all forms of learning situations along an informal formal continuum. Even in non formal opportunities there are informal learning situations in the foyers outside conference presentations and in purposeful networking.³⁵

According to H, Harbison: "pendidikan luar sekolah sebagai pembentukan skill dan pengetahuan di luar sistem sekolah formal. Pendidikan diluar system (bukan diluar mengikuti kaidah-kaidah pendidikan konvensional, sebagaimana

³³ Ibid 46.

³⁴ Clifford J. Mallet et al, Formal vs. Informal Coach Education (Australia : International Journal of Sports Science & Coaching Volume 4 · Number 3, 2009), 24.

³⁵ Ibid, 19.

di sekolah, organisasi penyelenggaranya tidak sepenuhnya mengikuti struktur sekolah yang mengikuti jenjang yang ketat *rombongan belajar yang sebaya, etc*".³⁶

Classes are designed to be flexible to meet the scheduling constraints of refugees. Cooperative working groups allow refugees to train as they work and provide employment experience and opportunities. Dodds et al explain that it is vital to "ensure that job opportunities exist for skills acquired during vocational training".³⁷

c. The Purpose of formal School and Non Formal School

Maxine Green believed the purpose of formal education was for each student to gain multiple perspectives through common experiences with classmates. This will help students learn about democratic pluralism, life narrative and ongoing social change.³⁸

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang

³⁶ *ibid*, 103.

³⁷ Ayla Bonfiglio, *Learning Outside The Classroom: Non-Formal Refugee Education In Uganda*, (UNHCR: Policy Development and Evaluation Service, 2010), 4.

³⁸ Antonio J. Marante, *What are the purposes of formal and informal education?*, (New Castle : University of New Castle Upon Tyne), 54.

beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.³⁹

Usually the every places have different characters as well as in Formal School and Non Formal School. Non formal education is for the alternative education beside fomal education.⁴⁰ Maxine Green stated that informal education strengthens community and individual perspectives and provide multiple constructions of reality.⁴¹

Santoso S. Hamijoyo state that “ tujuan penddidikan luar sekolah adalah supya individu dalam hubungannya dengan lingkungan sosial dam alamnya dapat secara bebas dan bertanggung jawab menjadi pendorong ke arah kemajuan, *gemar berpartisipasi memperbaiki kehidupan mereka.*” Based this definition Non formal Education for every age and grade.⁴²

d. The Ideal type/Models of Formal and Non Formal School

Differences	Formal School	Non Formal School
Purpose	- Long Term and general - Certified	- Short term and specific - Certificate not necessarily the main purpose

³⁹ Ibid, 10.

⁴⁰ Imam Barnabid, pendidikan Perbandingan,(Yogyakarta : ANDI OFFSET, 1987),

⁴¹ Ibid, 30.

⁴² ibid, 61

Timing	- Long cycle/preparatory/full time	- Short cycle/recurrent/part time
Content	- Standardized/input centered - Academic - Entry requirement determine clientele	- Individualized/ input centered - Practical - Clientele determine the entry requirement
Delivery system	- Institution based, isolation from environment - Rigidly structured, teacher centered and resource intensive	- Environment based and embedded in the community - Flexible, learner centered and resource efficient
Control	- External/hierarchical	- Self-governing/ democratic

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e. The classroom Environment of Formal School and Non formal school

The view of the classroom environment in Formal school and Non formal school is not to different because they have the same purpose that is to develop the students skill.

The standard for many classrooms today is to have desks aligned in rows within the classroom. This system of arrangement seems to make students lose focus and creates a higher number of disruptions in the classroom. This structure does not encourage interaction between students and focuses more on the student as an individual completing their own work. Humans are social creatures

⁴³ Willy Ngaka,etc, Exploring Formal and Non-formal Education Practices for Integrated and Diverse Learning Environments in Uganda, (The International Journal of Diversity in Organizations, Communities and Nations Volume 11, Issue 6, 2012), 1.

that want attention, and if they aren't going to be able to get it from their classmates then they will commonly act out to get attention from their teacher.⁴⁴

Classrooms can be brightened up by first ensuring adequate natural light inside and then made lively by displaying children's work on the classroom walls as well as in different parts of the school. Drawings, art and craftwork put up on the walls and shelves send out a powerful message to children and their parents that their work is appreciated. These must be displayed at locations and heights that are physically and visually comfortably accessible to children of various ages.

Usually the formal school more dominant to use the standard above different with Non Formal school, in Non Formal School there are under standard, upper standard.

f. The context Classroom Environment at SMPN 2 Jetis Ponorogo and at BBM Juara

The class here is good class, because many media to support learning process such as, hero pictures, map, ruler and arch.

The facilities classes are table and chairs students. the classes there are complete equipment cleaning such as, broom, mop and dustpan. The floor in these classes made high in front class (in

⁴⁴ Ryan Hannah, The Effect of Classroom Environment on Student Learning,(Western: MichiganUniversity,2013) , 13.

whiteboard area). So if the students presentation in a class like stand at scaffolding.

The class in BBM Juara is very comfortable. In the class consist of 15 students who have same grade. The media in this class are whiteboard. To add the good condition is air conditioning (AC).

B. Previous Research Finding

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

1. Rumaya Dewi studied about the Correlation Between classroom's learning environment and student English achievement for the eleventh grade students of MA Nurul Mujtahiddin mlarak ponorogo. The total respondents were 18 students from XIA and 18 students from XIB. The data were collected by using questionnaire to measure the classroom's learning environment, the documentation of the students' evaluation. It used to know the students English achievement. The result of her study was there is significant correlation between classroom learning environment and students learning achievement for the eleventh grade students of MA Nurul Mujtahidin Mlarak Ponorogo in Academic year 2012/2013.⁴⁵

⁴⁵ Rumaya Dewi, "Correlation Between Classroom's Learning Environment And Students' English Achievement For Thste Eleventh Grade Students Of MA. Nurul Malrak Ponorogo In Academic Year 2012/2013", (Thesis: State Islamic Collage Of Ponorogo (Stain), 2013).

2. Febriyanti Masruroh studied about the comparative study of students' achievement based on integrative and instrumental motivation in English learning (on sixth semester of english department at STAIN Ponorogo in academic year 2012/2013). Her study used questionnaire and documentation for technique of collecting data. The respondents of her study were 54 students who have integrative motivation and 36 students who have instrument motivation. The result of her study was there is no significance different between students' achievement based on integrative motivation and students' achievement based on instrument motivation in English learning.⁴⁶

C. Theoretical Framework

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

X: English Classroom Environment in Formal School (SMPN 2 JETIS).

Y: English Classroom environment in Non formal School (BBM JUARA).

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

⁴⁶Febriyanti Masruroh, "The Comparative Study Of Students' Achievement Based On Integrative And Instrumental Motivation In English Learning (On Sixth Semester Of English Department At Stain Ponorogo In Academic Year 2012/2013)", (Thesis: States Islamic Collage Ponorogo (STAIN), 2013).

1. If the English classroom environment between Formal School and Non Formal School is good, the both Classroom Environment is comfortable to study.
2. If the English classroom environment between Formal School and Non Formal School is not good, the both Classroom Environment is not comfortable to study.

D. Hypothesis

1. Null Hypothesis

There is no significance difference between English classroom Environment in Formal School (SMPN 2 JETIS) and Non Formal School (BBM JUARA).

2. Alternative Hypothesis

There is significance difference between English classroom Environment in Formal School (SMPN2 JETIS) and Non Formal School (BBM JUARA).